



Rwanda Education Board-REB

ENGLISH

Teacher's guide



Primary 3



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ENGLISH

Teacher's guide

Primary 3

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FOREWORD

This English Teacher’s Guide has been designed for the teachers of English in Primary 3. It was written in 2014 by REB and funded by USAID through the EDC/L3 project. The guide is in line with the educational programme for developing literacy and numeracy for quality education at the lower primary level.

The teacher’s guide has been designed with intent of helping the teacher prepare their English language classroom lessons and teach more efficiently and effectively. Teaching steps and related methodological guidelines are provided for each lesson. The guide also contains audio lessons addressing the issues of sounds and pronunciation. These lessons can be delivered using a mobile phone and loudspeakers to help learners speak more confidently and correctly.

The present teacher’s guide was designed based on modern educational principles for teaching young children how to read, write, listen and speak in English. It is hoped that learners, who will be taught using this book, will acquire basic language skills and knowledge, and hence will develop a lifelong culture of reading, writing, listening and speaking in English.

It is for these reasons that various specialists in English language education were invited to contribute and make this guide useful to both teachers and learners.

We therefore sincerely thank all of the people who have participated in the writing and editing of the guide. They have greatly contributed to the development of reading, writing, speaking and listening skills and knowledge in English among young children. We also take this opportunity to request people who use this teacher’s guide to give their views for its improvement for the eventual benefit of its future users.

Dr. John RUTAYISIRE

Director General of Rwanda Education Board



Table of Contents

Foreword.....	iii
Introduction	xi
Term 1 - Week 1 - Revision activities	1
Week at a glance - P3 Term 1 Week 2 - Places in our community	2
Lesson 1: The Blue Balloon.....	3
Lesson 2: The Blue Balloon.....	4
Lesson 3: The Blue Balloon.....	5
Lesson 4: Word Works.....	6
Lesson 5: Places in our community	7
Lesson 6: Where Are You Going?.....	8
Lesson 7: Places in our community	9
Lesson 8: Review/Guided Reading	10
Week at a glance - P3 Term 1 Week 3 - Location of places in the community.....	11
Lesson 1: Henrietta the Hippo	12
Lesson 2: Henrietta the Hippo	13
Lesson 3: Henrietta the Hippo	14
Lesson 4: Word Works.....	15
Lesson 5: Contractions	16
Lesson 6: My Pet Rabbit	17
Lesson 7: Location of places in the community.....	18
Lesson 8: Review/Guided Reading	19
Week 2 And 3 Assessment Tasks	20
Week 2 And 3 Assessment Record Sheet	21
Week at a glance - P3 Term 1 Week 4 - Jobs in the community	22
Lesson 1: Fire In The Forest	23
Lesson 2: Fire In The Forest	24
Lesson 3: Fire In The Forest	25
Lesson 4: Word Works.....	26
Lesson 5: Pronouns	27
Lesson 6: Here Comes The Bus!	28
Lesson 7: Jobs In Our Community	29
Lesson 8: Review/Guided Reading	30
Week at a glance - P3 Term 1 Week 5 - Jobs in the community	31
Lesson 1: The Truck is Stuck	32
Lesson 2: The Truck is Stuck	33
Lesson 3: The Truck is Stuck	34
Lesson 4: Word Works.....	35
Lesson 5: Pronouns	36
Lesson 6: The Work People Do	37
Lesson 7: Jobs in our community	38
Lesson 8: Review/Guided Reading	39
Week 4 And 5 Assessment Tasks	40
Week 4 And 5 Assessment Tasks Record Sheet	41

Week at a Glance - P3 Term 1 Week 6 – Telling the time.....	42
Lesson 1: Cecile The Caterpillar	43
Lesson 2: Cecile The Caterpillar	44
Lesson 3: Cecile The Caterpillar	45
Lesson 4: Words Works	46
Lesson 5: Telling The Time	47
Lesson 6: It Is Time	48
Lesson 7: Telling The Time.....	49
Lesson 8: Review/Guided Reading	50
Week at a glance - P3 Term 1 Week 7 - Time words	51
Lesson 1: Monkey At School	52
Lesson 2: Monkey At School	53
Lesson 3: Monkey At School	54
Lesson 4: Word Works.....	55
Lesson 5: Time Words	56
Lesson 6: What Do You Do Every Day?	57
Lesson 7: Time Words	58
Lesson 8: Review/Guided Reading	59
Week 6 And 7 Assessment Tasks	60
Week 6 And 7 Assessment Tasks Record Sheet.....	61
Week at a glance - P3 Term 1 Week 8 - Animals in our community	62
Lesson 1: Farmer Jordan	63
Lesson 2: Farmer Jordan	64
Lesson 3: Farmer Jordan.....	65
Lesson 4: Words Works	66
Lesson 5: Animals In Our Community	67
Lesson 6: A Visit To The Farm	68
Lesson 7: Singular And Plural Nouns	69
Lesson 8: Review/Guided Reading	70
Week at a glance - P3 Term 1 Week 9 - Animals in our community	71
Lesson 1: Animals In Our Community	72
Lesson 2: Animals In Our Community	73
Lesson 3: Animals In Our Community	74
Lesson 4: Word Works.....	75
Lesson 5: Animals In Our Community	76
Lesson 6: Did You See My Eggs?	77
Lesson 7: Singular And Plural Nouns	78
Lesson 8: Review/Guided Reading	79
Week 8 And 9 Assessment Tasks	80
Week 8 And 9 Assessment Tasks Record Sheet.....	81
Term 2 - Week 1 - Revision activities	84
Week at a glance - P3 Term 2 Week 2 - Parts of the body.	85
Lesson 1: Go! Go! Go! Gorillas!	86
Lesson 2: Go! Go! Go! Gorillas!	87
Lesson 3: Go! Go! Go! Gorillas!	88
Lesson 4: Word works	89

Lesson 5: Parts of the body	90
Lesson 6: A Poem about my Body	91
Lesson 7: Parts of the body	92
Lesson 8: Review/Guided Reading	93
Week at a glance - P3 Term 2 Week 3 - A clean body	94
Lesson 1: John's Sticky Day	95
Lesson 2: John's Sticky Day	96
Lesson 3: John's Sticky Day	97
Lesson 4: Word Works	98
Lesson 5: A Clean Body.....	99
Lesson 6: Taking Care Of Your Body.....	100
Lesson 7: A Clean Body.....	101
Lesson 8: Review/Guided Reading	102
Week 2 And 3 Assessment Tasks	103
Week 2 And 3 Assessment Tasks Record Sheet	104
Week at a glance - P3 Term 2 Week 4 - A clean body.	105
Lesson 1: Joy's Hair	106
Lesson 2: Joy's Hair	107
Lesson 3: Joy's Hair	108
Lesson 4: Word Works	109
Lesson 5: A Clean Body.....	110
Lesson 6: Going To A Party	111
Lesson 7: A Clean Body.....	112
Lesson 8: Review/Guided Reading	113
Week at a glance - P3 Term 2 Week 5 - Articles of clothing.....	114
Lesson 1: Double Trouble	115
Lesson 2: Double Trouble	116
Lesson 3: Double Trouble	117
Lesson 4: Word Works.....	118
Lesson 5: Compound Words	119
Lesson 6: Roy Gets Dressed	120
Lesson 7: Articles Of Clothing.....	121
Lesson 8: Review/Guided Reading	122
Week 4 And 5 Assessment Tasks	123
Week 4 And 5 Assessment Tasks Record Sheet	124
Week at a glance - P3 Term 2 Week 6 - Articles of clothing.....	125
Lesson 1: The Crocodile.....	126
Lesson 2: The Crocodile.....	127
Lesson 3: The Crocodile.....	128
Lesson 4: Word Works.....	129
Lesson 5: Simple Past Tense	130
Lesson 6: Going On A School Trip	131
Lesson 7: Simple Past Tense	132
Lesson 8: Review/Guided Reading	133

Week at a glance - P3 Term 2 Week 7 - Comparing people.	134
Lesson 1: Who Is Bigger?	135
Lesson 2: Who Is Bigger?	136
Lesson 3: Who Is Bigger?	137
Lesson 4: Word Works.....	138
Lesson 5: Comparing People	139
Lesson 6: Goat And Giraffe	140
Lesson 7: Comparisons.....	141
Lesson 8: Review/Guided Reading	142
Week 6 And 7 Assessment Tasks	143
Week 6 And 7 Assessment Tasks Record Sheet	144
Week at a glance - P3 Term 2 Week 8 - Healthy actions.....	145
Lesson 1: The Magic Mango Tree	146
Lesson 2: The Magic Mango Tree	147
Lesson 3: The Magic Mango Tree	148
Lesson 4: Word Works.....	149
Lesson 5: Contractions	150
Lesson 6: How I Keep My Body Healthy	151
Lesson 7: Healthy Actions.....	152
Lesson 8: Review/Guided Reading	153
Week at a glance - P3 Term 2 Week 9 - Healthy actions.....	154
Lesson 1: Maureen Gets New Friends	155
Lesson 2: Maureen Gets New Friends.....	156
Lesson 3: Maureen Gets New Friends.....	157
Lesson 4: Word Works.....	158
Lesson 5: Apostrophes	159
Lesson 6: What Did You Do Today?	160
Lesson 7: Healthy Actions.....	161
Lesson 8: Guided Reading	162
Week 8 And 9 Assessment Tasks	163
Week 8 And 9 Assessment Tasks Record Sheet	164
Term 3 - Week 1 - Revision activities.....	166
Week at a glance - P3 Term 3 Week 2 – Going to the market.	167
Lesson 1: Cedric’s Birthday Soup.....	168
Lesson 2: Cedric’s Birthday Soup.....	169
Lesson 3: Cedric’s Birthday Soup.....	170
Lesson 4: Word Works.....	171
Lesson 5: Going To The Market	172
Lesson 6: Going To The Market	173
Lesson 7: Going To The Market	174
Lesson 8: Review/Guided Reading	175
Week at a glance - P3 Term 3 Week 3 - Going to the Market.	176
Lesson 1: Stone Stew.....	177
Lesson 2: Stone Stew	178
Lesson 3: Going To The Market	179
Lesson 4: Word Works.....	180

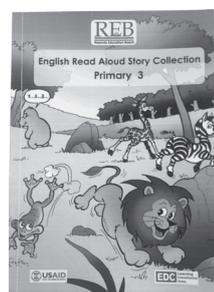
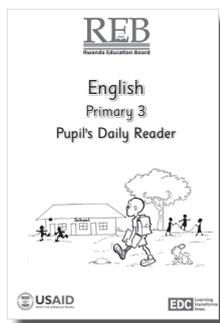
Lesson 5: Going To The Market	181
Lesson 6: Are You Going To The Market?	182
Lesson 7: Going To The Market	183
Lesson 8: Review/Guided Reading.....	184
Week 2 And 3 Assessment Tasks	185
Week 2 And 3 Assessment Record Sheet	186
Week at a glance - P3 Term 3 Week 4 - Locations in the market.	187
Lesson 1: John And Michael Go To The Market	188
Lesson 2: John And Michael Go To The Market.....	189
Lesson 3: Silent Letters	190
Lesson 4: Word Works.....	191
Lesson 5: Locations In The Market	192
Lesson 6: Chris Shops In The Market	193
Lesson 7: Prepositions.....	194
Lesson 8: Review/Guided Reading	195
Week at a glance - P3 Term 3 Week 5 - Cardinal numbers.	196
Lesson 1: How To Bake Banana Bread	197
Lesson 2: How To Bake Banana Bread	198
Lesson 3: Cardinal Numbers	199
Lesson 4: Word Works.....	200
Lesson 5: Cardinal Numbers	201
Lesson 6: Let's Count Bananas	202
Lesson 7: Before And After	203
Lesson 8: Guided Reading.	204
Week 4 And 5 Assessment Tasks	205
Week 4 And 5 Assessment Record Sheet	206
Week at a glance - P3 Term 3 Week 6 - Numbers.....	207
Lesson 1: The Gingerbread Man.....	208
Lesson 2: The Gingerbread Man	209
Lesson 3: Silent Letters W, K, B	210
Lesson 4: Silent Letters W, K, B	211
Lesson 5: Numbers	212
Lesson 6: Months Of The Year	213
Lesson 7: Months Of The Year.....	214
Lesson 8: Review/Guided Reading	215
Week at a glance - P3 Term 3 Week 7 - Buying and Selling.	216
Lesson 1: Mouse Gets A Cold	217
Lesson 2: Mouse Gets A Cold	218
Lesson 3: Mouse Gets A Cold	219
Lesson 4: Word Works.....	220
Lesson 5: Buying And Selling	221
Lesson 6: A Shop On His Head.....	222
Lesson 7: Buying And Selling	223
Lesson 8: Review/Guided Reading	224
Week 6 And 7 Assessment Tasks	225
Week 6 And 7 Assessment Record Sheet	226

Week at a glance - P3 Term 3 Week 8 - Buying and selling.....	227
Lesson 1: The Three Little Goats	228
Lesson 2: The Three Little Goats.....	229
Lesson 3: Buying and Selling	230
Lesson 4: Buying And Selling	231
Lesson 5: How Much? How Many?	232
Lesson 6: Shopping For Dinner	233
Lesson 7: Buying And Selling	234
Lesson 8: Review/Guided Reading	235
Week at a glance - P3 Term 3 Week 9 - The day after the market.	236
Lesson 1: The Little Hen	237
Lesson 2: The Day After The Market	238
Lesson 3: To Market, To Market	239
Lesson 4: Word Works.....	240
Lesson 5: The Day After The Market.....	241
Lesson 6: Where Did You Go Yesterday?	242
Lesson 7: The Day After The Market.....	243
Lesson 8: Review/Guided Reading	244
Week 8 And 9 Assessment Tasks	245
Week 8 And 9 Assessment Record Sheet	246
References	247

INTRODUCTION

The Rwanda Education Board (REB) in collaboration with the Literacy, Language and Learning Initiative and support from USAID has developed English audio and print materials for English Primary 3. These materials are designed to provide Primary 3 teachers with practical approaches and resources for delivering an effective literacy programme. In order to deliver the Primary 3 literacy programme, schools will receive the following:

- Interactive Audio Instruction Programmes
- English Read Aloud Story Collection Primary 3
- Pupil's Daily Reader Primary 3
- English Teacher's Guide Primary 3
- Mobile phone and speakers



Interactive Audio Instruction Programmes

Interactive Audio Instruction (IAI) supports teachers in providing effective classroom instruction in listening, speaking, reading and writing. The audio programmes are delivered via mobile phones with speakers. They provide models of correct pronunciation and language use. The IAI programmes provide a model for teachers on how to conduct engaging read aloud sessions. They also show teachers how to implement activities to develop pupils' listening, speaking and reading skills. Pupils actively participate in word games, rhymes, songs, storytelling and question and answer sessions during the audio programmes.



English Read Aloud Story Collection Primary 3

In addition to the IAI programmes, teachers receive a read aloud story collection. Pupils of any age benefit from hearing an expert reading of a book. Reading aloud to pupils demonstrates phrased, fluent reading and develops the listener's interest in books and desire to be a reader. Listening to other people reading develops key understanding and skills, such as an appreciation for how a story is written.



The lesson plans in the teacher's guide show teachers how to use read aloud stories to implement effective reading and writing activities. Questions are at the end of every story to help develop pupils' comprehension skills.

English Primary 3 Pupil's Daily Reader

Pupils receive an English Daily Reader at the beginning of Primary 3. The Daily Reader contains texts that pupils are expected to be able to read on their own, with some support from the teacher or an adult or sibling. The Daily Reader contains activities that give children additional help with their reading and writing at school and at home. The lesson plans in the teacher's guide model how to use the Daily Reader to develop pupils' reading skills.



The Teacher Guide

The Teacher Guide contains 24 chapters. Each chapter provides a weekly scheme of work. The schemes are aligned with the Primary 3 English curriculum. They identify the specific learning outcome that teachers should focus on each day. Each weekly scheme follows the same pattern. In Primary 3, Lessons 1, 2, 3, 5 and 6 of the week have audio support. Lessons 4 and 7 do not have audio support. Lesson 8 allows teachers to review, reinforce and provide extra support for pupils.

Overview of weekly lesson plans for Primary 3

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Audio support	Audio support	Audio support	Non Audio	Audio support	Audio support	Non Audio	Review

Daily lesson plans

The Teacher's Guide contains daily lesson plans. There are two types of lesson plan aligned with the weekly schemes of work. First, the audio lesson plans provide instructions for the teachers to follow in guiding the broadcast of the IAI programmes. These plans also suggest follow-up activities for teachers to implement with their classes after the programme has been completed.

Second, the non-audio lesson plans detail the activities for teachers to facilitate the learning of curriculum objectives. In most cases, the plans require teachers to model some of the activities presented in the audio lessons using new content. Each of the non-audio plans gives the learning outcome for the lesson, the key vocabulary terms that will be introduced, and the resources required for the lesson. They follow the same general format:

Review: Details are provided on connecting the current lesson with previous lessons.

Presentation: The language form or content is introduced and presented; comprehension is checked before a form of guided practice is introduced.

Application: A communicative activity takes place so that the pupils can practice what they have learned; this stage also provides an opportunity for pupils to integrate the new knowledge presented in the lesson with previous knowledge.

Evaluation: Teachers and pupils evaluate how well the material has been learned.

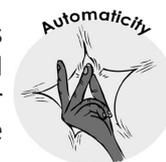
In addition, the lesson plans outline **homework activities** for pupils to do with a parent, sibling or other family member to reinforce learning and encourage a culture of reading and writing at home.

New features of the programme

This English programme integrates a number of practices that may be new to newly-qualified/early learner primary English teachers. They include automaticity, fluency, phonemic awareness, phonics, vocabulary and interactive writing activities:

- **Automaticity**

Automaticity refers to the ability to quickly identify words and letter sounds. Pupils who struggle to identify words will have great difficulty reading English words and sentences. For this reason, every audio lesson begins with five minutes of games, for example, playing games to review words studied previously. The goal is to increase the speed with which pupils can identify and read words.



- **Fluency**

Fluency refers to being able to read a text quickly, and using the appropriate expression and intonation. This comes after automaticity, which is a necessary first step to start being able to read fluently. Pupils develop their fluency when they have the opportunity to re-read texts. Fluency activities can be developed in various ways:

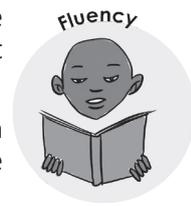
Choral reading with the teacher: the pupils read aloud with the teacher.

Choral reading without the teacher: the pupils read aloud as a group, and the teacher listens. The teacher can circulate around the room during the activity.

Echo reading: the teacher reads a few words or a sentence while pupils are following in their own textbook with their eyes and finger. The pupils read what the teacher has read after the teacher stops.

Pair reading: the pupils take turns reading a sentence from their story to each other; one child puts their finger under each word as the two pupils read the words together.

Silent reading: the pupils read alone putting their fingers and their sight on each word as they read it.



- **Phonics**

Phonics refers to the relationship between phonemes and the letters (graphemes) that represent them. Phonics is also the term often used to describe the teaching of letter-sound relationships. The goal of phonics instruction is to help children learn the relationships between the letters of written language and the sounds of spoken language. The English language has a complex alphabetic code for the writing system of 26 letters of the alphabet, phonological system of the 44 sounds phonemes identifiable in English speech.

- **Introducing authentic writing activities**

Primary 3 pupils need to be exposed to writing activities that go beyond copying words or sentences. Pupils need opportunities to engage in authentic writing, i.e. in which they attempt to write a word or sentence of their own choosing. Regular practice will support pupils as they develop their writing skills to the point where they are forming complete sentences on their own.



The purpose and benefits of assessment

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

Pupils with special educational needs

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

Children with special educational needs are children first 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 children. A child’s special educational need should not define the whole child.

Taking care of Daily Readers

Reading with children in the early years encourages a positive attitude towards books and reading. Pupils must bring home their reader everyday to practise their reading at home. Pupils must be encouraged to maintain their books and materials in good condition, in order to ensure the materials will last for many years in the school. Pupils should be reminded that their Daily Reader is precious and should be handled with care. The book should be covered with a suitable paper covering and placed in a small bag for transporting to and from the school. Pupils should be discouraged from tearing off or folding pages, or writing in the textbook and praised for maintaining their books well. Pupils need to return their Daily Reader to the school at the end of the term.

Additional materials

No additional materials are required to implement the programme. However, teachers are encouraged to make their own locally developed materials; alphabet charts, vocabulary charts, flash cards, etc. The use of such materials can only enhance pupils’ learning and make learning English that much more child centred and effective.

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. The system uses a symbol to represent each of the 44 sounds in English and shows pupils how words are pronounced. This alphabetic code chart highlights the vowel and consonant sounds. Teachers need to make clear when they are referring to vowel or consonant sounds and letters.

Guide for teachers

IPA	Letters	Key Words
/b/	b	ball, boy, but, web, job, robbery
/k/	c, k, ck, q	cat, copy, luck
/d/	d	dog, middle, sad
/f/	f, gh, lf	fish, lift, off, laugh, half
/g/	g	go, goat, leg, regain
/h/	h	hat, hot, ahead, rehearse
/dʒ/	j, dg, g	jump, jam, jet, joy, judge, George
/k/	k	key, king, truck
/l/	l	leaf, lip, pull, delight
/m/	m	man, swim, ceremony
/n/	n	night, pan, sink, renew
/p/	p	pig, clap, capable
/q/	q	queen, question, request
/r/	r	red, erase

/s/	s	sun, dress, cement, sell, nice
/t/	t	talk, cat, letter
/v/	v	van, love, reveal, Stephen
/w/	w, o	water, one, reward
/k/+ /s/	x	ox, x-ray, exercise, success
/j/	y, u, eu, ew	yes, yellow, unique, ewe, Europe
/z/	z, s	zebra, buzz, close, housing
/æ/	a	apple, band, map
/e/	e	egg, bed, bread
/ɪ/	i	in, insect, drip, village
/ɒ/	o	on, pot, what
/ʌ/	u	up, sun, son, ton, flood, blood
/eɪ/	ai	rain, away, eight, fate, break, great
/i:/	ee	eat, key, chief,
/aɪ/	igh	high, ride, tie, behind, fly, bike, height
/əʊ/	oa	boat, bow, rope, dough, go, plateau
/u:/	oo	moon, blue, cube, new, shoes
/ʊ/	oo	book, cook, would, good, foot, put
/aʊ/	ou	bough, how, pout, out, cloud, found
/ɔɪ/	oi	boy, hoy, oil, boil, avoid
/ɔ:/	aw	paw, caught
/ɑ:/	ar	far, art, arm, start
/ɔ:/	or	corn, storm, horse
/ɜ:/	ir, er, ur	girl, farmer, fur, learn
/ɔ:/	or	storm
/ʃ/	sh	ship, shop, nation, mission
/tʃ/	ch	chip, chap, bunch, watch
/ð/	th	this , breathe, father (voiced)
/θ/	th	think, teeth (unvoiced) voiceless breath
/ŋ/	ng	song, bang, string

TERM 1 - WEEK 1 - REVISION ACTIVITIES

Lesson 1

Pupils fill the gaps in each word with the correct letters Daily Reader, Page 1, Box 1.
Pupils read the words aloud.

Lesson 2

Pupils write 3 sentences using the words in Daily Reader, Page 1, Box 1.
Pupils read their sentences to the class.
Write good examples from pupils on the board.

Lesson 3

Play buzz, using words from the Daily Reader.
Pupils count and write the syllables in each word.

Lesson 4

Pupils write sentences using words from Daily Reader, Page 1, Box 2.
Pupils read their sentences to the class.
Write good examples from pupils on the board.

Lesson 5

Pupil read the words in Daily Reader, Page 1, Box 3.
Play Buzz, using words from box 3.
Pupils write sentences using words from Box 3, line 1.

Lesson 6

Pupils share their sentences.
Pupils write sentences using words from Daily Reader, Page 1, Box 3, Line 2.
Pupils read their sentences to the class.
Write good examples from pupils on the board.
Read the sentences together.

Lesson 7

Pupils talk about the school break.
Pupils write about what they did during the school break.

Lesson 8

Pupils listen to a read aloud story.
Pupils read a story of their choice from the classroom library.

Week at a glance - P3 Term 1 Week 2 - Places in our community

Levelled text: Where Are You Going? Read aloud story: The Blue Balloon. Target Sound: /ei/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Places in our Community	Places in our Community	Places in our Community	Places in our Community	Places in our Community	Places in our Community	Places in our Community	Review
Content (New language structures / vocabulary)	School, market, shop, health centre, taxi park, petrol station	School, market, shop, health centre, taxi park, petrol station	Words with long A sound and spelling pattern ay, ai and ei.	Words with long A sound and spelling pattern ay, ai and ei.	What is the name of your district? Do you live in a town or a village? Is your town big or small? It is small. village, town office, province, district, sector Is there a market in your village? Yes, there is. / No, there isn't.	School, market, shop, health centre, taxi park, petrol station. Where are you going? I am going to.	School, market, shop, health centre, taxi park, petrol station. Where are you going? I am going to.	Review of previously learned structures. Pupils engage in personal reading.
Target Sound			/ei/	/ei/				
Songs/ Poems			Rain, Rain	Rain, Rain				
REB / L3 Books	The Blue Balloon	The Blue Balloon	The Blue Balloon			Where Are You Going?	Where Are You Going?	Where Are You Going?
Keynote English		Pp. 14,15				Pp. 14,15		
Success		P. 13				P. 13		
New Primary English		Pp. 15,16				Pp. 15,16		
New Progressive		-				-		



LESSON 1: THE BLUE BALLOON

By the end of the lesson, pupils will be able to:

- Identify different places in the community.
- Use vocabulary learned from the story *The Blue Balloon*.
- Summarise the story *The Blue Balloon*.

Key content:

Vocabulary: school, taxi park, market, petrol station, shop and health centre.

Teaching Aids:

- Read aloud story: *The Blue Balloon*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W2-L1).
- Pictures of places in the community.
- Flashcards with new vocabulary.

Teaching tip

When reading the storybook, move slowly around the classroom to make sure all pupils can see the pictures. Point at pictures that relate to the part of the story as it is being read.

REVIEW

5 minutes

Play Buzz, with the words *put, the, with, do, and, go* and *come*.

PRESENTATION (AUDIO)

25 minutes

taxi park

health centre

petrol station

APPLICATION

Fill in the missing words: Daily Reader, Page 2, Box 1 (pair work)

5 minutes

- Pupils complete the exercise on page 2 of the Daily Reader, box 1.
- Pupils draw a picture of Hope and John.
- Pupils show their pictures.
- Write the answers on the board.
- Pupils correct their answers.



EVALUATION

5 minutes

Comprehension questions (individual)

- Ask the following questions:
 - *Where did the balloon go?*
 - *Who helped the children to chase the balloon?*
 - *Who got the balloon from the tree?*
- After each question, pupils share their answers.
- Select some pupils to share with the class.
- Pupils retell the story of *The Blue Balloon* in their own words.



HOMEWORK



Pupils write a list of the places where the blue balloon passed.



LESSON 2: THE BLUE BALLOON

By the end of the lesson, pupils will be able to:
Write about places in their community.

Key content:
Vocabulary: school, market, taxi park, shop, health centre, petrol station.

Teaching Aids:

- Read aloud story: *The Blue Balloon*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W2-L2).
- Word wall.
- Flashcards with new vocabulary.

Teaching tip

Ask pupils to mime what happens in those places in the community when teaching pupils new words.

REVIEW

5 minutes

- Review homework.
- Pupils say what they remember from the story *The Blue Balloon*.

PRESENTATION (AUDIO)

25 minutes

Rain, Rain

Rain, Rain, go away,

Come again another day,

Little children want to play.

soars

drift

drops

floats

flies

APPLICATION

Places in our community: Text book activity (pair work)

5 minutes

Keynote English Pp. 14,15

Success p.13

New Primary English Pp.15,16

New Progressive -

- Pupil A points at a picture of a place in the community, pupil B names the place.
- Pupils read sentences in their textbook.
- Pupils say who work in the places in the community.

EVALUATION

5 minutes

Write about places in our community (individual)

- Pupils name places in their community.
- Write their answers on the board.
- Pupils pick three words and write three sentences.
- Some pupils share their sentences.
- Write their sentences on the board.

HOMEWORK



Pupils read the poem *Rain, Rain* in box 2, page 2 of their Daily Reader.
Pupils draw a picture of three places in their community and label them.



LESSON 3: THE BLUE BALLOON

By the end of the lesson, pupils will be able to:
Identify and read words with ay, ai and ei spelling pattern.

Key content:

Words with ay, ei, ai sounds pronounced /ei/.

Teaching Aids:

- Read aloud story: *The Blue Balloon*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W2-L3).
- Word wall.
- Flashcards with new vocabulary.

Teaching tip

There are many ways to make the long A sound. The words snake, hay, paint and eight all have the sound. When a vowel sounds like its name, this is called a long sound.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the sight words: *want, was, they, this* and *what*.

PRESENTATION (AUDIO)

25 minutes

ay	ai	ei
away	fail	their
play	paid	weight
today	pain	veil
say	said	vein
day	maid	

APPLICATION

How do I write it? (pair work)

5 minutes

- Point at the word *away* on the board.
- Say the word, encourage pupils to look at the letters.
- Erase the word from the board.
- Pupils write the word.
- Then, write it on the board and pupils check if they spelled it correctly.
- Repeat with the words: *play, their, pain* and *say*.

EVALUATION

5 minutes

Writing ay, ai and ei: Daily Reader, Page 2, Box 3 (pair work)

- Pupils identify and write words with ay, ai and ei spellings.
- Write the correct answers on the board.
- Pupils correct their work.

HOMEWORK



Pupils read the poem *Rain, Rain* in box 2, page 2 of the Daily Reader. Pupils write sentences with the words *away, game* and *height*.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read and write words with ay, ai and ei spelling pattern.

Key content:

Words with ay, ai, ei, for example, *away, rain, eight*.

Teaching Aids:

- Word wall.
- Flashcards.

REVIEW

5 minutes

- Review homework.
- Pupils say the poem *Rain, Rain*.
- Play BUZZ with the words: *away, is, eight, sleep, this, paid* and *their*.

PRESENTATION

15 minutes

- Say long A words, for example, *away, rain, play, eight, say, paid, vein* and *their*.
- Ask pupils what common sound do they hear in all the words.
- Write the words on the board.
- Read them with the pupils.
- Ask pupils what letters make the long A sound. (ay, ei, ai).
- Pupils underline the letters that make the long A sound in every word.

APPLICATION

How do I write it? (pair work)

7 minutes

- Point at the word *eight* on the board.
- Say the word several times, encouraging the pupils to look at the letters.
- Erase the word.
- Ask pupils to write the word *eight* in their notebook.
- Ask pupils how did they spell the word.
- Write the word on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *stay, tail, way* and *vein*.

Poem: Daily Reader, Page 2, Box 2

3 minutes

- Pupils read the poem *Rain, Rain*.
- Pupils touch their head when they read the long A sound.

EVALUATION

10 minutes

Dictation (individual)

- Say the words: *eight, pain, main, day* and *rain*.
- Pupils write them in their notebook.
- Write the words on the chalkboard.
- Pupils correct their work.
- Ask pupils to read the words.

HOMEWORK



Pupils compose sentences using the words: *nail, rain, vein, pay* and *away*.



LESSON 5: PLACES IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:
Compose sentences about their community.

Key content:

Vocabulary:

- What is the name of your district?
- Do you live in a town or a village?
- Village, town, office, province, district and sector.
- Yes, there is. No, there isn't.

Teaching Aids:

- Phone and speaker.
- Flashcards with new vocabulary.
- Audio Lesson (E-P3-T1-W2-L5).
- Word wall.

Teaching tip

Facilitate pair work to help pupils practice speaking and listening skills.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *day, buy, come, where, this* and *night*.

PRESENTATION (AUDIO)

25 minutes

1	2	3
ay	ai	ei
play	said	vein
day	rain	their

APPLICATION

Complete the Sentences: Daily Reader, Page 3, Box 5 (pair work)

5 minutes

- Pupils work in pairs and read the sentences in box 5.
- Pupils write the missing words and complete the sentences.

EVALUATION

5 minutes

Writing about my community (individual)

- Pupils write three sentences about their community.
- Pupils share their answers.
- Write good examples of sentences on the board.

HOMEWORK



Pupils read boxes 1, 2, 3 and 5 of their Daily Reader with a parent or sibling. Pupils share their sentences with their parents or siblings.



LESSON 6: WHERE ARE YOU GOING?

By the end of the lesson, pupils will be able to:

- Read and answer comprehension questions on the text *Where Are You Going?*
- Use vocabulary learned from the story.

Key content:

Vocabulary: town, health centre, petrol station, playground, taxi park.

Teaching Aids:

- Daily Reader: *Where Are You Going?*
- Phone and speaker.
- Audio Lesson (E-P3-T1-W2-L6).

Teaching tip

Put pupils in pairs and let them try to read the text first without help.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words *come, where, buy, town, playground, his and that.*

PRESENTATION (AUDIO)

25 minutes

play

pair

APPLICATION

Paired reading

5 minutes

- Pupils re-read the text *Where Are You Going?*
- Circulate the room, listening to the pupils.
- Invite some pupils to read the text aloud.

EVALUATION

5 minutes

Comprehension Questions: Daily Reader, Page 8, Box 10

- Read the comprehension questions with the pupils.
- Pupils write their answers in their notebooks.
- Pupils share their answers.
- Write the correct answers on the board.
- Pupils correct their work.

HOMEWORK



Pupils read the text *Where Are You Going?* to a family member.
Pupils complete the sentences in their Daily Reader, Page 3, Box 6.

LESSON 7: PLACES IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:

Compose sentences about places in their community.

Key content:

Vocabulary: I am going to... Where are you going? I am going to school, market, taxi park, shop, health centre, petrol station.

Teaching Aids:

Daily Reader: *Where Are You Going?*

REVIEW

5 minutes

- Pupils recite the poem *Rain, Rain*.
- Pupils choral read the story *Where Are You Going?*

PRESENTATION

10 minutes

- Write *Where are you going?* on the board.
- Read the question with the pupils.
- Pupils answer the questions in pairs using *I'm going to.....* for example, *I'm going to the market. I'm going to school. I'm going to the playground.*
- Ask, *what are you going to do there?*
- Pupils answer the question in pairs.
- Write their answers on the board.
- Read the sentences with the pupils.

APPLICATION

15 minutes

Complete the sentences (pair work).

- Clean the chalkboard.
- Pupils write sentences using the structure *I am going to _____ to _____.*
- Teacher circulates to help them.
- Pupils share their sentences with their partners.
- Invite some pupils to read their writing aloud.

EVALUATION

10 minutes

Writing activity (individual)

- Pupils complete the following sentences.
- *I am going to the town to _____.*
- *I am going to the market to _____.*
- *I am going to the _____ to _____.*
- *I am going to the _____ to _____.*
- Pupils share their answers.

HOMEWORK



Pupils read the text *Where Are You Going?* with a parent or sibling.
Pupils read their personal writing with their family.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *The Blue Balloon*.
- Read a story of their own choice.

Key content:

Reading for pleasure and information.

Teacher and pupil materials:

- A variety of books and reading materials.
- Read aloud story: *The Blue Balloon*.
- Daily Reader: *Where Are You Going?*

Guided Reading Tip

Five finger rule: Have each child open his/her book of choice and check how many words he/she can read on a double page. If they find five words they can't read, encourage them to select another book for the guided reading activity.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *market, play, taxi park, petrol station, school and health centre*.
- Pupils choral read the story *Where Are You Going?*

PRESENTATION

10 minutes

- Teacher reads the story *The Blue Balloon*.
- Pupil say what they liked or disliked about the story.

APPLICATION

15 minutes

- Pupils select a book of their own choice from the classroom library.
- Advise them to handle the book carefully.
- Pupils read their books silently.
- Teachers circulate to listen and help pupils read difficult words.

EVALUATION

10 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Pupils write about what they learned from the read aloud.

HOMEWORK



Pupils read the text *Where Are You Going?* with a parent or sibling.
Pupils tell their family about the story they read in today's lesson.

Week at a glance - P3 Term 1 Week 3 - Location of places in the community

Levelled text: My Pet Rabbit. Read aloud story: Henrietta the Hippo. Target Sound: /əʊ/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Location of places in the community	Location of places in the community	Location of places in the community	Location of places in the community	Location of places in the community	My Pet Rabbit	Location of places in the community	Review
Content (New language structures/ Vocabulary)	Near, far from, behind, between, next to	Near, far from, behind, between, next to	Words with long O sound and spelling pattern oa, ow and ough.	Words with long O sound and spelling pattern oa, ow and ough.	Is the shop near the taxi park? Yes, it is .No, it isn't. Where is the shop? It is near the church.	Near, far from, behind, between, next to	Near, far from, behind, between, next to	Review of previously learnt structures and vocabulary.
Target Sound			/uə/	/uə/				
Song/ Poem		Row, Row	Row, Row					
REB / L3 Books	Henrietta the Hippo	Henrietta the Hippo	Henrietta the Hippo			My Pet Rabbit	My Pet Rabbit	My Pet Rabbit
Keynote English	Pp. 68-69	Pp. 68-69	Pp. 68-69	Pp. 68-69	Pp. 69-70	Pp. 68-69	Pp. 68-69	
Success	Pp. 126-127	Pp. 126-127	Pp. 126-127	Pp. 126-127	P. 125	Pp. 126-127	Pp. 126-127	
New Primary English	Pp. 93-94	Pp. 93-94	Pp. 93-94	Pp. 93-94	Pp. 95-96	Pp. 93-94	Pp. 93-94	
New Progressive	Pp. 64-65	Pp. 64-65	Pp. 64-65	Pp. 64-65	P. 65	Pp. 64-65	Pp. 64-65	



LESSON 1: HENRIETTA THE HIPPO

By the end of the lesson, pupils will be able to:

- Answer comprehension questions on the story *Henrietta the Hippo*.
- Use vocabulary learned from the story.
- Summarize the story.

Key content:

Vocabulary: near, far, from, behind, between, next to.

Teaching Aids:

- Read aloud story: *Henrietta the Hippo*.
- Phone and speaker.
- Audio lesson (E-P3-T1-W3-L1).
- Pictures of animals chart.
- Flashcards with new vocabulary.
- Daily Reader: *Where Are You Going?*

Teaching tip

When reading *Henrietta the Hippo* show the pupils the pictures. Ask them to name the animals in the story.

REVIEW

5 minutes

Play Buzz with the words: *day, rain, vein, said* and *their*.

PRESENTATION (AUDIO)

25 minutes

in front of

behind

over

under

between

APPLICATION

Fill in the missing words: Daily Reader, Page 9, Box 1 (pair work)

5 minutes

- Pupils read and complete the sentences in box 1.
- Pupils draw a picture of Henrietta the Hippo.
- Pupils share their sentences and drawings with the class.
- Write the correct sentences on the board.
- Read the sentences with the pupils.
- Pupils correct their work.



EVALUATION

5 minutes

Comprehension Questions (pair work)

- Ask the questions:
 - *What game are the animals playing?*
 - *Who is playing hide and seek?*
 - *Where do the animals hide?*
- Pupils discuss the answer.
- Pairs share their answers with the whole class.
- Pupils retell the story of *Henrietta the Hippo* in their own words.



HOMEWORK



- Pupils read the text *Where Are You Going?* with a parent or sibling.
- Pupils read their sentences and share their drawing.
- Pupils write a list of the places where the animals were hiding.



LESSON 2: HENRIETTA THE HIPPO

By the end of the lesson, pupils will be able to:
Read and write words with the long O sound and the spelling pattern oa, ow, ough.

Key content:
Vocabulary: strange, bush, next, pond, croak.

- Teaching Aids:**
- Read aloud story: *Henrietta the Hippo*.
 - Phone and speaker.
 - Audio lesson (E-P3-T1-W3-L2).
 - Daily Reader: *Where Are You Going?*

Teaching tip

*There are many ways to make the /uə/ sound.
The words boat, row, and dough all have this sound.*

REVIEW

5 minutes

- Review homework.
- Pupils say what they remember about the story *Henrietta the Hippo*.

PRESENTATION (AUDIO)

25 minutes

Row, Row
 Row, row, row your boat.
 Gently down the stream.
 If you see a crocodile.
 Don't forget to scream.

APPLICATION

How do I write it? (Individual/pair work)

3 minutes

- Point at the word *row*.
- Say the word several times, encouraging the pupils to look at the letters.
- Erase the word.
- Pupils write the word in their notebook.
- Rewrite the word.
- Pupils check if they spelled it correctly.
- Repeat with the words: *goat, coat, low and grow*.

Poem: Daily Reader, Page 9, Box 2

2 minutes

- Pupils read the poem *Row, Row* in box 2.
- Pupils touch their head when they hear the long O sound.

EVALUATION

5 minutes

Write long O words: Daily Reader, Page 9, Box 2.

Pupils write the words with the long O sound in the poem *Row, Row*.

HOMEWORK



Pupils read the poem *Row, Row*.
Pupils read the story *Where Are You Going?* to a parent, sibling or community member. Pupils write three sentences using long o sound words.



LESSON 3: HENRIETTA THE HIPPO

By the end of the lesson, pupils will be able to:
Identify and write words with the long O sound and the spelling pattern oa, ow and ough.

Key content:
Words with oa, ow and ough spelling pattern.

- Teaching Aids:**
- Read aloud story: *Henrietta the Hippo*.
 - Phone and speaker.
 - Audio Lesson (E-P3-T1-W3-L3).
 - Daily Reader: *Where Are You Going?*

Teaching tip

*Draw a column on the board for each spelling pattern oa, ow and ough
Say a word and pupils identify the correct column to write the word.*

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *roar, low, grow, window, soap* and *toad*.

PRESENTATION (AUDIO)

25 minutes

<u>oa</u>		
toad	<u>ow</u>	
roar	low	<u>ough</u>
croak	grow	though
soap	follows	dough
oats	window	
coach		

APPLICATION

How do I write it? (pair work)

5 minutes

- Point at the word *low* on the board.
- Say the word several times.
- Erase the word.
- Pupils write it in their notebook.
- Write the word on the board.
- Pupils check they spelled it correctly.
- Repeat with the words: *follow, soap, window* and *though*.

EVALUATION

5 minutes

Reading words with the long o sound: Daily Reader, Page 9, Box 3 (pair work)

- Pupils identify and write the words with the long o sound in the correct box.
- Have some pairs share the words they have identified with the whole class.

HOMEWORK



Pupils read the text *Where Are You Going?* with a parent or sibling.
Pupils read boxes 2 and 3 on page 9 of their Daily Reader.
Pupils write three sentences using the words with the long O sound.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Compose sentences using vocabulary describing locations.

Key content:

Vocabulary: near, far, from, behind, between, next to.

Grammar: prepositions

Teaching Aids:

- Read aloud story: *Henrietta the Hippo*.
- Word wall.
- Flashcards.
- Daily Reader: *Where Are You Going?*

REVIEW

5 minutes

- Review homework.
- Recite the poem Row, Row.
- Play Buzz with the words: *yellow, window, shop, coat, through, at* and *market*.

PRESENTATION

10 minutes

- Show pupils the story *Henrietta the Hippo*.
- Pupils look at the pictures.
- Pupils describe where the animals are using: near, far, from, behind, between, next to.
- Put the pupils in pairs.
- Give directions to the pupils, for example, stand near your partner.
- Pupils stand near their partner.
- Repeat with: *far, behind, next to*.
- Pupils describe where they are standing, for example, *I am beside John*.

APPLICATION

Locations in the community: Textbook work (pair work)

15 minutes

Keynote English p.68

Success Pp. 126, 127,

New Primary English Pp. 93,94

New Progressive p.64

- Pupils look at the pictures and talk about them.
- Pupils read the sentences about location of places in the community.
- Circulate to listen to readers.
- Ask some pairs to read for the class.

EVALUATION

10 minutes

Illustrate new words

- Pupils draw a picture to illustrate the following sentences:
 - The boy is behind the wall.
 - The girl is next to the tree.
- Pupils show their drawings.
- Select some correct examples and show them to the class.



HOMEWORK



Pupils read the text *Where Are You Going?* with a parent or sibling.
Pupils complete Page 10, Box 4 in their Daily Reader.



LESSON 5: CONTRACTIONS

By the end of the lesson, pupils will be able to:

- Compose sentences describing locations in the community.
- Use contractions in writing.

Key content:

Vocabulary:

- Is the shop near the taxi park?
- Yes, it is/No, it isn't.
- Where is the shop?
- It is near the church.

Grammar: Contractions

Teaching Aids:

- Phone and speakers.
- Audio Lesson (E-P3-T1-W3-L5).
- Daily Reader: *Where Are You Going?*

Teaching tip

Group pupils in pairs to discuss and compose sentences.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the sight words: *away, run, walk, every and there.*

PRESENTATION (AUDIO)

25 minutes

It is

It is not

It isn't

APPLICATION

Ask and answer (pair work)

5 minutes

- Ask, *Is the school near the market?*
- Pupils A answer their partner. *Yes, it is.* or *No, it isn't.*
- Ask some pairs to share the correct answer.
- Repeat with similar questions:
- *Is the school next to the taxi park?*
- *Is the shop behind the school?*
- *Is the church beside the shop?*

EVALUATION

5 minutes

Contractions (pair work)

Pupils match the following words:

is not	can't
can not	isn't
do not	didn't
did not	don't

HOMEWORK



Pupils read the text *Where Are You Going?* with a parent or sibling.
Pupils complete the exercise in the Daily Reader, Page 10, Box 5



LESSON 6: MY PET RABBIT

By the end of the lesson, pupils will be able to:

- Read the text *My Pet Rabbit*.
- Answer comprehension questions on *My Pet Rabbit*.

Key content:

Vocabulary:

Town, rabbit, follows, oats, burrow, banker.

Teaching Aids:

- Daily Reader: *My Pet Rabbit*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W3-L6).

Teaching tip

Let pupils read the text without help first.

Encourage them to locate words they know in the text

REVIEW

3 minutes

- Review homework.
- Play Buzz with the sight words: *what, away, there, every* and *walk*.

PRESENTATION (AUDIO)

27 minutes

soap

window

APPLICATION

5 minutes

Read and re-tell the story (pair work)

Pupils read the text with a partner and retell it in their own words.

EVALUATION

5 minutes

Comprehension questions: Daily Reader, Page 16, Box 12

- Read the comprehension questions with the pupils.
- Pupils write their answers in their notebooks.
- Write the correct answers on the board.
- Pupils correct their work.

HOMEWORK



Pupils read the story *My Pet Rabbit* with a parent or sibling.

Pupils complete the sentences in the Daily Reader, page 10, Box 6.

LESSON 7: LOCATION OF PLACES IN THE COMMUNITY

By the end of the lesson, pupils will be able to:
Compose sentences about places in the community.

Key content:
Vocabulary: behind, between, next to, far from, near and in front of.

Teaching Aids:
Daily Reader: *My Pet Rabbit*.

REVIEW

5 minutes

- Review homework.
- Recite the poem *Row, Row*.
- Pupils echo read the story *My Pet Rabbit*. Say the name of a place in the community.
- Ask pupils to find the word the word in their daily reader.



PRESENTATION

15 minutes

- Put the pupils in pairs.
- Give directions to the pupils, for example, stand near your partner.
- Pupils stand near their partner.
- Repeat with: stand *far from your partner*, stand *behind your partner*, stand *next to your partner*, stand *in front of your partner*.
- Pupils describe where they are standing, for example, *I am beside John*.

APPLICATION

15 minutes

Illustrate the sentence (Individual)

- Write the following sentences on the board:
 - The taxi park is behind the market.
 - The playground is next to the school.
 - The health centre is near the bank. Pupils draw a picture of each sentence.
- Select some correct examples to show the class.



EVALUATION

5 minutes

- Pupils write a short story about places in their community.
- Ask some pupils to read their stories.

HOMEWORK



Pupils read the text *My Pet Rabbit* with a parent or sibling.
Pupils read the sentences they wrote to a family member.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *Henrietta the Hippo*.
- Read a story of their own choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Henrietta the Hippo*.
- Daily Reader: *My Pet Rabbit*.
- A variety of books and reading materials.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book on a double page. Pupils check how many words they can read. If they find five words they can't read, they select another book.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *between, behind, near, far from, in front of*.
- Pupils choral read the story *My Pet Rabbit*.



PRESENTATION

10 minutes

- Teacher reads the story *Henrietta the Hippo*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story *Henrietta the Hippo*.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Ask them to wash their hands before holding the book.
- Pupils select a book from the classroom library.
- Advise them to handle the book carefully.

APPLICATION

15 minutes

- Pupils read their books silently.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in their books and pupils read it for you.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Pupils write sentences about what they read.
- Encourage the pupils to write a sentence starting with *I like* or *I didn't like*.

HOMEWORK



Pupils read the text *My Pet Rabbit* with a parent or sibling.
Pupils discuss the story they read in today's lesson.

WEEK 2 AND 3 ASSESSMENT TASKS

Pupils come to the table, one by one.

Assessment task 1: Ask the pupil to read these words aloud.

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

boat	pain	away	toad	pray
play	through	pail	window	said
stay	chair	weight	day	coat
town	eight	sail	stairs	four
road	mail	row	today	yellow
pain	take	hay	though	goat
low	playground	say		

☹	☺	😊
Read less than 10 words	Read 11 to 20 words	Read 21 to 33 words

Assessment task 2: Ask the pupil to read the text and answer the questions.

Where are you going?

My name is Hope.

I am going to school today.

My school is near the town.

I walk to school everyday.

I am going to play with my friends.

We will play games.

I like school.

Questions:

1. What is the girl's name?
2. Where is the school?
3. How does she get to school?
4. Does she like school?

☹	☺	😊
Answered 1 question	Answered 1 - 2 questions	Answered 3 - 4 questions

Assessment task 3: Names places in the community.

☹	☺	😊
Named less than 2 places	Named 2 to 4 places	Named 5 to 6 places

Week at a glance - P3 Term 1 Week 4 - Jobs in the community

Levelled text : Here Comes the Bus! Read aloud story: Fire in the Forest. Target Sound: /ai/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Jobs in the community	Jobs in the community	Jobs in the community	Jobs in the community	Jobs in the community	Here Comes the Bus!	Jobs in the community	Review
Content (New language structures/ Vocabulary)	Teacher, doctor, nurse, shop keeper, police man / woman, carpenter, builder, driver, farmer	Teacher, doctor, nurse, shop keeper, police man / woman, carpenter, builder, driver, farmer	Words with igh, ie and i_e spelling pattern.	Words with igh, ie and i_e spelling pattern.	Possessives	Teacher, doctor, nurse, shop keeper, police man / woman, carpenter, builder, driver, farmer	Teacher, doctor, nurse, shop keeper, police man / woman, carpenter, builder, driver, farmer	Review of previously learned vocabulary and structures
Target Sound			/ai/	/ai/	/ai/			
Poem			Star Light	Star Light				
REB / L3 Books	Fire in the Forest	Fire in the Forest	Fire in the Forest	Fire in the Forest		Here Comes the Bus!	Here Comes the Bus!	Here Comes the Bus!
Keynote English	Pp.13-16	Pp.13-16	Pp.13-16	Pp.13-16	P. 15	Pp.13-16	Pp. 13, 15	
Success	Pp. 13	Pp. 13	Pp. 13	Pp. 13	Pp. 14-15	Pp. 13	Pp. 13-15	
New Primary English	Pp. 15-21	Pp. 15-21	Pp. 15-21	Pp. 15-21	Pp. 15-18	Pp. 15-21	Pp. 15, 16, 18.	
New Progressive	P. 11	P. 11 (top)	P. 11	P. 11	P. 11 (bottom)	P. 11	P. 11	



LESSON 1: FIRE IN THE FOREST

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *Fire in the Forest*.
- Identify occupations in the story.
- Summarize the story.

Key content:

Vocabulary: teacher, doctor, nurse, shopkeeper, police man/woman, carpenter and builder, driver, farmer.

Teaching Aids:

- Read aloud story: *Fire in the Forest*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W4-L1).
- Flashcards.
- Pictures of people in the community.
- Daily Reader: *My Pet Rabbit*.

Teaching tip

*Pupils look at the pictures in the story *Fire in the Forest* and predict what will happen in the story.*

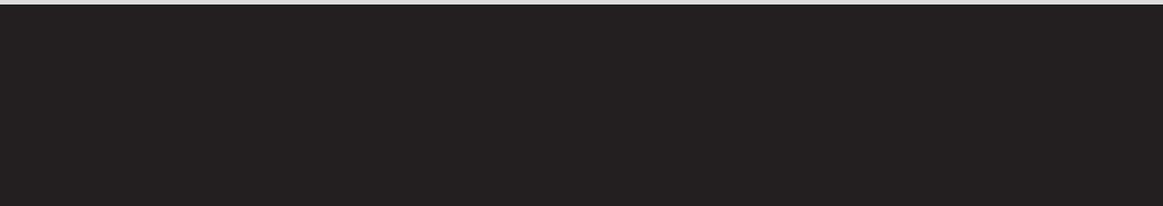
REVIEW

5 minutes

- Pupils share their writing from the previous week in groups of 4.
- Each pupil reads their writing to their group.
- Ask a boy and a girl to read their writing to the whole class.

PRESENTATION (AUDIO)

25 minutes



APPLICATION

5 minutes

Complete the sentences: Daily Reader, Page 17, Box 1 (pair work).

- Pupils draw a picture of John.
- Pupils complete the sentences.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask the following questions.
 - What animal does John have?
 - Who does John meet?
 - Where is the fire?
 - How do they put out the fire?
- Pupils discuss their answer with their partners.
- Ask some pupils to share their answer with the class.

HOMEWORK



Pupils read the text *My Pet Rabbit* with a parent or sibling.
Pupils write a list of the people John met in the story.



LESSON 2: FIRE IN THE FOREST

By the end of the lesson, pupils will be able to:
Name jobs in their community.

Key content:
Vocabulary: teacher, doctor, nurse, shopkeeper, police man/woman, carpenter, builder, driver and farmer.
Grammar: My, your, his, her.

- Teaching Aids:**
- Read aloud story: *Fire in the Forest*.
 - Phone and speaker.
 - Audio Lesson (E-P3-T1-W4-L1).
 - Daily Reader: *My Pet Rabbit*.

Teaching tip

*There are many ways to make the /ai/sound.
The words pie, light and bike have this sound.*

REVIEW

5 minutes

- Review homework.
- Choral read the text *My Pet Rabbit* with pupils.

PRESENTATION (AUDIO)

25 minutes

my your his her
fire
forest
ties
pies
night
smile
mayor
policewoman

APPLICATION

5 minutes

Paired reading: Daily Reader, Page 17, Box 2. (pair work)
Pupils read the poem *Star Light*.

EVALUATION

5 minutes

Jobs in the community: Text book activity (pair work)

Keynote English p.13

Success pp.13-16

New Primary English pp. 15-16

New Progressive p.11

- Pupils read the sentences in their textbooks and complete the exercises.
- Write the correct answers on the board.
- Pupils correct their work.

HOMEWORK



Pupils read the text *My Pet Rabbit* with a parent or sibling .
Pupils learn the poem *Star Light* at home.



LESSON 3: FIRE IN THE FOREST

By the end of the lesson, pupils will be able to:

- Identify long i sound in words in the story *Fire in the Forest*.
- Read and write words with the long i sound.

Key content:

Words with igh, ie and i_e spelling patterns.

Teaching Aids:

- Read aloud story: *Fire in the Forest*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W4-L3).
- Daily Reader: *My Pet Rabbit*.

Teaching tip

Draw a column on the board for each spelling pattern igh, ie and i_e.

Say a word and pupils identify the correct column to write the word.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words *my, your, his, her*.

PRESENTATION (AUDIO)

25 minutes

igh	ie	i_e	Star Light
high	pie	drive	Star light, star bright,
night	tie	line	First star I see tonight.
sight	lie	rice	I wish I may, I wish I might,
bright		mice	Have the wish, I wish tonight.
right			
light			
tight			

APPLICATION

Write the correct words: Daily Reader, Page 17, Box 3 (group work)

5 minutes

Pupils read the words and write them in the correct box.

EVALUATION

5 minutes

Writing the long i Sound

- Draw three columns on the board.
- Label the columns igh, ie and i_e.
- Pupils copy the columns in their notebooks.
- Say the word *pie*.
- Pupils write the spelling in the correct column.
- Write the word on the board in the correct column (ie).
- Pupils check their spelling and correct their answer.
- Repeat the activity with: *bike, lie, drive* and *night*.

HOMEWORK



Pupils read the text *My Pet Rabbit* with a parent or sibling.

Pupils write the words *night, rice* and *lie* in the correct column.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read and write words with igh, ie and i_e.

Key content:
Words with igh, ie and i_e.

Teaching Aids:
Daily Reader: *My Pet Rabbit*.

REVIEW

8 minutes

- Review homework.
- Recite the poem *Star Light*.
- Pupils echo read the text *My Pet Rabbit*.



PRESENTATION

10 minutes

- Say long i sound words, for example, *lie, tie, bike, light, night* and *rice*.
- Ask pupils what common sound do they hear in all the words.
- Write the words on the board.
- Read them with the pupils.
- Ask pupils what letters make the long i sound. (igh, ie, i_e).
- Pupils come and underline the letters that make the long i sound in every word.

APPLICATION

How do I write it? (individual)

5 minutes

- Point at the word *lie* on the board.
- Read the word several times with the pupils.
- Pupils look at the letters in the word.
- Erase the word.
- Pupils write it in their notebook.
- Ask pupils how they wrote the word.
- Write it on the board, pupils correct their work.
- Repeat with the words: *night, high, five* and *tie*.

Find long i words (group work)

5 minutes

Pupils find the long i words in the poem *Star Light* on page 17, box 2 of the Daily Reader.

Reading long i words (whole class)

5 minutes

Play Buzz with the words on the board.

EVALUATION

7 minutes

Write long i words

- Say the words: *lie, mice, light, fight* and *smile* slowly.
- Pupils write the words.
- Write the spellings on the board.
- Pupils correct their spellings.

HOMEWORK



Pupils read the text *My Pet Rabbit* with a parent or sibling.
Pupils read and point out the words with the long i sound in *Star Light*.
Pupils write three sentences using words with the long i sound.



LESSON 5: PRONOUNS

By the end of the lesson, pupils will be able to:
Use the correct possessive pronoun.

Key content:
Grammar: My, your, his, her.

Teaching Aids:

- Phone and speaker.
- Audio Lesson (E-P3-T1-W4-L5).
- Daily Reader: *My Pet Rabbit*.
- Classroom objects.

Teaching tip

Use real objects to demonstrate possessive pronouns.

REVIEW

5 minutes

Review homework.

Play Buzz with the words *tie, right, pile, mile, fight, high and, light* on the board.

PRESENTATION (AUDIO)

25 minutes

my
your
his
her

APPLICATION

Possessives: Daily Reader, Page 18, Box 5

5 minutes

- Pupils complete the sentences in box 5.
- Write the correct answers on the board.
- Pupils correct their work.

EVALUATION

Fill in the missing words

5 minutes

- Write the following sentences on the board.
 - The pen belongs to John. It's _____ pen.
 - The book belongs to Mary. It's _____ book.
 - The house belongs to me. It's _____ house.
 - The hat belongs to you. It's _____ hat.
 - The notebook belongs to me. It's _____ notebook.
- Pupils fill in the correct word.
- Pupils suggest answers.
- Write them on the board.
- Pupils correct their work.

HOMEWORK



Pupils write sentences about their family using *my, your, his, her*.



LESSON 6: HERE COMES THE BUS!

By the end of the lesson, pupils will be able to:
Read the text *Here Comes the Bus!*

Key content:
Vocabulary:
Doctor, nurse, shopkeeper, policeman, policewoman.
Teaching Aids:
• Daily Reader: *Here Comes the Bus!*
• Phone and speaker.
• Audio Lesson (E-P3-T1-W4-L6).

Teaching tip

Here Comes the Bus! names people with jobs in the community.
Pupils look at the pictures and talk about the different jobs in the community.

REVIEW

5 minutes

- Review homework.
- Write the words: *what, away, there, every and walk* on the board. Play Buzz.

PRESENTATION (AUDIO)

25 minutes

doctor teacher builder nurse shopkeeper policeman policewoman

APPLICATION

Paired reading

5 minutes

- Pupil A reads the first page of *Here Comes the Bus!* to pupil B.
- Pupil B reads page 2 of the text *Here Comes the Bus!* to pupil A.
- Continue until the pupils finish reading the story.
- Pupils retell the story in their own words.



EVALUATION

5 minutes

Complete the sentences: Daily Reader, Page 18, Box 6

Pupils complete the sentences in Box 6 of the Daily Reader.

HOMEWORK



Pupils read the story *Here Comes the Bus!* with a parent or sibling.
Pupils draw a scene from the story and write about it.

LESSON 7: JOBS IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:

Compose sentences about people in their community.

Key content:

Vocabulary: *doctors, nurses, carpenters, shopkeepers.*

Teaching Aids:

Read aloud story: *Fire in the Forest.*

Daily Reader: *Here Comes the Bus!*

REVIEW

5 minutes

- Review homework.
- Say a job in the community.
- Pupils locate a picture of that person in the story *Here Comes the Bus!*
- Pupils echo read the text *Here Comes the Bus!*



PRESENTATION

15 minutes

- Pupils list the people John met in the story *Fire in the Forest.*
- Write their answers on the board.
- Ask pupils to describe the people and their jobs in the community.
- Pupils compose sentences, for example, *In my community, there is a mechanic. His name is Mr. Mugabo. He is nice.*
- Write the sentences on the board.
- Read them with the pupils.

APPLICATION

15 minutes

- Pupils compose sentences about people and jobs in their community.
- Circulate and help the pupils write and spell words.
- Ask some pupils to read their writing to the class.

EVALUATION

5 minutes

Pupils write a sentence about the policeman / woman and the doctor in their community.

HOMEWORK



Pupils read *Here Comes the Bus!* to a sibling, parent.

Pupils read their stories.

Pupils draw a picture of someone from their story.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *Henrietta the Hippo*.
- Read a book of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Fire in the Forest*.
- Daily Reader: *Here Comes the Bus!*
- A variety of levelled texts.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book on a double page. Pupils check how many words they can read. If they find five words they can't read, they select another book.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words *doctors, nurses, carpenters, shopkeepers* and teachers.
- Pupils choral read the story *Here Comes the Bus!*



PRESENTATION

10 minutes

- Teacher reads the story *Fire in the Forest*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story *Fire in the Forest*.

BEFORE GUIDED READING

5 minutes

- Pupils wash their hands before holding a book.
- Pupils select a book of their choice from your classroom library.
- Advise them to handle the book carefully.

APPLICATION

15 minutes

- Pupils read their books silently.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in their book and ask a pupil to read it for you.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Pupils write sentences about the book they read beginning with:
 - I read _____.
 - I liked _____.
 - I did not like _____.

HOMEWORK



Pupils read the text *Here Comes the Bus!* with a parent or sibling.
Pupils tell their parents and siblings about the book they read today.

Week at a glance - P3 Term 1 Week 5 - Jobs in the community

Levelled text: The Work People Do Read aloud story: The Truck is Stuck. Target sound: /i:/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Jobs in the community	Jobs in the community	Jobs in the community	Jobs in the community	Jobs in the community	Jobs in the community	Jobs in the community	Review
Content (New language structures / Vocabulary)	Teacher, doctor, nurse, shop keeper, police man/woman, carpenter, builder, driver, farmer	Teacher, doctor, nurse, shop keeper, police man/woman, carpenter, builder, driver, farmer	Words with ea, ee	Words with ea, ee	Possessives: his, her, my, your, our, their	Teacher, doctor, nurse, shop keeper, police man/woman, carpenter, builder, driver, farmer	Teacher, doctor, nurse, shop keeper, police man/woman, carpenter, builder, driver, farmer	Review of previously learned vocabulary and structures
Target Sound		/i:/	/i:/	/i:/	/i:/			
Poem		Mr. Sheep	Mr. Sheep	Mr. Sheep				
REB / L3 Books	The Truck is Stuck	The Truck is Stuck	The Truck is Stuck	The Truck is Stuck	The Truck is Stuck	The Truck is Stuck	The Work People Do	The Work People Do
Keynote English	Pp.14-17	P. 14	Pp.14-17	Pp.14-17	Pp. 16-17	Pp. 16-17	Pp. 16-17	
Success	Pp.16-17	Pp. 16 -17	Pp.16-17	Pp.16-17	Pp. 18, 19	Pp. 18, 19	Pp. 18, 19	
New Primary English	Pp.17-21	P. 17	Pp.17-21	Pp.17-21	Pp.19-20	Pp.19-20	Pp.19-20	
New Progressive	P. 10	p.10	P. 10	P. 10	P.10			



LESSON 1: THE TRUCK IS STUCK

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *The Truck is Stuck*.
- Identify occupations in the story.
- Use vocabulary from the story.
- Summarize the story.

Key content:

Vocabulary: community, driver, shopkeeper, builder, farmer, doctor and policewoman.

Teachers Materials:

- Read aloud story: *The Truck is Stuck*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W5-L1).
- Daily Reader: *Here Comes the Bus!*
- Word wall.

Teaching tip

Pupils look at pictures in the read aloud story. Ask them to identify the people in the story.

REVIEW

5 minutes

- Pupils name people in the community.
- Write their answers on the word wall.

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Fill in the missing words: Daily Reader, Box 1, Page 25

5 minutes

- Pupils write and complete the sentences in their notebooks.
- Pupils draw a picture of Jack.
- Write the correct answers on the board.
- Read the answers with the pupils.



EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask the following questions.
 - Who was the truck driver?
 - Why was the truck stuck?
 - How did the people move the truck?
- Pupils discuss their answers with their partners.
- Ask some pupils to share their answers with the class.
- Pupils retell the story *The Truck is Stuck* in their own words.

HOMEWORK



Pupils read the text *Here Comes the Bus!* with a parent or sibling.
Pupils show their family their pictures and sentences.



LESSON 2: THE TRUCK IS STUCK

By the end of the lesson, pupils will be able to:

- Describe people using vocabulary from the story *The Truck is Stuck*.
- Identify words with the long e sound in the story.

Key content:

Vocabulary: beep, shopkeeper, feeling, tea, wheel, please, policeman, carpenter, team.

Teaching Aids:

- Read aloud story: *The Truck is Stuck*.
- Poem: *Mr. Sheep*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W5-L2).
- Daily Reader: *Here Comes the Bus!*

Teaching tip

There are many ways to make the /i:/ sound.

The words team and beep have this sound.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the story *Here Comes the Bus!*



PRESENTATION (AUDIO)

25 minutes

beep shopkeeper feeling tea wheel please policeman
carpenter team

APPLICATION

Read the poem, Page 25, Box 2 (whole class)

5 minutes

Pupils choral read the poem *Mr. Sheep*.

EVALUATION

Describing people (pair work)

5 minutes

- Pupils write five sentences about the people in the story.
- Ask some pupils to share their answers.
- Write their answers on the board.
- Read them with the pupils.

HOMEWORK



Pupils read the text *Here Comes the Bus!* with a parent or sibling.

Pupils read the poem *Mr. Sheep* in their Daily Reader.



LESSON 3: THE TRUCK IS STUCK

By the end of the lesson, pupils will be able to:

- Read, spell and write words with the long e sound.
- Answer comprehension questions on the story *The Truck is Stuck*.

Key content:

Words with ea, ee spelling pattern.

Teaching Aids:

- Read aloud story: *The Truck is Stuck*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W5-L3).
- Daily Reader: *Here Comes the Bus!*

Teaching tip

Say words with the long e sound and pupils spell them.

Write the words on the board and pupils identify the letters that make the sound.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *sheep, green, meat, feet, neat and tea*.

PRESENTATION (AUDIO)

25 minutes

ee	ea	Mr. Sheep
sweet	ear	Mr. sheep is very neat,
sheep	eat	He has green hair and four big feet.
see	tea	Mrs. Sheep is very sweet,
feet	neat	She drinks her tea under a tree.
seed	seat	Baby sheep likes to peep,
meet	meat	And always wins at hide and seek!
keep	near	
beep	read	

APPLICATION

How do I write it? (pair work)

5 minutes

- Point at the word *near* on the board.
- Read the word with the pupils.
- Erase the word.
- Pupils write the word in their notebook.
- Rewrite the word on the board.
- Pupils check and correct their work.
- Repeat with the words *read, see, keep, seat, feet, neat, meat, sheep and keep*.

EVALUATION

Long e words, Page 25, Box 3 (pair work)

5 minutes

Pupils identify and write the words with the long e sound and the spelling ee, ea.

HOMEWORK



- Pupils read the text *Here Comes the Bus!* with a parent or sibling.
- Pupils read the poem *Mr. Sheep*.
- Pupils write three sentences with long e words.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Identify and read words with ee, ea.

Key content:
Words with ee, ea.

Teaching Aids:

- Read aloud story: *The Truck is Stuck*.
- Phone and speaker.

REVIEW

8 minutes

- Review homework.
- Recite the poem *Mr. Sheep*.
- Play buzz with the words *sheep, green, meat, feet, neat* and *tea* on the board.



PRESENTATION

10 minutes

- Read the following sentences from the read aloud story:
 - “Beep, beep, beep!” toots the horn.
 - “Can you help me please?” he asks.
 - “If we work as a team, we can move the truck,” says Jack.
- Pupils identify what words have the long e sound.
- Write the sentences on the board.
- Pupils identify what letters make the long e sound.
- Pupils underline the words that contain the sound.
- Pupils say other long e words from the story.
- Write them on the board and underline the letters that make the long e sound.

APPLICATION

Poem: Daily Reader, Page 25, Box 2 (whole class)

5 minutes

- Pupils read the poem *Mr. Sheep* in box 2.
- Pupils touch their head when they say the long e sound in words.

Dictation (individual)

10 minutes

- Pupils to listen to and write the sentences:
 - The clean team sweeps the streets every day.
 - Peas and beans are nice to eat.
 - Sweep the street and clean you feet.
- Write the correct answers on the board.

EVALUATION

Word Sort (Individual)

7 minutes

- Say the words: *cream, dream, weed, feet, seeds, team, sweep, street*.
- Pupils sort the words into two columns ee and ea.

HOMEWORK



Pupils read the text *Here Comes the Bus!* with a parent or sibling.
Pupils read and write the long e words in the poem *Mr. Sheep*.



LESSON 5: PRONOUNS

By the end of the lesson, pupils will be able to:
Compose sentences using *my, your, his, her, our* and *their*.

Key content:
Grammar: *my, your, his, her, our* and *their*.

Teaching Aids:

- Phone and speaker.
- Audio Lesson (E-P3-T1-W5-L5).
- Daily Reader: *Here Comes the Bus!*

Teaching tip

Use real objects to teach possessives.

Ask children to point at the person or the object they are describing, for example, it is her book.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the sight words: *fast, light, work, your, green*.

PRESENTATION (AUDIO)

25 minutes

my
your
his
her
our
their

APPLICATION

Complete the sentences: Daily Reader, Box 5, Page 26 (group work)

5 minutes

- Pupils read and complete the sentences in box 5.
- Write the correct answers on the board.
- Choral read the sentences with the class.

EVALUATION

5 minutes

Fill in the missing words (pair work)

- Write the following sentences on the board:
 - The house belongs to us. It's _____ house.
 - The eraser belongs to Fred. It's _____ eraser.
 - Those shoes belong to the children. They're _____ shoes.
 - The hat belongs to you. It's _____ hat.
 - The pens belong to you. They're _____ pens.
 - The notebook belongs to me. It's _____ notebook.
 - This pen belongs to Mrs. Laiza. It's _____ pen.
- Pupils write the missing words.
- Correct the sentences with the class.

HOMEWORK



Pupils write sentences using the pronouns *my, your, his, her, our* and *their*.



LESSON 6: THE WORK PEOPLE DO

By the end of the lesson, pupils will be able to:

- Read the story *The Work People Do*.
- Use vocabulary learned from the story.

Key content:

Vocabulary: Teacher, shopkeeper, policeman, carpenter, builder and farmer.

Teaching Aids:

- Daily Reader: *The Work People Do*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W5-L6).

Teaching tip

Use pictures from textbooks to help pupils identify jobs in the community.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *tea, eat, tree, three, meat and queen*.

PRESENTATION (AUDIO)

25 minutes

doctor teacher nurse shopkeeper policewoman carpenter builder driver
tea see

APPLICATION

Name the people (whole class)

5 minutes

- Pupils name all the people in the story.
- Write their answers on the board.
- Say the name of a job in the community.
- Pupils find the word in the story *The Work People Do*.
- Pupils say what work the people do.
- Repeat the activity asking the pupils to find other jobs in the community.

EVALUATION

5 minutes

Reading and Writing (individual)

- Pupils read the story *The Work People Do*.
- Pupils write four jobs mentioned in the story.

HOMEWORK



Pupils read the story *The Work People Do* with a parent or sibling.
Pupils write the answers to the comprehension questions on the story *The Work People Do*, Daily Reader, Page 31, Box 9.

LESSON 7: JOBS IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:
Compose sentences about the job they would like to do.

Key content:
Jobs in our community.

Teaching Aids:
Daily Reader: *The Work People Do*.

REVIEW

7 minutes

- Review homework.
- Pupils read the story *The Work People Do* in pairs.



PRESENTATION

8 minutes

- Pupils think about jobs in the community and the job they would like to do.
- Ask a few pairs to share the ideas.
- Write the following sentence on the board: *I would like to be a _____ when I am older.*
- Read the sentence with the pupils.
- Write their answers on the board.
- Now, ask pupils why they would like to do that job.
- Record their answers on the board.

APPLICATION

15 minutes

- Pupils start writing about the job they would like to do.
- Circulate the room, helping the pupils write difficult words.
- Pupils draw a picture showing the job they would like to do.
- Pupils share their drawings and sentences with their partner.
- Ask some pupils to share their writing with the class.



EVALUATION

10 minutes

- Pupils share their writing with their partner.
- Pupils tell each other what they liked about their partner's writing.

HOMEWORK



Pupils read the text *The Work People Do* with a parent or sibling.
Pupils share their writing with their family members.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned in the story *The Truck is Stuck*.
- Read a story of their own choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *The Truck is Stuck*.
- Daily Reader: *The Work People Do*.
- A variety of books and reading materials.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book on a double page. Pupils check how many words they can read. If they find five words they can't read, they select another book.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *teacher, doctor, shopkeeper, farmer, builder*.
- Pupils choral read the story *The Work People Do*.



PRESENTATION

10 minutes

- Teacher reads the story *The Truck is Stuck*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Pupils wash their hands before holding the book.
- Pupils select a book of their own choice from your classroom library.
- Advise them to handle the book carefully.

APPLICATION

15 minutes

- Pupils read their books silently.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in their books and pupils read it for you.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Encourage the pupils to write a sentence starting with *I like* or *I didn't like*.

HOMEWORK



Pupils read the text *The Work People Do* with a parent or sibling.
Pupils discuss the story they read in today's lesson.

WEEK 4 AND 5 ASSESSMENT TASKS

Ask pupils to come to your table, one by one.

Assessment task 1: Ask a pupil to point at and read these words aloud. Record how many he/she reads correctly in a minute.

light	sheep	jeep	keep	right
bright	green	peek	meet	tight
night	sweet	seek	seed	fight
tonight	sheet	queen	tree	meat
sight	feet	seen	three	beat
might	bee	been	beep	flea
team	flight	heap	sweep	seat

☹	☺	😊
Read less than 10 words	Read 11 to 20 words	Read 21 to 34 words

Assessment task 2: The pupil to read the text and answer the questions.

John the builder.

My name is John.

I am a builder.

I live in a small town.

My house is near the forest.

I build roads and houses.

I go to work on the bus.

The bus driver is my friend.

Questions:

1. What is the man's name?
2. What does he do?
3. Where is his house?
4. How does he get to school?
5. Who is his friend?

☹	☺	😊
Answered 1 question	Answered 1 - 2 questions	Answered 3 - 4 questions

Assessment task 3: Ask a pupil to name jobs in the community.

☹	☺	😊
Named less than 2 jobs	Named 2 to 4 jobs	Named 5 to 6 jobs

Week at a Glance - P3 Term 1 Week 6 – Telling the time

Levelled Text: It is Time Read Aloud Story: Cecile the Caterpillar Target Sound: /u:/

Topic	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Content (New language structures/ Vocabulary)	Telling time Yesterday, today, tomorrow, go to school, days of the week What day is it today? Today is Tuesday. What day was it yesterday? It was Wednesday. What day will it be tomorrow? It will be Friday	Telling time Yesterday, today, tomorrow, go to school, days of the week What day is it today? Today is Tuesday. What day was it yesterday? It was Wednesday. What day will it be tomorrow? It will be Friday	Telling time Words with /u:/	Telling time Words with /u:/	Telling time o'clock, noon, clock, watch, time hand, minute, hour, go to school, wake up, go to sleep, What time do you go to school? I go to school at seven.	Telling time o'clock, noon, clock, watch, time hand, minute, hour, go to school, wake up, go to sleep, What time do you go to school? I go to school at seven.	Telling time o'clock, noon, clock, watch, time hand, minute, hour, go to school, wake up, go to sleep, What time do you go to school? I go to school at seven	Review Review of previously learned vocabulary and structures
Target Sound			ew, oo, u_e	ew, oo, u_e	ew, oo, u_e			
Songs/ Chants			My Shoe	My Shoe				
L3 Books	Cecile the Caterpillar P. 29	Cecile the Caterpillar P. 29	Cecile the Caterpillar P. 29		It is Time. P. 29	It is Time. P. 29	It is Time. P. 29	It is Time. P. 29
Keynote English	P. 29	P. 29	P. 29	P. 29	Pp. 1-6	Pp. 1-6	Pp. 1-6	Pp. 1-6
Success	Pp. 50-51	Pp. 50,51 (c)	Pp. 50-51	Pp. 50-51	Pp. 50-51	Pp. 50-51	Pp. 50-51	Pp. 50-51
New Primary English	Pp. 52-55	Pp. 52,53 (a, b)	Pp. 52-55	Pp. 52-55	Pp. 1-10	Pp. 52-55	Pp. 52-55	Pp. 52-55
New Progressive	Pp. 20-23	Pp. 20(a),23 (d)	Pp. 20-23	Pp. 20-23	Pp. 2-5	Pp. 20-23	Pp. 20-23	Pp. 20-23



LESSON 1: CECILE THE CATERPILLAR

By the end of the lesson, pupils will be able to:

- Answer comprehension questions on the story *Cecile the Caterpillar*.
- Use vocabulary learned from the story.
- Summarize the story.

Key content:

Vocabulary:

- Yesterday, today, tomorrow.
- What day is it today? Today is ...
- What day was it yesterday? It was...
- What day will it be tomorrow? It will be...

Teaching Aids:

- Read aloud story: *Cecile the Caterpillar*.
- Phone and speaker.
- Audio lesson (E-P3-T1-W6-L1).
- Word wall.
- Flashcards.
- Daily reader: *The Work People Do*.

Teaching tip

Ask pupils what day it is today. Then, ask them what day was it yesterday and what day will it be tomorrow.

REVIEW

5 minutes

- Ask, *what day is it today? What day is it tomorrow? What day was it yesterday?*
- Pupils answer Today is _____. Tomorrow is _____. Yesterday was _____.
- Write the day and the date on the board.

PRESENTATION (AUDIO)

25 minutes

yesterday

today

tomorrow

APPLICATION

Fill in the missing words, Daily Reader, Box 1, Page 32 (group work)

5 minutes

Pupils complete the sentences and draw a picture of their favourite part of the story.

EVALUATION

5 minutes

Comprehension questions (individual)

- Ask the following questions:
 1. Who is Cecile?
 2. What did Cecile forget to do?
 3. What did Cecile eat on Tuesday?
 4. What happened on Sunday?
 5. When did she wake up?
- Write the correct answers on the board.
- Read the answers with the pupils.



HOMEWORK



Pupils read the text *The Work People Do*.

Pupils list the days of the week mentioned in the story.



LESSON 2: CECILE THE CATERPILLAR

By the end of the lesson pupils will be able to:
Compose sentences containing: *yesterday*, *today* and *tomorrow*.

Key content:

Vocabulary:

- Yesterday, today, tomorrow.
- Days of the week.
- What day is it today? Today is ...
- What day was it yesterday? It was ...
- What day will it be tomorrow? It will be ...

Teaching Aids:

- Read aloud story: *Cecile the Caterpillar*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W6-L2).
- Daily reader: *The Work People Do*.

Teaching tip

Ask pupils what they did yesterday? What they are doing today? What they will do tomorrow?

REVIEW

3 minutes

- Review homework.
- Pupils say the day and the date.
- Pupils say what day is it tomorrow? What day was it yesterday?
- Write the day and date on the board.

PRESENTATION (AUDIO)

20 minutes

What day will it be tomorrow?

It will be _____.

APPLICATION

12 minutes

Telling the time: Text book activity (pair work)

Pupils complete the exercises in their textbooks.

Keynote English pp. 29,

New Primary English pp. 107, 108

Success pp. 50, 51(c)

New Progressive pp. 20(a), 23(d)

EVALUATION

5 minutes

Complete the sentences: Daily Reader, Box 2, Page 32 (pair work)

Pupils complete the sentences using: *yesterday*, *today* and *tomorrow*.

HOMEWORK



Pupils read the story *The Work People Do*.

Pupils write sentences with Today is _____. Tomorrow is _____. Yesterday was _____.



LESSON 3: CECILE THE CATERPILLAR

By the end of the lesson, pupils will be able to:
Identify and read words with the long u sound.

Key content:
Words with the long u sound.

- Teaching Aids:**
- Read aloud story: *Cecile the Caterpillar*.
 - Phone and speaker.
 - Audio Lesson (E-P3-T1-W6-L3).
 - Daily Reader: *The Work People Do*.

Teaching tip

When working on spelling patterns pupils spell the word out loud and draw their attention to the different spelling patterns.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *new, cube, soon, stew, use and noon* on the board.

PRESENTATION (AUDIO).

25 minutes

ew	oo	u_e
dew	moo	cube
new	too	June
few	cool	rule
crew	noon	cute
blew	soon	use
stew	pool	huge
view	mood	prune

My Shoe
 Boo, hoo, hoo! I lost my shoe.
 I cannot find it, but can you?
 The shoe is new, the shoe is blue.
 I need to find it soon, soon, soon!

APPLICATION

How do I write it? (pair work)

5 minutes

- Point at the word *noon* on the board.
- Say the word out loud.
- Erase the word.
- Pupils write it in their notebook.
- Re-write it on the board.
- Pupils check if they spelled the word correctly.
- Repeat with the words: *new, soon, June, cool, few and noon*.

EVALUATION

5 minutes

Dictation Exercise (Individual)

Pupils listen to and write the following sentences:

We like to swim in the cool pool in June.

I eat stew at school at noon.

HOMEWORK



Pupils read the poem *My Shoe* and *The Work People Do* to a sibling or parent.
Pupils write 3 sentences using long u words.

LESSON 4: WORDS WORKS

By the end of the lesson, pupils will be able to:

Identify words with ew, oo and u_e.

Key content:

Words with ew, oo, u_e, for example, *noon*, *new*, *rule*.

Teaching Aids:

Poem: *My Shoe*.

REVIEW

5 minutes

- Review homework.
- Write the day and date on the board.
- Pupils say what day is it tomorrow? What day was it yesterday?
- Play BUZZ with the words *rude*, *book*, *soon*, *few*, *away* and *dew* on the board.

PRESENTATION

10 minutes

- Say long u sound words, for example, *noon*, *soon*, *new*, *few*, *rule* and *rude*.
- Pupils say the common sound they hear in all the words.
- Ask the pupils what letters make that sound.
- Write the words on the board.
- Pupils underline the long u sound in every word.

APPLICATION

Brainstorm (whole class)

5 minutes

- Draw three columns on the board.
- Label them ew, oo and u_e.
- Pupils say long u sound words and the column they should go.
- Write the words in the column.
- Read the words with the pupils.

Reading the poem *My Shoe* (group work)

5 minutes

- Pupils read the poem *My Shoe*
- Pupils touch their head when they say the long u sound.

Dictation Exercise (Individual)

5 minutes

- Say the sentence: *She likes to chew her food.*
- Pupils write the sentence in their notebooks.

EVALUATION

10 minutes

Word Sort (pair work)

- Say the words: *food*, *talk*, *new*, *cat*, *stew*, *school*, *teacher*, *grew*, *moon*, *noon* and *market*.
- Pupils sort the words into two groups words with long u sound and words without.
- Write the correct answers on the board.
- Pupils check their work.

HOMEWORK



Pupils read the poem *My Shoe*.
Pupils write sentences using long u words.



LESSON 5: TELLING THE TIME

By the end of the lesson, pupils will be able to:
Use vocabulary learned to describe time.

Key content:

Vocabulary:

- What time do you....?
- I at...o'clock

Teaching Aids:

- Phone and speaker.
- Audio Lesson (E-P3-T1-W6-L5).
- Teaching Clock.
- Daily Reader: *The Work People Do*.

Teaching tip

If possible, use a real clock to teach the time.

REVIEW

5 minutes

- Review homework.
- Draw a clock on the chalk board, point at the numbers on the clock.
- Ask the pupils: What time is it? Pupils say *It is ____ o'clock*.

PRESENTATION (AUDIO)

25 minutes

ew

oo

u_e

new

moo

June

crew

too

rule



APPLICATION

Answer the questions: Daily Reader, Box 5, Page 33

5 minutes

- Pupils read and answer the questions.
- Write the correct answers on the board.
- Pupils correct themselves.

EVALUATION

5 minutes

Answer the questions

- Pupils answer the following questions:
 - What time do you wake up?
 - What time do you go to school?
 - What time do you go for break?
 - What time do you go home?
- Pupils answer the questions in pairs.
- Ask some pairs to share their answers.

HOMEWORK



Pupils read the text *The Work People Do*.

Pupils complete the sentences:

At 6 o'clock _____

_____ at noon.



LESSON 6: IT IS TIME

By the end of the lesson, pupils will be able to:

- Read the story *It is Time!*
- Use vocabulary learned from the story.

Key content:

Vocabulary: Noon, time, o'clock, late, school, sleep, wake up.

Teaching Aids:

- Daily Reader: *It is Time*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W6-L6).
- Teaching Clock.

Teaching tip

Pupils choral read the text It is Time ! to practice their reading skills.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *now, new, have, late, get and look*.

PRESENTATION (AUDIO)

25 minutes

new

noon

use

APPLICATION

Paired Reading

5 minutes

Pupils read the text *It is Time* in pairs.

EVALUATION

5 minutes

Complete the Sentences: Daily Reader, Page 33, Box 6.

Pupils complete the sentences.

HOMEWORK



Pupils read the text *It is Time* to a sibling, parent or community member.

Pupils complete the comprehension questions on the text, Daily Reader, Page 39, Box 12.

LESSON 7: TELLING THE TIME

By the end of the lesson, pupils will be able to:
Compose sentences about their day using vocabulary about time.

Key content:
Vocabulary: sleep, breakfast, school, wake up.

Teaching Aids:

- Daily Reader: *It is Time*.
- Teaching clock.

REVIEW

8 minutes

- Review homework.
- Pupils recite the poem *My Shoe*.
- In pairs, pupils discuss what they do during the day.
- Ask some pupils to share their ideas with the class.
- Pupils echo read the story *It is Time*.



PRESENTATION

10 minutes

- Draw a clock on the board.
- Point at different times on the clock.
- Pupils say what they do at those times.
- Write pupils' answers on the board.

APPLICATION

15 minutes

Complete the sentences (pair work)

- Write the following sentences on the board:
 - In the morning, _____.
 - At noon, _____.
 - In the afternoon, _____.
 - In the evening, _____.
 - At night, _____.
- Pupils think of ways of completing the sentences.
- Pupils draft their sentences individually.
- Circulate and help the pupils while they write.

EVALUATION

7 minutes

Complete the sentences (individual)

- Pupils copy and complete the following sentences:
 1. _____ at noon.
 2. I go to _____ every evening.
 3. At 3 o'clock I _____.
 4. I play _____ at _____.
 5. I come to school at _____.
- Correct the sentences on the board.
- Pupils correct their answers.

HOMEWORK



Pupils read the story *It is Time*!

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *Cecile the Caterpillar*.
- Read a book of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Cecile the Caterpillar*.
- Daily Reader: *It is Time*.
- A variety of levelled texts.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book on a double page. Pupils check how many words they can read. If they find five words they can't read, they select another book.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words *doctors, nurses, carpenters, shopkeepers* and teachers.
- Pupils choral read the story *It is Time*.

PRESENTATION

10 minutes

- Teacher reads the story *Cecile the Caterpillar*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story *Cecile the Caterpillar*.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a book of their own choice.
- Ask them to wash their hands before holding a book.
- Pupils select a book of their choice from your classroom library.
- Advise them to handle the book carefully.

APPLICATION

15 minutes

- Pupils read their books silently.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in their book and ask a pupil to read it for you.

AFTER READING

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Pupils write sentences about the book they read beginning with:
 - I read _____.
 - I liked _____.
 - I did not like _____.

HOMEWORK



Pupils read the text *It is Time!* with a parent or sibling.
Pupils tell their parents and siblings about the book they read today.

Week at a glance - P3 Term 1 Week 7 - Time words

Levelled Text: What Do You Do Every Day? Read Aloud Story: Monkey At School. Target Sound: /a: /

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Time words	Time words	Time words	Time words	Time words	Time words	Time words	Review
Content (New language structures/ Vocabulary)	Morning, afternoon, evening, night, every day	Never, often, always, sometimes, before, after	Words with /a: /	Words with /a: /	To get up, to sleep, to play, to do, to come, to go When do you come to school? I come to school in the morning. How often do you play football? I play football every day.	To get up, to sleep, to play, to do, to come, to go When do you come to school? I come to school in the morning. How often do you play football? I play football every day.	To get up, to sleep, to play, to do, to come, to go When do you come to school? I come to school in the morning. How often do you play football? I play football every day.	Review of previously learned vocabulary and structures
Target Sound								
Songs/ Chants			Bark, Bark	Bark, Bark				
REB / L3 Books	Monkey At School P. 29 Pp. 50,51 (c)	Monkey At School P. 29 Pp. 50,51 (c)	Monkey At School P. 29 Pp. 50,51 (c)	Monkey At School P. 29 Pp. 50,51 (c)	Monkey At School P. 29 Pp. 50,51 (c)	Monkey At School P. 29 Pp. 50,51 (c)	What Do You Do Every Day? P. 29	What Do You Do Every Day? P. 29
Keynote English	Pp. 52,53 (a, b)	Pp. 52,53 (a, b)	Pp. 52,53 (a, b)	Pp. 52,53 (a, b)	Pp. 52,53 (a, b)	Pp. 52,53 (a, b)		
Success	Pp. 20(a),23 (d)	Pp. 20(a),23 (d)	Pp. 20(a),23 (d)	Pp. 20(a),23 (d)	Pp. 20(a),23 (d)	Pp. 20(a),23 (d)		
New Primary English								
New Progressive								



LESSON 1: MONKEY AT SCHOOL

By the end of the lesson, pupils will be able to:

- Answer comprehension question about the story *Monkey At School*.
- Use vocabulary learned from the story.
- Summarize the story.

Key content:

Vocabulary: morning, afternoon, evening, night, every day.

Teaching Aids:

- Read aloud story: *Monkey At School*.
- Phone and speaker.
- Audio lesson (E-P3-T1-W7-L1).
- Examples of classroom objects.
- Flashcards with new vocabulary.
- Teaching Clock.
- Daily Reader: *It is Time!*

Teaching tip

Draw a clock on the board. Encourage pupils to describe things they do every day, every morning, every evening, every night, for example; brush teeth, get dressed, etc.

REVIEW

5 minutes

- Point at different times in random order.
- Pupils say what time it is.

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Fill in the missing words: Daily Reader, Page 40, Box 1

5 minutes

- Pupils draw a picture of Sam.
- Pupils complete the sentences in box 1.

EVALUATION

5 minutes

Comprehension questions (individual)

- Write the questions on the board. Read them with the pupils.
 - What is the teacher's name?
 - Who comes to school in the story?
 - When does Teacher Clark read a story for his pupils?
 - What does Sam do at school?
- Pupils discuss the questions and share their answers.
- Pupils say what happened in the story.

HOMEWORK



Pupils read the text *It is Time*. with a parent or sibling.
Pupils write a list of the things Sam did in school.



LESSON 2: MONKEY AT SCHOOL

By the end of the lesson, pupils will be able to:
Compose sentences using before and after.

Key content:
Vocabulary: Before, after, often, sometimes, always.

Teaching Aids:

- Read aloud story: *Monkey At School*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W7-L2).
- Daily Reader: *It is Time!*

Teaching tip

Ask pupils what they do before they come to school, what they do after school. Encourage them to reply using before and after in their answers.

REVIEW

5 minutes

- Review homework.
- Pupils choral read *It is Time* to practice their fluency.



PRESENTATION (AUDIO)

25 minutes

never
always
before
after
sometimes

APPLICATION

Text book (pair work)

5 minutes

Pupils complete the exercises:

Keynote English P. 29

New Primary English Pp.52, 53

Success Pp.50- 51

New Progressive Pp.20, 23

EVALUATION

5 minutes

Complete the sentences: Daily Reader, Page 40, Box 2

- Pupils copy and complete the sentences in box 2 into their notebooks.
- Pupils read their sentences for their partners.

HOMEWORK



Pupils read their sentences.

Pupils write two sentences using before and after.



LESSON 3: MONKEY AT SCHOOL

By the end of the lesson, pupils will be able to:
Identify and read words with the sound ar.

Key content:
Words with ar sound.

Teaching Aids:

- Read aloud story: *Monkey At School*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W7-L3).
- Daily Reader: *It is Time!*

Teaching tip

Use look, say, cover, write and check to reinforce knowledge of spelling patterns.

REVIEW

5 minutes

- Review homework.
- Write the words, *never, always, after, sometimes* on the board and play Buzz.

PRESENTATION (AUDIO)

25 minutes

ar

star jar car dark bark party garden

Bark, Bark

The dogs are barking. Bark, bark, bark!

The night is always dark, dark, dark.

The stars are shining, far, far, far.

Let's take a trip! Car, car, car.

APPLICATION

How do I write it? (pair work)

5 minutes

- Point at the word *star* on the board.
- Read the word with the pupils.
- Erase the word.
- Pupils to write it in their notebook.
- Rewrite it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *dark, bark, party* and *garden*.

EVALUATION

Daily Reader, Page 40, Box 3

5 minutes

Pupils recite the poem Bark, Bark.

Pupils touch their heads as they say ar words.

HOMEWORK



Pupils write sentences with the words: *dark, car, star, far* and *bark*.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read, spell and write words with ar.

Key content:
Words with ar sound and spelling pattern.

Teaching Aids:
Poem: *Bark, Bark*.

REVIEW

8 minutes

- Review homework.
- Recite the poem *Bark, Bark*.
- Say the word *bark*.
- Pupils find the word in the poem.
- Repeat with the words: *bark, car, far, star*.



PRESENTATION

10 minutes

- Say the word *star*.
- Pupils raise their hand if the word contains the sound ar.
- Write the words on the board.
- Repeat with the words: *boy, jar, John, jam* and *party*
- Pupils underline the words with the ar sound on the board.
- Ask pupils to say other ar words. Write them on the board.

APPLICATION

15 minutes

Dictation (whole class)

- Say the words: *start, mark, bark, star, jar*.
- Pupils write the words.
- Write the words on the board.
- Read them with the pupils.
- Pupils swap their notebooks and correct their work.

EVALUATION

7 minutes

Write an - ar word: Daily Reader, Page 41, Box 4.

Pupils complete the sentences.

HOMEWORK



Pupils write sentences using ar words from Box 4.



LESSON 5: TIME WORDS

By the end of the lesson, pupils will be able to:

Discuss the question: What time do you go to school?

Key content:

- What time do you....?
- I at ...o'clock.

Teaching Aids:

- Text book.
- Phone and speaker.
- Audio lesson (E-P3-T1-W7-L5)
- Daily Reader: *It is Time!*

Teaching tip

Read the text book stories out loud to your pupils and ask pupils to discuss the questions in pairs.

REVIEW

5 minutes

- Review homework.
- Play Buzz with sight words: *your, green, new, get, have, don't* and *now*.

PRESENTATION (AUDIO)

25 minutes

your green new get have don't now

APPLICATION

Complete the sentences: Daily Reader, Box 5, Page 41 (group work)

5 minutes

Pupils complete the sentences in their notebooks.

EVALUATION

5 minutes

Question and answer (pair work)

- Put pupils in A-B pairs and have them answer questions:
 - What do you do at 8 o'clock?
 - What do you do at 10 o'clock?
 - What do you do at 12 o'clock?
 - What do you do at 6 o'clock?
- Ask some pupils to share their answer.

HOMEWORK



Pupils read the text *It is Time* with a parent or sibling.

Pupils write sentences using the words: 8 o'clock, 10 o'clock, noon and 6 o'clock.



LESSON 6: WHAT DO YOU DO EVERY DAY?

By the end of the lesson, pupils will be able to:

- Read the text *What Do You Do Every Day?*
- Use vocabulary learned from the story.

Key content:

Vocabulary: often, sometimes, never, always, morning, evening.

Teaching Aids:

- Daily Reader: *What Do You Do Every Day?*
- Phone and speaker.
- Audio Lesson (E-P3 -T1 -W7 L6).

Teaching tip

Focus on building time vocabulary, for example, pupils say how often they do different activities, brushing teeth, playing, visiting friends, etc.

REVIEW

5 minutes

- Review homework.
- Play Buzz the words: *sometimes, always, car, far* and *part*.

PRESENTATION (AUDIO)

25 minutes

always

never

everyday

often

APPLICATION

Choral Reading (pair work)

5 minutes

Pupils read the text *What Do You Do Every Day?* box by box in pairs.

EVALUATION

5 minutes

Pupils list what Mark does in the story *What Do You Do Every Day?*

HOMEWORK



Pupils read *What Do You Do Every Day?* to a family member.
Pupils answer the comprehension questions on the story.

LESSON 7: TIME WORDS

By the end of the lesson, pupils will be able to:

Compose sentences about things they do *always, often, sometimes, and never do.*

Key content:

Vocabulary: always, often, sometimes and never.

Teaching Aids:

Daily Reader: *What Do You Do Every Day?*

REVIEW

3 minutes

- Review homework.
- Pupils read *What Do You Do Every Day?*

PRESENTATION

10 minutes

- Ask pupils questions about time, for example, *How often do you go to the market? How often do you eat an elephant? How often do you wash your hands?*
- Discuss with pupils what they do everyday from morning to night.
- Write pupils' answers on the board.
- Read the sentences aloud with the class.

APPLICATION

20 minutes

- Pupils draw pictures of what they do every day.
- Pupils write sentences about their picture.
- Circulate and help the pupils while they write.
- Ask some pupils to share their writing.

EVALUATION

7 minutes

- Pupils share their drawings with their partners.
- Partners say what they like about their writing.

HOMEWORK



Read the text *What Do You Do Every Day?* to family members.

Pupils write two sentences using the words: *sometimes and never do.*

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the read aloud story
- Read a story of their own choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Monkey At School*.
- Daily Reader: *What Do You Do Every Day?*
- A variety of books and reading materials.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book on a double page. Pupils check how many words they can read. If they find five words they can't read, they select another book.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *between, behind, near, far from, in front of*.
- Pupils choral read the story *What Do You Do Every Day?*



PRESENTATION

10 minutes

- Teacher reads the story *Monkey At School*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story *Monkey At School*.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Ask them to wash their hands before holding the book.
- Pupils select a book of their own choice from your classroom library.
- Advise them to handle the book carefully.

APPLICATION

15 minutes

- Pupils read their books silently.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in their books and pupils read it for you.

AFTER READING

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Encourage the pupils to write a sentence starting with *I like* or *I didn't like*.

HOMEWORK



Pupils read the text *What Do You Do Every Day?* with a parent or sibling.
Pupils tell their parents and siblings about the story they read at school today.

WEEK 6 AND 7 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask the pupil to read these words aloud.

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

blue	use	uniform	rule	cube
school	argue	soon	mule	knew
moon	noon	hoot	huge	true
new	too	afternoon	excuse	threw
cool	dew	clue	stool	nephew
cute	stew	rude	fuel	took
crude	toot	chew	fool	food

☹	☺	☺
Read less than 10 words	Read 11 to 20 words	Read 21 to 35 words

Assessment task 2: Ask the pupil to read the text and answer the questions.

Going to school.

John and Hope are going to school.

It is 8 o'clock in the morning.

John and Hope are late.

"Oh no!" says Hope.

"We are late," says John.

"Wait," says Hope.

"Today is Sunday," she says.

"We don't have school," she says.

John and Hope are happy.

Questions:

1. What time is it?
2. Who are the children in the story?
3. Where are they going?
4. What day is it?
5. Why are John and Hope happy?

☹	☺	☺
Answered 1 question	Answered 1 - 2 questions	Answered 3 - 4 questions

Assessment task 3: Ask a pupil to name the days of the week.

☹	☺	☺
Names less than 2	Names 2 to 5 words	Names 6 to 7 words

Week at a glance - P3 Term 1 Week 8 - Animals in our community

Levelled Text: A Visit to the Farm. Read Aloud Story: Farmer Jordan Target sound: /ɔ:/

Topic	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Content (New language structures Vocabulary)	Animals in our community Cow, goat, pig, hen, cat, dog, rabbit, rat, give, milk, meat, catch, lay, eggs.	Animals in our community Cow, goat, pig, hen, cat, dog, rabbit, rat, give, milk, meat, catch, lay, eggs. A lot, a few. What do cows do? They give us milk. What do cats do? They chase rats.	Animals in our community Words with or	Animals in our community Words with or	Animals in our community Do you have any goats? Yes I do. No we don't. How many? A few. A lot. We have a lot of hens.	A Visit to the Farm Cow, goat, pig, hen, cat, dog, rabbit, rat, give, milk, meat, catch, lay, eggs, a few, a lot (of) What do cows do? They give us milk. What do cats do? They chase rats.	Animals in our community Recognizing and adding plurals by adding -s and -es	Review Review of previously learned vocabulary and structures
Target Sounds			or	or				
Games								
Songs/ Chants			Poem The OR song	Poem The OR song				
REB / L3 Books	Farmer Jordan	Farmer Jordan	Farmer Jordan			A Visit to the Farm	A Visit to the Farm	A Visit to the Farm
Keynote English	Pp. 17, 18, 19	Pp. 17, 18, 19	Pp. 17, 18, 19	Pp. 17, 18, 19	Pp. 17, 18, 19			
Success								
New Primary English	Pp. 22, 21	Pp. 22, 21	Pp. 22,21	Pp. 22,21	Pp. 22, 21			
New Progressive	Pp. 12, 13	Pp. 12, 13	Pp. 12, 13	Pp. 12, 13	Pp. 12, 13			



LESSON 1: FARMER JORDAN

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *Farmer Jordan*.
- Use vocabulary learned from the story.
- Summarize the story.

Key content:

Vocabulary: cow, rat, goat, give, pig, milk, hen, meat, cat, catch, rabbit, lay, dog, eggs.

Teaching Aids:

- Read aloud story: *Farmer Jordan*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W8-L1).
- Word Wall.
- Flashcards.
- Daily Reader: *What Do You Do Every Day?*

Teaching tip

Give pupils time to answer questions before telling them the answer.

REVIEW

5 minutes

Play Buzz using words: *every, they, was, this, your* and *them*.

PRESENTATION (AUDIO)

25 minutes

a few	a lot
a few cats	a lot of rabbits
a few cows	a lot of goats
	a lot of pigs

APPLICATION

Personal response (individual)

5 minutes

- Pupils name animals in their community.
- Write their answers on the board.
- Pupils write sentences beginning with: I like _____ .

EVALUATION

5 minutes

Complete the sentences: Daily Reader, Page 47, Box 1

- Pupils draw their favourite animal from the story.
- Pupils complete the sentences.

HOMEWORK



Pupils write a list of the animals in the story.



LESSON 2: FARMER JORDAN

By the end of the lesson, pupils will be able to:
Describe what the animals eat and provide in the story.

Key content:
Vocabulary: cow, goat, pig, cat, dog, rabbit, rat, give, milk, meat, catch, lay, eggs, a lot and a few.

- Teaching Aids:**
- Read aloud story: *Farmer Jordan*.
 - Phone and speaker.
 - Audio Lesson (E-P3-T1-W8-L2).
 - Daily Reader: *What Do You Do Everyday?*

Teaching tip

Ask some pupils to mime the animals and ask pupils in the class to guess what the animal is.

REVIEW

5 minutes

- Review homework.
- Pupils say what they can remember from the story *Farmer Jordan*.

PRESENTATION (AUDIO)

25 minutes

a lot a few torch whisper radio yawn.

APPLICATION

Name the animal (pair work)

5 minutes

- Pupils A point at a picture of an animal, and pupils B names the animal.

Keynote English pp. 18-19

New Primary English pp.22 - 23

New Progressive pp. 13

- Pupils complete the exercise in their notebook.

EVALUATION

5 minutes

- Pupils name animals in the community. Pupils say what they provide and eat.
- Write their answers on the board.
- Pupils draw a picture of one animal and write what they provide and eat.

HOMEWORK



Pupils read *What Do You Do Everyday?* to a family member.

Pupils complete the sentences in their Daily Reader, Page 47, Box 2.



LESSON 3: FARMER JORDAN

By the end of the lesson, pupils will be able to:
Identify and read words with the or sound.

Key content:
Words with or.

Teaching Aids:

- Read aloud story: *Farmer Jordan*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W8-L3).
- Daily Reader: *What Do You Do Everyday?*

Teaching tip

When playing BUZZ, point at words in random order and pupils read them as quickly as they can.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *cow, rat, goat, give, pig, milk, hen, meat*. Play Buzz.

PRESENTATION (AUDIO)

25 minutes

or

horns torch
storm morning horse
force corn torn

The or song
You put the or in corn.
You put the or in horn.
You put the or in storm.

APPLICATION

How do I write it? (pair work)

5 minutes

- Point at the word *horse* on the board.
- Read the words with the pupils
- Erase the word.
- Pupils write the word in their notebook.
- Then, rewrite it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *corn, force and storm*.

EVALUATION

5 minutes

Writing or words

- Pupils recite the OR poem.
- Pupils write words with the or sound.
- Pupils share their words and write them on the board.

HOMEWORK



Pupils read the poem in Daily Reader, Box 3, Page 47.
Pupils write sentences with the words: corn, storm, horse.

LESSON 4: WORDS WORKS

By the end of the lesson, pupils will be able to:
Identify and write words with or.

Key content:
Words with *or* sound.

Teaching Aids:
Daily Reader: *What Do You do Every day?*

REVIEW

5 minutes

- Review homework.
- Pupils recite *The Or Poem*.
- Say words from *The Or Poem* and pupils find them as quickly as possible.
- Echo read the story *What Do You do Every day?*



PRESENTATION

10 minutes

- Say the words: *corn, behind, torn, carpenter, morning, builder, doctor* and *torch*.
- Pupils to put up their hand if the word contains the sound or.
- Ask a pupil to write the word and underline the letters that make the sound.
- Pupils provide other words that have the or sound.
- Write them on the board.

APPLICATION

Dictation (whole class)

10 minutes

- Say the words *corn, horse, torn, horn* and *born*.
- Pupils write them in their notebook.
- Pupils exchange their books and see if they spelled them correctly.
- Write words on the board and pupils spell them.

Writing Sentences (whole class)

5 minutes

Write sentences using the words: *corn, horse, torn, horn* and *born*.

EVALUATION

10 minutes

Dictation

- Say the sentence: The farmer gave corn to his horse.
- Pupils write the sentence.
- Pupils share their answers.
- Write them on the board.
- Pupils correct their answers.

HOMEWORK



Pupils write three sentences containing or words.



LESSON 5: ANIMALS IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:
Discuss animals in their community.

Key content:

Vocabulary:

- Do you have any goats?
- Yes I do/No we don't.
- How many? ...a few/a lot.
- We have a lot of hens.

Teaching Aids:

- Phone and speaker.
- Audio Lesson (E-P3-T1-W8-L5).
- Daily Reader: *What Do You Do Every day?*

Teaching tip

Encourage listening and speaking skills by putting pupils in pairs.

REVIEW

5 minutes

- Review homework.
- Play Buzz with sight words: *after, want, will, around* and *show*.

PRESENTATION (AUDIO)

25 minutes

The or poem
 You put or in horn
 You put or in corn
 You put or in storm

APPLICATION

Answer the questions: Daily Reader, Page 48, Box 5

5 minutes

- Pupils read and answer the questions.
- Write their answers on the board.
- Read the sentences
- Pupils correct their work.

EVALUATION

5 minutes

Question and answers (group/pair work)

- Ask: *Do you have goats?*
 - How many goats do you have?
 - Do you have cats?
 - How many cats do you have?
 - Do you have dogs?
 - How many dogs do you have?
 - Do you have rabbits?
 - How many rabbits do you have?
- Pupils discuss their answer with their partner.
- Ask some pupils to share their answer.

HOMEWORK



Pupils read the text *What Do You Do Every Day?*

Pupils write the answer to the questions: Do you have rabbits? Do you have goats?



LESSON 6: A VISIT TO THE FARM

By the end of the lesson, pupils will be able to:
Read and answer comprehension questions on the text *A Visit to the Farm*.

Key content:

Vocabulary:

- Cow, goat, pig, cat, milk, meat.
- They give us...

Teaching Aids:

- Daily Reader: *A Visit to the Farm*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W8-L6).

Teaching tip

Let pupils try to read the text first without help.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *after, what, will, around* and *show*.

PRESENTATION (AUDIO)

25 minutes

horn

corn

pork

APPLICATION

Paired reading (pair work)

5 minutes

Pupils read the text *A Visit to the Farm* with their partner.

EVALUATION

5 minutes

Comprehension questions: Daily Reader, Page 54, Box 12 (individual).

Pupils answer comprehension questions on the story *A Visit to the Farm*.

HOMEWORK



Pupils read the story *A Visit to the Farm*.

Pupils write a list of the animals in the story.

LESSON 7: SINGULAR AND PLURAL NOUNS

By the end of the lesson, pupils will be able to:
Add -s and -es to nouns to make plurals.

Key content:
Grammar: Singular and plural nouns.

Teaching Aids:
Daily Reader: *A Visit to the Farm*.

REVIEW

8 minutes

- Review homework.
- Pupils choral read the text *A Visit to the Farm*.



PRESENTATION

12 minutes

Draw the following table on the board:

Singular	Plural
Cow	Cows
Goat	Goats
Cat	Cats
Fox	Foxes

- Pupils look at the two columns and predict the rule.
- Explain that sometimes we add -s to say more than one and sometimes we add -es. We call one singular and we call more than one plural.
- Pupils suggest the plurals for *rabbit*, *horse*, and *hen*.
- Draw the following table on the board:

Singular	Plural
potato	potatoes
tomato	tomatoes
volcano	volcanoes

- Pupils look at the two columns, ask them what do they observe.
- Explain to the pupils that words that end in o are different and we add -es.
- Explain that some animal words do not change from singular to plural, for example, *Fish/fish*, *Sheep/sheep*

APPLICATION

15 minutes

Animals in the community (pairs)

- Pupils write sentences about animals in their community .
- Remind the pupils to add s or es if they are writing about more than one animal.
- Circulate and help pupils while they write.

EVALUATION

5 minutes

Singular and Plural (individual)

Pupils write the plural for the following words: cow, goat, cat, pig, potato, tomato.

HOMEWORK



Read the story *A Visit to the Farm*.
Pupils write the plural for words: *cow*, *goat*, *cat*, *fish*, *potato*, *volcano*.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they like about the week's read aloud story
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teacher Aids:

- A variety of books and reading materials.
- Read aloud story: *Farmer Jordan*

Guided Reading Tip

Five finger rule: Have each pupil open his/her book of choice and check how many words he/she can read. If they find five words they can't read, have them select another book for the guided reading activity.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *milk, meat, catch, rabbit, give, lay, a lot* and *a few*.

PRESENTATION

10 minutes

- Teacher reads the story *Farmer Jordan*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story *Farmer Jordan*.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their choice.
- Ask them to wash their hands before holding the book.
- Advise them to handle the book carefully.
- Pupils select a book of their choice from the classroom library.

APPLICATION

15 minutes

Pupils whisper read the book page by page. Circulate to listen and help pupils read difficult words. Point at a word or sentence in a story and ask a pupil to read it for you.

AFTER READING

5 minutes

- Put the pupils in AB pairs.
- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Pupils write sentences about what they have read.

HOMEWORK



Pupils read the text *A Visit to the Farm* with a parent or sibling.
Pupils tell their family members about the book they read in class.

Week at a glance - P3 Term 1 Week 9 - Animals in our community

Levelled Text: Did You See My Eggs? Read Aloud Story: Animals in our Community Target Sound: /3:/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Animals in our community	Animals in our community	Animals in our community	Animals in our community	Animals in our community	Animals in our community	Animals in our community	Review
Content (New language structures/ Vocabulary)	Kitten, chick, kid, puppy, calf, piglet, bunny, I A young goat is called a kid. A young cat is called a kitten. A young dog is called a puppy.	What do cows do? Hens etc. They give us milk, eggs, meat etc. What do cats do? They catch rats. What do goats do? They give us meat.	Words with /3:/	Words with /3:/	What sound does the cow make? The cow says "moo" What sound does the cat make? The cat says "Miaow" and "purr" What sound does a goat make?	What sound does the cow make? The cow says "moo" What sound does the cat make? The cat says "Miaow" and "purr" What sound does a goat make?	Reviewing plurals by adding- s and -es , ies	Review of previously learned vocabulary and structures
Target Sounds		ir, ur, er	ir, ur, er	ir, ur, er				
Songs/ Chants		The Furry Cat	The Furry Cat	The Furry Cat				
REB / L3 Books	Animals in Our Community	Animals in Our Community	Animals in Our Community	Animals in Our Community	Animals in Our Community	Did You See My Eggs?	Did You See My Eggs?	Did You See My Eggs?
Keynote English	Pp. 17, 18, 19	Pp. 17,18, 19	Pp. 17, 18, 19	Pp. 17, 18, 19	Pp. 17, 18, 19	Pp. 17, 18, 19	Pp. 39, 42	
Success	-	-	-	-	Pp.20, 21	-	Pp. 66-68	
New Primary English	Pp. 24, 25,26	Pp. 24, 25, 26	Pp. 24, 25, 26	Pp. 24, 25, 26	Pp. 27	Pp. 24,25,26	Pp. 60	
New Progressive	P. 12	P. 12	P. 12	P. 12	P. 13	P. 12	P. 27	



LESSON 1: ANIMALS IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:

- Answer comprehension question about the information text *Animals in Our Community*.
- Use vocabulary learned from the story.
- Summarize the story.

Key content:

Vocabulary: kitten, chick, kid, puppy, calf, piglet, bunny.

Teaching Aids:

- Read aloud story: *Animals in Our Community*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W9-L1).
- Daily Reader: *A Visit to the Farm*.

Teaching tip

Pupils say the names of the animals and their babies, for example; goat - kid, cow - calf.

REVIEW

5 minutes

- Pupils choral read the story *A Visit to the Farm*.
- Pupils name as many animals in the community they can remember from last week.

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Name the animal (individual).

5 minutes

- Ask pupils:
 - What animals did you hear in the story?
 - What do we call a young pig?
 - What do cows eat?
 - What do hens produce?
- Write the answers on the board.
- Read the answers with the pupils.

EVALUATION

5 minutes

My Favourite Animal: Daily Reader, Page 55, Box 1

Pupils write about their favourite animal.

HOMEWORK



Pupils read the text *A Visit to the Farm* with a parent or sibling.

Pupils complete the following table.

cow	calf
pig	
goat	
rabbit	



LESSON 2: ANIMALS IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:
Discuss animals in the community.

Key content:

Vocabulary:

- What do cows do? Hens etc.
- They give us milk, meat, eggs, etc.

Teaching Aids:

- Read aloud story: *Animals in Our Community*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W9-L2).
- Daily Reader: *A Visit to the Farm*.

Teaching tip

Point at a picture of an animal in the Read Aloud. Pupils name the animal and its young.

REVIEW

5 minutes

- Review homework.
- Pupils say what they can remember from the text *Animals in Our Community*.
- Pupils echo read the text *A Visit to the Farm*.



PRESENTATION (AUDIO)

25 minutes

The Furry Cat	mother	her	snout	
The furry cat begins to stir,				
All the mice hear, purr, purr.	water	purrs	flowers	
Hurry, Hurry! The mice scurry!				
Now tell me, where are they sir?	curly	butter	our	their

APPLICATION

Animals in our community: Text book activity (pair work)

5 minutes

New Progressive p. 12 New Primary English pp. 24, 25, 26

Key Note pp. 17, 18, 19 Success -

Pupils look at the pictures of animals, say their names, what sound they make, what they produce and the names of their young ones.

EVALUATION

5 minutes

Animals in the Community

- Pupils name animals in the community and what they produce.
- Write their answers on the board.

HOMEWORK

Pupils complete the following table:



Animal	Produce
cow	milk
goat	
hen	
pig	



LESSON 3: ANIMALS IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:
Identify and read words with the sound ir, er, ur.

Key content:
Words with ir, er, ur.

Teaching Aids:

- Read aloud story: *Animals in Our Community*.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W9-L3).
- Daily Reader: *A Visit to the Farm*.

Teaching tip

Write several words with a missing letter on the board and the pupils tell him/her what letter is missing.

REVIEW

5 minutes

- Review homework.
- Echo read *A Visit to the Farm*.
- Write words with the letters ir, er, ur on the board, for example, *brother, farmer, bird, skirt, fur* and *term*. Play Buzz.

PRESENTATION (AUDIO)

25 minutes

ir

er

ur

shirt

person

purr

dirty

ladder

church

skirt

farmer

purse

girl

term

hurt

herd

burn

The Furry Cat

The furry cat begins to stir,

All the mice hear, purr, purr.

Hurry, Hurry! The mice scurry!

Now tell me, where are they sir?

APPLICATION

The Furry Cat: Daily Reader, Page 55, Box 2

5 minutes

- Pupils recite the poem *The Furry Cat* poem together.
- Pupils identify the ir, er, ur sounds in the poem.

EVALUATION

5 minutes

How do I write it? (individual/pair work)

- Point at the word *shirt* on the board.
- Erase the word.
- Pupils write the word in their note book.
- Rewrite the word on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *girl, term, purr* and *burn*.

HOMEWORK



Pupils recite the poem *The Furry Cat*.

Pupils read *A Visit to the Farm*.

Pupils write sentences using the words: *shirt, farmer* and *flower*.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Identify and write words with ir, er, ur.

Key content:
Words with ir, er, ur.

Teaching Aids:
Daily Reader: *A Visit to the Farm*.

REVIEW

5 minutes

- Review homework.
- Review *The Furry Cat* poem.
- Pupils echo read the text *A Visit to the Farm*.



PRESENTATION

10 minutes

- Say the words: *shirt, car, bird, goat, purse, herd, fern, skirt, first, mother* and *fur*.
- Pupils raise their hands if the word contains the sound ir, er or ur.
- Pupils write the words on the board.
- Ask pupils to compose sentences using the words.

APPLICATION

15 minutes

Find the word (whole class)

- Pupils take out their daily reader and turn to the poem *The Furry Cat*.
- Locate words with the ir, er, ur sound in the story.
- Write the words on the board.

Spell the word (pair work).

Pupils give each other words to spell from the list of words on the board.

EVALUATION

5 minutes

Dictation:

- Say the sentence: The farmer hurt his hand.
- Pupils write the sentence.
- Write the answer on the board.

HOMEWORK



Pupils read the story *A Visit to the Farm*.

Pupils to write sentences with the words: *bird, car, mother* and *herd*.



LESSON 5: ANIMALS IN OUR COMMUNITY

By the end of the lesson, pupils will be able to:
Identify and describe the sounds each animal makes.

Key content:

Vocabulary:

- What sound does the cow make? It lows.
- What sound does the cat make? It meows.
- What sound does a goat make? It bleats.

Teaching Aids:

- Text book.
- Phone and speaker.
- Audio Lesson (E-P3-T1-W9-L5).
- Daily Reader: *A Visit to the Farm*.

Teaching tip

Read the text book stories out loud to your pupils and ask pupils to discuss the questions in pairs.

REVIEW

5 minutes

- Review homework.
- Play Buzz with sight words: *brother, farmer, bird, skirt, fur* and *term*.

PRESENTATION (AUDIO)

25 minutes

brother

farmer

bird

skirt

fur

term

APPLICATION

Question and answers (pair work).

5 minutes

- Write these questions on the board
 - What sound does the cow make?
 - What sound does the cat make?
 - What do we call a young cow?
 - What do we call a young goat?
 - What do hens give us?
- Pupils discuss the answers in pairs.

EVALUATION

5 minutes

Complete the sentences: Daily Reader, Page 55, Box 5.

- Pupils read the sentences in Box 5 with a partner.
- Pupils write the sounds each animal makes.

HOMEWORK



Pupils read the text *A Visit to the Farm* with a parent or sibling.

Pupils complete the table:

Animal	Sound
cat	
dog	
goat	
pig	



LESSON 6: DID YOU SEE MY EGGS?

By the end of the lesson, pupils will be able to:

- Read the story *Did You See My Eggs?*
- Answer comprehension questions about the story *Did You See My Eggs?*
- Use vocabulary learned from the story.

Key content:

Vocabulary:

- What sound does the cow make? It moos.
- What sound does the cat make? It meows.
- What sound does a goat make? It bleats.

Teaching Aids:

- Daily Reader: *Did You See My Eggs?*
- Phone and speaker.
- Audio Lesson (E-P3-T1-W9-L6).

Teaching tip

While pupils are reading circulate to help those who are struggling with some words.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *person, dirty, farmer, purse and hurt.*

PRESENTATION (AUDIO)

25 minutes

always

never

every day

often

APPLICATION

Complete the sentences: Daily Reader, Page 56, Box 6.

5 minutes

Pupils copy and complete the sentences.

Reading Activity (pair work).

Pupils read the text *Did You See My Eggs?*

EVALUATION

5 minutes

Comprehension questions, Daily Reader, Page 62, Box 12.

Pupils write the answers to the comprehension questions *Did You See My Eggs?*

HOMEWORK



Read the text *Did You See My Eggs?* to a family member.

LESSON 7: SINGULAR AND PLURAL

By the end of the lesson, pupils will be able to:
Add -s, and -ies to nouns to make plurals.

Key content:
Grammar: Singular and plural nouns

Teaching Aids:
Daily Reader: *Did You See My Eggs?*

REVIEW

5 minutes

- Review homework.
- Pupils say what they can remember from the story *Did You See My Eggs?*
- Pupils choral read the text *Did You See My Eggs?*



PRESENTATION

15 minutes

Explain to the pupils that sometimes we add -s to say more than one and sometimes we add -ies. We call one singular and we call more than one plural.

Draw the table on the board.

Pupils suggest plurals. Write them on the board.

Singular	Plural
<i>kid</i>	
<i>lamb</i>	
<i>kitten</i>	

- Pupils suggest the plurals for *foal, chick and piglet*.
- Explain to the pupils that words that end in -y are different and get -ies, Y changes to i and we then we add -es. Draw the following table on the board as an example:

Singular	Plural
baby	babies
puppy	
bunny	

- Pupils suggest plurals. Write the correct answer in the plural columns.
- Pupils suggest more examples.
- Explain that some words do not change, for example, monkey → monkeys.

APPLICATION

15 minutes

- Pupils draft sentences about animals in their community.
- Circulate and help pupils while they write.

EVALUATION

5 minutes

Pupils complete the following table:

Singular	Plural
cat	
dog	
baby	
bunny	

HOMEWORK



Pupils complete the following table:

Singular	Plural
lamb	
dog	
berry	

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story
- Animals in our community
- Read a story of their own choice.

Key content:

Reading for pleasure and information.

Teacher and pupil materials:

- A variety of books and reading materials.
- Read aloud story: *Animals in Our Community*.
- Daily Reader: *Did You See My Eggs?*

Guided Reading Tip

Five finger rule: Have each child open his/her book of choice and check how many words he/she can read on a double page. If they find five words they can't read, encourage them to select another book for the guided reading activity.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *pig, piglet, rabbit, bunny, kitten, chick*.
- Pupils choral read the story *Did You See My Eggs?*



PRESENTATION

10 minutes

- Teacher reads the story *Animals in Our Community*.
- Pupil say what they liked or disliked about the story.

BEFORE GUIDED READING

5 minutes

- Pupils select a book of their own choice from the classroom library.
- Advise them to handle the book carefully.
- Pupils read their books silently.
- Teachers circulate to listen and help pupils read difficult words.

APPLICATION

15 minutes

Pupils whisper read the book page by page. Circulate to listen and help pupils read difficult words. Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *Did You See My Eggs?* with a parent or sibling.
Pupils tell their family about the story they read in today's lesson.

WEEK 8 AND 9 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask the pupil to read these words aloud.

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

bark	far	park	scar	torn	bird
car	star	Mark	girl	horse	horn
farm	large	corn	pork	storm	third
thorn	shirt	sport	stork	Clark	born
sort	form	for	fork	ark	clever
arm	barn	harm	dark	tart	first

☹	☺	😊
Read less than 10 words	Read 11 to 20 words	Read 21 to 33 words

Assessment task 2: Ask the pupils to read the text and answer the questions.

What do animals like to eat?

Cows like to eat grass.

Birds like to eat seeds.

Hens like to eat worms.

Cats like to eat mice.

Goats like to eat flowers.

Some animals live on farms.

Some animals live in the forest.

Animals like to eat many things.

Questions:

1. What do cows like to eat?
2. What do hens like to eat?
3. What animal likes to eat mice?
4. Where do some animals live?

☹	☺	😊
Answered 1 question	Answered 1 - 2 questions	Answered 3 - 4 questions

Assessment task 3: Name animals in the community and their young.

☹	☺	😊
Named less than 2 young ones	Named 2 to 4 young ones	Named 5 to 6 young ones

Term 2

TERM 2 - WEEK 1 - REVISION ACTIVITIES

Lesson 1

Pupils write the correct words in their notebooks.

Write the correct list on the board and have pupils correct their books.

Lesson 2

Pupils write sentences using new words from box one.

Pupils read their sentences to the class.

Write good examples from pupils on the board.

Read the sentences together.

Lesson 3

Pupils discuss what they do every day in pairs.

Pupils compose sentences about what they do every day.

Pupils read their sentences to the class.

Write good examples from pupils on the board.

Read the sentences together.

Lesson 4

Pupils draw what they do every day.

Pupils share some of their drawings.

Pupils describe what they are doing in their drawings.

Lesson 5

Pupils write the correct words in box 3.

Write the list of the correct words on the board.

Pupils correct their work.

Lesson 6

Pupils sort the words in two lists: jobs in the community and places in our community.

Lesson 7

Pupils talk about the school break.

Pupils write about what they did during the school break.

Lesson 8

Pupils to read a story of their choice from the classroom library.

Week at a glance - P3 Term 2 Week 2 - Parts of the body.

Levelled Text: A Poem about my Body. Read Aloud Story: Go! Go! Go! Gorillas! Target Sound: /au/

Topic	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Content (New language structures/ vocabulary)	Parts of the body Face, toe, arm, shoulder, chest, back, stomach, leg, foot, elbow. Touch your shoulder, back, stomach, shoulder. These are my feet This is his shoulder.	Parts of the body Finger, knee, foot, toe, elbow, wrist, ankle, heel. This is my back These are my feet This is his shoulder	Parts of the body Words with ou	Parts of the body Words with ou	Parts of the body Show them your knees, toes... How many eyes, ears, fingers... Do you have?	A Poem About My Body Face, shoulder, chest, back, stomach, arm, leg, finger, knee, foot, toe, elbow, wrist, ankle, heel.	Parts of the body I have...fingers, eyes, ears. I can....	Review Review of previously learned vocabulary and structures
Target Sound			/au/	/au/	/au/			
REB / L3 Books	Go! Go! Go! Gorillas!	Go! Go! Go! Gorillas!	Go! Go! Go! Gorillas!		Go! Go! Go! Gorillas!	A Poem About My Body	A Poem About My Body	Go! Go! Go! Gorillas! A Poem About My Body
Keynote English	Pp. 7 - 12	Pp. 7 - 12	Pp. 7 - 12	Pp. 7 - 12	Pp. 7 - 12	Pp. 7 - 12		
Success	Pp. 7 - 10	Pp. 7 - 10	Pp. 7 - 10	Pp. 7 - 10	Pp. 7 - 10	Pp. 7 - 10		
New Primary English	Pp. 11 - 14	Pp. 11 - 14	Pp. 11 - 14	Pp. 11 - 14	Pp. 11 - 14	Pp. 11 - 14		
New Progressive	Pp. 6 - 9	Pp. 6 - 9	Pp. 6 - 9	Pp. 6 - 9	Pp. 6 - 9	Pp. 6 - 9		



LESSON 1: GO! GO! GO! GORILLAS!

By the end of the lesson, pupils will be able to:

- Identify different parts of the body.
- Use vocabulary from the story *Go! Go! Go! Gorillas!*
- Summarize the story *Go! Go! Go! Gorillas!*

Key content:

Vocabulary:
Face, shoulder, chest, back, stomach, arm and leg.

Teaching Aids:

- Read aloud story: *Go! Go! Go! Gorillas!*
- Phone and speaker.
- Audio Lesson (E-P3-T2-W2-L1).
- Word Wall.
- Flashcards.
- Daily Reader: *Did You See My Eggs?*

Teaching tip

Pupils look at the pictures in the story to find more information about Go! Go! Go! Gorillas!

REVIEW

5 minutes

- Review homework.
- Pupils silent read the text *Did You See My Eggs?*
- Circulate the room, listening to pupils as they read. Help and encourage struggling learners.

PRESENTATION (AUDIO)

25 minutes

Touch your shoulder.

Touch your feet.

Touch your stomach.

APPLICATION

Write about Baby Gorilla: Daily Reader, Page 66, Box 1.

5 minutes

- Pupils turn to Page 66, Box 1 of the Daily Reader.
- Pupils draw a picture of Baby Gorilla.
- Pupils label the drawing, using the words: *face, shoulder, chest, back, stomach, arm and leg.*
- Pupils write sentences about Baby Gorilla.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Pupils practice the new vocabulary and describe Baby Gorilla.
- Select some pupils to share their answers.
- Repeat the activity with the following questions:
 - Where does Baby Gorilla live?
 - Why does Baby Gorilla exercise?
 - What happens to Baby Gorilla during the race?
- Finally, pupils retell the story: *Go! Go! Go! Gorillas!* in their own words.



HOMEWORK



Retell the story *Go! Go! Go! Gorillas!* to a parent or sibling.



LESSON 2: GO! GO! GO! GORILLAS!

By the end of the lesson, pupils will be able to:
Write the different parts of the body.

Key content:

Vocabulary:

- Finger, knee, foot, toe, elbow, wrist, ankle, heel.
- This is my back.
- These are my feet.
- This is his shoulder.

Teaching Aids:

- Read aloud story: *Go! Go! Go! Gorillas!*
- Phone and speaker.
- Audio Lesson (E-P3-T2-W2-L2).
- Daily Reader: *Did You See My Eggs?*

Teaching tip

Ask pupils to show you different parts of the body while pointing and saying. This is my chest. This is my head.

REVIEW

5 minutes

- Review homework.
- Give instructions: *touch your shoulder, touch your back, touch your feet, touch your stomach* etc.

PRESENTATION (AUDIO)

25 minutes

exercise	stretch	elbows	ears	
thump	stomach	eyes	knees	thumb

APPLICATION

Parts of the Body - Textbook activity (pair work)

5 minutes

Pupils take out their textbooks and turn to page:

New Progressive P. 6

Success P. 10

Key Note P. 10

New Primary English P.11

Pupils complete the exercises in their textbook.

EVALUATION

5 minutes

Read the text. Draw a Picture. Daily Reader, Page 66, Box 2.

- Pupils read the text *I am a cat*.
- Pupils draw a picture of the cat in their notebooks.
- Pupils swap their notebooks with the pupil next to them.
- Pupils check if the cat has: *a round face, two ears, two eyes, a tiny mouth, a tiny nose, a long tail and is drinking milk.*



HOMEWORK



Pupils complete the following sentences:

I have _____ ears.

I have _____ eyes.



LESSON 3: GO! GO! GO! GORILLAS!

By the end of the lesson, pupils will be able to:
Identify and read words with the sound ow and the spelling pattern ou.

Key content:
Words with the sound ow and the spelling pattern ou.

Teaching Aids:

- Read aloud story: *Go! Go! Go! Gorillas!*
- Phone and speaker.
- Audio Lesson (E-P3-T2-W2-L3).
- Daily Reader: *Did You See My Eggs?*

Teaching tip

Echo reading: During an echo reading exercise, the teacher reads the text aloud while tracking the print for pupils to see. After the text has been read aloud, pupils imitate, or echo, the teacher.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the text *Did You See My Eggs?*
- Circulate the room, listening to pupils as they read. Help and encourage struggling learners.

PRESENTATION (AUDIO)

25 minutes

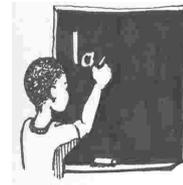
found	sound
mouth	around
about	loud
snout	shout
cloud	ground

APPLICATION

How do I write it? (Individual/pairs)

5 minutes

- Point at the word *mouth* on the board.
- Say the word and pupils read it.
- Erase the word.
- Pupils write the word in their notebooks.
- Then, write it on the board. Pupils check to see if they spelled it correctly.
- Repeat with the words: *found, around, ground, loud, about, cloud, sound* and *shout*.



EVALUATION

5 minutes

Find words that rhyme: Daily Reader, Page 66, Box 3

- Pupils write the words that rhyme with loud, out and sound.
- Pupils say the words they have written in their lists.
- Pupils correct their work.

HOMEWORK



Pupils write sentences using the words: *found, around, loud, about, sound*.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read, spell and write words with the target sound *ow* and the spelling pattern *ow*.

Key Content:
Words with the *ou* and *ow* spelling pattern.

Teaching Aids:
Daily Reader: *Did You See My Eggs?*

REVIEW

5 minutes

- Review homework.
- Pupils echo read the text *Did You See My Eggs?*

PRESENTATION

15 minutes

- Draw two columns on the board. Label one column *ow*. Label the second column *ou*.
- Say the following words, each time pausing to allow the pupils to identify the spelling pattern in each word: *about, around, down, found, house, how, now, out, town, loud, cow, clown, cloud, frown, brown, drown, proud, mound, shower, crown* and *shout*.
- Write their answers on the board. Read the word lists with the pupils. Play Buzz.

ow	ou
how	about
now	around
cow	found

APPLICATION

Find the word (pair work)

5 minutes

- Pupils read *Did You See My Eggs?*
- Pupils find and write the words that have the *ow* sound.
- Pupils swap their notebooks.
- Write the answers: *Cow, four, brown, around and shouts* on the board.

Spell the word (pair work)

5 minutes

- Pupil A points at a word in Box 3 of the Daily Reader, Page 66.
- Pupil B practices Look, Say, Cover, Write and Check.

EVALUATION

10 minutes

- Say the words: *proud, sound, how, around, found, brown and shout*.
- Pupils write the words.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:
Compose sentences about parts of the body.

Key content:

Vocabulary:

- Show them your knees and toes
- How many eyes, ears, fingers.....do you have?

Teaching Aids:

- Phone and speaker.
- Audio Lesson (E-P3-T2-W2-L5).
- Daily reader: *Did You See My Eggs?*

Teaching tip

Use the pictures in the textbook as a teaching visual aid. Pupils talk about the pictures in the textbook. Ask them to play games like point at and touch.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *round, about, eight, drink, light* and *never*.
- Read the words with the class and play Buzz.

PRESENTATION (AUDIO)

25 minutes

mouth

round

cloud

around

APPLICATION

Name the parts of the body: Daily Reader, Page 67, Box 5

5 minutes

Pupils complete the exercise in their notebooks.

EVALUATION

5 minutes

Let's Talk (pair work)

- Pupil A asks questions, Pupil B answers.
- Encourage pupils to ask: How many ears do you have? How many eyes do you have? How many legs do you have?
- Circulate the room listening to groups as they talk.
- Encourage and assist struggling learners.



HOMEWORK



Read the story *Did You See My Eggs?*

Pupils draw their favourite animal and label the parts of its body.



LESSON 6: A POEM ABOUT MY BODY

By the end of the lesson, pupils will be able to:

- Read the text: *A Poem About My Body*.
- Use vocabulary learned from the story.

Key content:

Reading the text: *A Poem About My Body*.

Teaching Aids:

- Daily Reader: *A Poem about my Body*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W2-L6).

Teaching tip

*Pupils read the text A Poem about My Body more than once.
Repeated readings help pupils develop reading fluency skills.*

REVIEW

5 minutes

- Review homework.
- Play Buzz with words: *always, sleep, round, about, together, because* and *never*.

PRESENTATION (AUDIO)

25 minutes

round mouth sleep never sound always

APPLICATION

Reading: A Poem About My Body (whole class).

- Pupils choral read the poem.
- Pupils retell the poem their own words.



5 minutes

EVALUATION

5 minutes

Finish the sentences: Daily Reader, Page 67, Box 6.

- Pupils complete the sentences.
- Pupils swap their notebooks and correct the answers.

HOMEWORK



Pupils read *A Poem About My Body* to a parent or a sibling.

Pupils answer the comprehension questions, Page 72, Box 9.

LESSON 7: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:
Compose sentences about parts of their body.

Key content:

Vocabulary:

- I have... fingers, eyes, ears.
- I can ...

Teaching Aids:

Daily Reader: *A Poem about my Body*.

REVIEW

10 minutes

- Review homework.
- Pupils echo read *A Poem about My Body*.
- Pupils say how many parts of the body they have, for example, *legs, hands, eyes, feet, nose*.

PRESENTATION

10 minutes

- Model on the chalkboard how to write a sample sentence, for example: *I have two ears. I can hear sounds with my ears.*
- Pupils write about other parts of the body.
- Write some of the sentences on the board.
- Read the sentences with the pupils.

APPLICATION

15 minutes

- Pupils draft sentences starting with I have...
- Circulate and help the pupils while they write.
- Strong pupils write several sentences and help others.
- Ask some pupils to share their sentences.

EVALUATION

5 minutes

- Write the following sentences on the board.
- Pupils complete the sentences.
 1. I have _____ fingers on one hand.
 2. I have _____ legs.
 3. I can _____ with my mouth.
 4. I can _____ with my hands.
 5. _____ hear with my ears.

HOMEWORK



Pupils read *A Poem about my Body* to a parent or a sibling.
Pupils share their writing with their family.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the week's read aloud story.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Go! Go! Go! Gorillas!*
- Daily Reader: *A Poem about my Body*.
- A variety of texts and reading material.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book of choice and check how many words he/she can read. If they find five words they can't read, have them select another book for the guided reading activity.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *face, shoulder, chest, back, stomach, arm, elbow, foot, toe and leg*.
- Pupils choral read the story *A Poem about my Body*.

PRESENTATION

5 minutes

- Teacher reads the story *Go! Go! Go! Gorillas!*
- Pupils say what they liked or disliked about the story.

BEFORE GUIDED READING

5 minutes

- Pupils select a book of their own choice from the classroom library.
- Advise them to handle the book carefully.
- Pupils read their book silently.
- Circulate to listen and help pupils to read difficult words.

APPLICATION

15 minutes

Pupils whisper read the book page by page. Circulate to listen and help pupils read difficult words. Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

10 minutes

- Pupils share with their partners what they read.
- Some pairs tell the class what they read.

HOMEWORK



Pupils read the text *A Poem about my Body* with a parent or sibling.
Pupils tell their family members about the book they read in class.

Week at a glance - P3 Term 2 Week 3 - A clean body

Levelled Text: Taking Care of Your Body. Read Aloud Story: John's Sticky Day. Target Sound: /au/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 Writing	Lesson 8 Guided reading
Topic	A clean body	A clean body	A clean body	A clean body	A clean body	A clean body	A clean body	Review
Content (New language structures/ Vocabulary)	To wash, to clean, to use, to comb, to take care of, toothpaste, to sleep, go to the toilet, to brush, hair, water, soap.	How do you clean your body? I use soap and water How do you clean your teeth? I brush my teeth with water and toothpaste. When do you wash your hands? I wash my hands before I eat. How do you take care of your hair? I comb it.	Words with ow	Words with ow	How do you clean your body? I use soap and water. How do you clean your teeth? I brush my teeth with water and toothpaste. When do you wash your hands? I wash my hands before I eat. How do you take care of your hair? I comb it.	How do you clean your body? I use soap and water. How do you clean your teeth? I brush my teeth with water and toothpaste. When do you wash your hands? I wash my hands before I eat. How do you take care of your hair? I comb it.	How do you clean your body? I use soap and water. How do you clean your teeth? I brush my teeth with water and toothpaste. When do you wash your hands? I wash my hands before I eat. How do you take care of your hair? I comb it.	Review of previously learned vocabulary and structures
Target Sounds			/au/ sound	/au/ sound	/au/ sound			John's Sticky Day
REB / L3 Books	John's Sticky Day	John's Sticky Day	John's Sticky Day		Taking Care of Your Body	Taking Care of Your Body	Taking Care of Your Body	Taking Care of Your Body
Keynote English	Pp. 8, 9, 10	Pp. 8, 9, 10	Pp. 8, 9, 10	Pp. 8, 9, 10	Pp. 8, 9, 10	Pp. 8, 9, 10	Pp. 8, 9, 10	Pp. 8, 9, 10
Success	-----	-----	-----	-----	-----	-----	-----	-----
New Primary English	P. 6	P. 6	P. 6	P. 6	P. 6	P. 6	P. 6	P. 6
New Progressive	P. 11	P. 11	P. 11	P. 11	P. 11	P. 11	P. 11	P. 11



LESSON 1: JOHN'S STICKY DAY

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *John's Sticky Day*.
- Use vocabulary from the story.
- Summarize the story *John's Sticky Day*.

Key content:

Vocabulary: to wash, to clean, to use, to comb, to take care of, toothpaste, to sleep, go to the toilet, to brush, hair, water, soap.

Teaching Aids:

- Read aloud story: *John's Sticky Day*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W3-L1).
- Flashcards.
- Daily Reader: *A Poem About My Body*.

Teaching tip

Hold the book up high so that all the pupils can see the pictures.

Point at important details in the pictures as the audio teacher reads the story.

REVIEW

5 minutes

- Pupils get in pairs.
- Pupils silent read the text *A Poem about My Body*.
- Circulate the room, listening to pupils as they read. Help and encourage struggling learners.

PRESENTATION (AUDIO)

25 minutes

Toothpaste take care of brush to clean water soap hair

APPLICATION

Fill in the missing words: Daily Reader, Page 73, Box 1 (Individual)

5 minutes

- Pupils draw a picture of John and complete the sentences.
- Pupils share their sentences and drawings with the rest of the class.
- Write the correct answers on the board.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask the questions:
 - Who is John?
 - What happens to John in the story?
 - When does John find out that leaves are stuck on his body?
 - Why do the pupils run away from John?
 - What does John do at the end of the story?
- Pupils discuss the answers with their partners.
- Pairs share their answers with the whole class.
- Pupils retell the story: *John's Sticky Day* in their own words.



HOMEWORK



Pupils read *A Poem about my Body* to a parent or a sibling.

Pupils write sentences using the words: wash, clean, and toilet.



LESSON 2: JOHN'S STICKY DAY

By the end of the lesson, pupils will be able to:
Use vocabulary on how to clean our bodies.

Key content:

Vocabulary:

- How do you clean your body? I use soap and water.
- How do you clean your teeth? I brush my teeth with water and toothpaste.
- When do you wash your hands? I wash my hands before I eat.
- How do you take care of your hair? I comb it.

Teaching Aids:

- Read aloud story: *John's Sticky Day*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W3-L2).
- Daily Reader: *A Poem About My Body*.

Teaching tip

Use your read aloud storybook to develop pupil's vocabulary. Point at a picture from the story and pupils describe what they see.

REVIEW

5 minutes

- Review homework.
- Play *Simon says* game using the instructions: *touch your shoulder, touch your back, touch your feet, touch your stomach* etc.

PRESENTATION (AUDIO)

25 minutes

shower howl brown town sticky glue

APPLICATION

5 minutes

Parts of the Body: Textbook activity (pair work)

- Pupils take out their textbooks and turn to page:

New Progressive P.11	Success __
Key Note Pp. 8, 9, 10	New Primary English Pp. 6
- Pupils get in pairs and complete the exercises in their textbook.



EVALUATION

5 minutes

Read the text: Find the words (individual)

- Pupils read the text *Clean Your Body*.
- Pupils list the items used to clean the body.
- Pupils swap their notebooks with the pupil next to them and correct their work.

HOMEWORK



Pupils read *A Poem About My Body* to a parent or sibling.
Pupils draw and write things they use to keep their bodies clean.



LESSON 3: JOHN'S STICKY DAY

By the end of the lesson, pupils will be able to:
Identify and read words with the ow spelling pattern.

Key content:
Words with ow.

Teaching Aids:

- Read aloud story: *John's Sticky Day*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W3-L3).
- Daily Reader: *A Poem About My Body*.

Teaching tip

Pupils identify the letters that make the ow sound in words and sentences.

REVIEW

5 minutes

- Review homework.
- Play Buzz with words: *town, down, how, cow, brown* and *crown*.

PRESENTATION (AUDIO)

25 minutes

1. "But I am clean, I had a shower last week" said John with a big frown.
2. John is covered in brown sticky glue from head to toe.
3. John combs his hair. "Now," says Grandfather "You are nice and clean."

APPLICATION

Look, Say, Cover, Write and Check (Individual)

5 minutes

- Write the word *brown* on the chalk board and pupils read it.
- Erase the word and ask them to write it in their notebook.
- Then, rewrite it on the board and pupils check to see if they spelled it correctly.
- Repeat the activity with the words: *now, town, how* and *crown*.

EVALUATION

5 minutes

Write the words: Daily Reader, Page 73, Box 3 (pair work).

- Pupils write the words that contain the ow sound in their notebooks.
- Pupils work in pairs to sort words with the ow sound from the words in box 3.
- Circulate the room, identify struggling learners and encourage them.
- Pupils identify the words they have written in their lists.

HOMEWORK



Pupils write sentences using five words from the ow word list.
Pupils read *A Poem about My Body* at home.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read and write words with the ow sound.

Key content:
Words with ow.

Teaching Aids:
Daily Reader: *A Poem About My Body*.

REVIEW

5 minutes

- Review homework.
- Pupils choral read *A Poem About My Body*.

PRESENTATION

15 minutes

- Draw two columns on the board. Label one column *ow*. Label the second column *ou*. (See example)
- Explain to the pupils that you are going to say some words.
- Pupils listen and identify the column to which they belong. Say the following words: *about, around, down, found, house, how, now, out, town, loud, cow, clown, cloud, frown, brown, drown, proud, mound, shower, crown, and shout*.
- Write the answers on the board and pupils read them.

ow	ou
how	about
town	house
cow	found
brown	mouth

APPLICATION

Find the word: Daily Reader, Page 68, A Poem About My Body (pair work).

5 minutes

- Pupils turn to their Daily Reader to the Week 2 text *A Poem About My Body*.
- Pupils work in pairs to find and write the words that have the ow sound.
- Pupils stop writing and swap their notebooks.
- Say the answers: *house, mouse, town, down, our*.
- Pupils correct their work.

Spell the word: Daily Reader, Page 73, Box 3 (pair work)

5 minutes

- Pupil A points to a word in Box 3 of the Daily Reader, Page 73.
- Pupil B practices Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity this time Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

10 minutes

Dictation (individual)

- Say the words: *house, mouse, joy, boy, and mouth*.
- Pupils write the words in their notebook.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: A CLEAN BODY

By the end of the lesson, pupils will be able to:
Compose sentences about keeping their bodies clean.

Key content:

Vocabulary:

- How do you clean your body?
I use soap and water.
- How do you clean your teeth?
I brush my teeth with water and toothpaste.
- When do you wash your hands?
I wash my hands before I eat.
- How do you take care of your hair?
I comb it.

Teaching Aids:

- Text book.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W3-L5).
- Daily Reader: *A Poem About My Body*.

Teaching tip

Pupils mime how they clean different parts of their body.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *comb, down, sound, cow, hair, and brown*.

PRESENTATION (AUDIO)

25 minutes

down	now	how	brown	crowd	crown	town
drown	frown					

APPLICATION

Parts of the Body: Textbook activity

5 minutes

New Primary English P. 11 New Progressive P. 6

In pairs pupils point to different parts of their body and name the things they use to clean them, for example, *This is my mouth, I brush my teeth with toothbrush, toothpaste and water.*

EVALUATION

5 minutes

Fill the gaps: Daily Reader, Page 74, Box 5.

- Pupils read and complete the sentences.
- Write the correct answers on the board.
- Pupils swap their notebook and correct their partner's work.

HOMEWORK



Pupils read *A Poem About My Body* to a parent or a sibling.

Pupils write sentences using the words: soap, water and brush.



LESSON 6: TAKING CARE OF YOUR BODY

By the end of the lesson, pupils will be able to:

Read the text: *Taking Care of Your Body*.

Key content:

Reading the text: *Taking Care of Your Body*.

Teaching Aids:

- Daily Reader: *Taking Care of Your Body*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W3-L6).

Teaching tip

Pupils read the text Taking Care of Your Body more than once.

Repeated readings helps the pupils develop reading fluency.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words : *sometimes, town, down, how, cow, brown and crown*.

PRESENTATION (AUDIO)

25 minutes

sometimes town down how cow brown crown

APPLICATION

5 minutes

Reread and retell the text *Taking Care of Your Body* (pair work)

- Pupils in pairs choral read the text.
- Pupils retell the story *Taking Care of Your Body* in their own words.



EVALUATION

5 minutes

Complete the sentences: Daily Readers, Page 74, Box 6

- Pupils open their Daily Readers to Page 74, Box 6.
- Pupils copy and complete sentences about *Taking Care of Your Body*.
- Pupils swap their notebook with their partners and correct their partner's work.
- Write the answers on the board.

HOMEWORK

Pupils write about what they do to keep their bodies clean.



LESSON 7: A CLEAN BODY

By the end of the lesson pupils will be able to:
Compose sentences about how to take care of their bodies.

Key content:

Vocabulary:

- How do you take care of your body?
- How do you clean your teeth?
- How do you take care of your hair?
- When do you wash your hands?

Teaching Aids:

Daily Reader: *Taking Care of Your Body*.

REVIEW

5 minutes

- Review homework.
- Pupils look at the story *Taking Care of Your Body*.
- Pupils describe what is happening in the pictures.

PRESENTATION

10 minutes

- Write the words on the board: *morning, night, every day*.
- Discuss with pupils about what they do in the morning.
- Pupils answer the following questions:
- When do you clean your teeth?
- When do you wash your hands?
- Explain to the pupils that they will write stories about how they keep their bodies clean using these words: *comb, brush, soap and water*.

APPLICATION

15 minutes

- Pupils draft their sentences.
- Circulate and help the pupils while they write.
- Pupils share their writing.
- Ask some pupils to read their writing.

EVALUATION

10 minutes

- Pupils share their sentences with their partners.
- Pupils give feedback to each other and say what they liked about their partner's writing.

HOMEWORK



Pupils read the *Taking Care of Your Body* to a parent or a sibling.
Pupils draw a picture to accompany their writing.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the week's Read aloud story.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- A variety of levelled texts and reading material.
- Read aloud story: *John's Sticky Day*.
- Daily Reader: *Taking Care of Your Body*.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book of choice and check how many words he/she can read. If they find five words they can't read, have them select another book for the guided reading activity.

REVIEW

5 minutes

- Review homework.
- Play Buzz with words: *wash, clean, comb, use, sleep, brush* and *care*.
- Pupils echo read the story *Taking Care of Your Body*.



PRESENTATION

5 minutes

- Teacher reads the story *John's Sticky Day*.
- Pupils say what they liked or disliked about the story.

BEFORE GUIDED READING

5 minutes

- Pupils select a book of their own choice from the classroom library.
- Advise them to handle the book carefully.
- Pupils read their book silently.
- Circulate to listen and help pupils to read difficult words.

APPLICATION

15 minutes

Pupils whisper read the book page by page. Circulate to listen and help pupils read difficult words. Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

10 minutes

- Pupils get in AB pairs.
- Pupils share with their partners what they read.
- Some pairs tell the class what they read.

HOMEWORK



Pupils read the text *Taking Care of Your Body* with a parent or sibling.
Pupils tell their family members about the book they read in class.

WEEK 2 AND 3 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask the pupil to read these words aloud.

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

skirt	ladder	about	church	shirt
farmer	proud	mouth	found	dirty
fur	bound	fir	shout	hurt
person	girl	herd	cloud	fern
round	purr	term	pound	purse
sound	stir	around	out	bird

☹	☺	😊
Read 0 to 9 words	Read 9 to 20 words	Read 21 to 30 words

Assessment task 2: Ask the pupil to read the text and answer the questions.

I like to keep healthy

I like to run and play.

I like to read books.

I wash my face every day.

I wash my face with soap and water.

I brush my teeth in the morning.

I brush my teeth at night.

I wash my hands.

I like to keep clean

Questions:

1. What do they like to do?
2. When do they wash their face?
3. How do they wash their face?
4. When do they brush their teeth?

☹	☺	😊
Answered 0 to 2 questions	Answered 2 to 3 questions	Answered 4 to 5 questions

Assessment task 3: Ask a pupil to name any parts of the body that they know.

☹	☺	😊
Name less than 2 parts	Name 2 to 4 parts	Name 5 to 8 parts

Week at a glance - P3 Term 2 Week 4 - A clean body.

Levelled Text: Going To A Party. Read Aloud Story: Joy's Hair. Target sound: /ɔɪ/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	A clean body	A clean body	A clean body	A clean body	A clean body	A clean body	A clean body	Review
Content (New language structures/ Vocabulary)	To wash, to clean, to use, to comb, hair, water, soap toothpaste, go to the toilet, to brush, What do you do after eating? What do you do after going to the toilet?	When do you brush your teeth? I brush my teeth after eating. I brush my teeth before sleeping. When do you wash your hands? I wash my hands after going to the toilet.	Review vocabulary Words with oi like oil, boil, soil, avoid, rejoice,	Words with oi like choice, oil, join, coin, point.	How do you take care of your hair? I comb it I wash it. How do you take care of your teeth? I brush them with toothpaste and water. How do you take care of your body? I wash it with soap and water. What do you do after eating? I brush my teeth after eating.	How do you take care of your hair? I comb it I wash it. How do you take care of your teeth? I brush them with toothpaste and water. How do you take care of your body? I wash it with soap and water. What do you do after eating? I brush my teeth.	How do you take care of your hair? I comb it I wash it. How do you take care of your teeth? I brush them with toothpaste and water. How do you take care of your body? I wash it with soap and water. What do you do after eating? I brush my teeth.	Review of previously learned vocabulary and structures
Target sounds			/ɔɪ/	/ɔɪ/	/ɔɪ/			Going To A Party Joy's Hair
REB / L3 Books	Joy's hair	Joy's hair	Joy's Hair		Going To A Party	Going To A Party	Going To A Party	Going To A Party
Keynote Eng	-----	-----	-----	-----	-----	-----	-----	-----
Success	-----	-----	-----	-----	-----	-----	-----	-----
New Primary English	-----	-----	-----	-----	-----	-----	-----	-----
New Progressive	Pp.28 - 29	Pp.28 - 29	Pp.28 - 29	Pp.28 - 29	Pp.28 - 29	Pp.28 - 29	Pp.28 - 29	



LESSON 1: JOY'S HAIR

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *Joy's Hair*.
- Use vocabulary from the story.
- Summarize the story *Joy's Hair*.

Key content:

Vocabulary:

- To wash, to clean, to use, to comb, toothpaste, go to the toilet, to brush, hair, water, soap.
- What do you do after eating?
- What do you do after going to the toilet?

Teaching Aids:

- Read aloud story: *Joy's Hair*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W4-L1).
- Daily Reader: *Taking Care of Your Body*.

Teaching tip

Before you begin reading, pupils look at the pictures and describe what they think will happen in the story.

REVIEW

5 minutes

- Pupils silent read the text *Taking Care of Your Body*.
- Circulate the room, listening to pupils as they read. Help and encourage struggling learners.

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Fill in the missing words: Daily Reader, Page 80, Box 1.

5 minutes

- Pupils draw their favourite part of the story.
- Pupils share their sentences and drawings with the rest of the class.
- Correct pupils work.

EVALUATION

5 minutes

Comprehension questions (pairs)

- Ask the question: Who is Joy?
 - Where does Joy play every day?
 - Does Joy like washing her hair?
 - What happens to Joy in the story?
 - Why did other pupils refuse to play with her?
 - How does Joy get her friends to play with her?
 - What does Joy's mother do?
- Pupils discuss the answers with their partners.
- Pairs share their answers with the whole class.
- Pupils retell the story: *Joy's Hair* in their own words.



HOMEWORK

Pupils read their story *Taking Care of Your Body*.





LESSON 2: JOY'S HAIR

By the end of the lesson, pupils will be able to:
Describe how they clean their bodies using new vocabulary.

Key content:

Vocabulary:

- When do you brush your teeth?
- I brush my teeth after eating.
- When do you wash your hands?
- I wash my hands after going to the toilet.

Teaching Aids:

- Read aloud story: *Joy's Hair*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W4-L2).
- Daily Reader: *Taking Care of Your Body*.

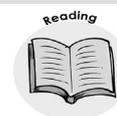
Teaching tip

Ask pupils questions about the characters in the story. Discuss with the pupils the character's problem in the story.

REVIEW

5 minutes

- Review homework.
- Pupils say what they remembered from the story *Joy's Hair*.
- Pupils choral read the text *Taking Care of Your Body* with the teacher.



PRESENTATION (AUDIO)

25 minutes

oil

boil

soil

avoid

APPLICATION

Draw the picture: Daily Reader, Page 80, Box 2

5 minutes

- Pupils read the text in pairs.
- Pupils draw an illustration describing what is happening in the text.

EVALUATION

5 minutes

How do you clean your body? (pair work)

- Pupils answer the questions: *When do you brush your teeth? When do you wash your hands?*
- Pupils write sentences describing how they clean their bodies.

HOMEWORK



Pupils read the text on Page 80, Box 2 for a family member.

Pupils write the answers to the questions: *When do you brush your teeth? When do you wash your hands?*



LESSON 3: JOY'S HAIR

By the end of the lesson, pupils will be able to:
Identify and read words with oi spelling pattern.

Key content:
Words with oi for example: boil, soil, avoid.

Teaching Aids:

- Read aloud story: *Joy's Hair*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W4-L3).
- Daily Reader: *Taking Care of Your Body*.

Teaching tip

Say words with the /ɔɪ/ sound, for example, *boil, soil, avoid* pupils explain how to write the word on the board.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *oil, join, soil, and point, rejoice* and *boil*.

PRESENTATION (AUDIO)

25 minutes

Joy likes to play in the soil.

Joy's mother boils water for bathing.

APPLICATION

5 minutes

How do I write it? (Individual/pairs)

- Review with pupils the oi and oy spelling patterns.
- Ask pupils to say words with oi and oy.
- Write the words on the board.
- Read the words with the pupils.
- Ask pupils to underline the oi sound.

oy	oi
boy toy	boil soil

EVALUATION

5 minutes

Word Sort: Daily Reader, Page 80, Box 3.

- Pupils work in pairs to identify and write words with oi and oy in box 3.
- Pupils write 5 sentences using the words in the list.

HOMEWORK



Pupils read the text *Taking Care of Your Body* to a parent or a sibling.

Pupils write sentences using the words: *coin, boy* and *boil*.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:

Read and write words with oi and oy spelling patterns.

Key content:

Words with oi and oy spelling patterns.

Teaching Aids:

Daily Reader: *Taking Care of Your Body*.

REVIEW

7 minutes

- Review homework.
- Play Buzz with words: *oil, boil, soil, toilet, avoid, rejoice, voice, spoil* and *join*.
- Pupils choral read *Taking Care of Your Body*.



PRESENTATION

15 minutes

- Say words with oi sound, for example, *oil, boil, soil, toilet, avoid, rejoice, voice, spoil* and *join*.
- Pupils say what common sound they hear in all the words.
- Write the words on the board.
- Read them with pupils.
- Pupils tell you what letters make the common sound.
- Pupils underline letters that make the sound in all the words.

APPLICATION

Find the word: Daily Reader, Taking Care of Your Body (pair work).

5 minutes

- Pupils turn to their Daily Reader to the Week 3 text *Taking Care of Your Body*?
- Pupils work in pairs to find and write the words that have the oi sound.
- Pupils stop writing and swap their notebooks.
- Say the answers: *oil, boil, soil, toilet, avoid, rejoice, voice, spoil* and *join*.

Spell the word: Daily Reader, Page 80, Box 3.

5 minutes

- Pupil A points to a word in Box 3.
- Pupil B practices Look, Say, Cover, Write and Check. Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity this time Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

8 minutes

Write the words *boil, soil, joy, join, boy, rejoice, oil, annoy, destroy, avoid, coin, toilet* and *Roy* on the board. Pupils sort the words into columns oi, oy words.

HOMEWORK



Pupils read the text *Taking Care of Your Body*.

Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: A CLEAN BODY

By the end of the lesson, pupils will be able to:
Identify when and what they do to clean their bodies.

Key content:

Vocabulary:

- How do you take care of your hair?
 - I comb it. I wash it.
- How do you take care of your teeth?
 - I brush them with toothpaste and water.
- How do you take care of your body?
 - I wash it with soap and water.
- What do you do after eating?
 - I brush my teeth after eating.

Teaching Aids:

- Text book.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W4-L5).
- Daily Reader: *Taking Care of Your Body*.

Teaching tip

Pupils talk, in pairs, about how and when they clean their bodies.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *coin, light, together, boils, when* and *thank*.

PRESENTATION (AUDIO)

25 minutes

oil	avoid
join	boil
coin	choice
soil	rejoice

APPLICATION

Parts of the Body - Textbook activity (pair work)

5 minutes

- Pupils take out their textbooks and turn to page:

New Progressive pp. 6-9	Success pp. 5-8
Key Note ___	New Primary English pp. 11-13
- Pupils write sentences about when they clean their bodies.

EVALUATION

5 minutes

Fill the Gaps: Daily Reader, Page 81, Box 5.

- Pupils copy and complete the sentences.
- Correct the sentences on the chalkboard.

HOMEWORK



Pupils read the text *Taking Care of Your Body* to a parent or a sibling.
Pupils read the sentences they wrote.



LESSON 6: GOING TO A PARTY

By the end of the lesson, pupils will be able to:
Read and answer comprehension questions on the text: *Going to a Party*.

Key content:
Vocabulary: wash, clean, brush, bath, comb, eat and cut.

Teaching Aids:

- Daily Reader: *Going to a Party*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W4-L6).

Teaching tip

*Pupils read the text *Going to a Party* in pairs.*

REVIEW

5 minutes

- Review homework.
- Play Buzz with words: *oil, join, soil, point, rejoice, and boil*.

PRESENTATION (AUDIO)

25 minutes

soil oil point boil join rejoice
avoid noise toilet

APPLICATION

Reread and retell the text *Going to a Party* (pair work)

5 minutes

- Pupils read the text together.
- Pupils retell the story *Going to a Party* in their own words.

EVALUATION

5 minutes

Fill in the Missing Words: Daily Reader, Page 81, Box 6.

- Pupils complete the sentences.
- Write the answers on the board.
- Pupils swap their notebooks and correct the answers.

HOMEWORK



Pupils read the sentences in their notebooks.

Pupils read the text *Going to a Party* for their siblings, parents or community member.

Pupils write the answers to the questions on *Going to a Party*, Daily Reader, Page 87, Box 10.

LESSON 7: A CLEAN BODY

By the end of the lesson, pupils will be able to:
Compose sentences about how to take care of their bodies.

Key content:
Writing a poster to advise people to wash their hands.

Teaching Aids:

- Daily Reader: *Going to a Party*.
- Examples of charts.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the story *Going to a Party*.



PRESENTATION

10 minutes

- Discuss with pupils about what they do every day to keep their bodies clean.
- Pupils answer the following questions:
 - What do you do every day?
 - What do you do in the morning?
 - What do you do in the evening?
 - What do you do during the day?
- Pupils share their ideas
- Write pupils ideas on the board.
- Show a sample chart to the class.
- Read the chart with the pupils.
- Discuss the design of the chart.
- Explain that they will design a chart about keeping clean.

APPLICATION

15 minutes

- Pupils design a chart about keeping their bodies clean.
- Pupils write another poster about brushing teeth.

EVALUATION

10 minutes

Pupils share their writing in pairs and ask a few pairs to share with the whole class.

HOMEWORK



Show their chart to parent, sibling or a community member and read the text *Going To A Party*.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the week's read aloud story.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Joy's Hair*.
- Daily Reader: *Going To A Party*.
- A variety of texts and reading material.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book of choice and check how many words he/she can read. If they find five words they can't read, have them select another book for the guided reading activity.

REVIEW

5 minutes

- Review homework.
- Play Buzz with words: *wash, clean, comb, toothpaste, brush, hair, soap, use and clean*.
- Pupils echo read the story *Going To A Party*.

PRESENTATION

5 minutes

- Teacher reads the story *Joy's Hair*.
- Pupils say what they liked or disliked about the story.

BEFORE GUIDED READING

5 minutes

- Pupils select a book of their own choice from the classroom library.
- Advise them to handle the book carefully.
- Pupils read their book silently.
- Circulate to listen and help pupils to read difficult words.

APPLICATION

15 minutes

Pupils whisper read the book page by page. Circulate to listen and help pupils read difficult words. Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

10 minutes

- Pupils get in AB pairs.
- Pupils share with their partners what they read.
- Some pairs tell the class what they read.

HOMEWORK



Pupils read the text *Going To A Party* with a parent or sibling.
Pupils tell their family members about the book they read in class.

Week at a glance - P3 Term 2 Week 5 - Articles of clothing.

Levelled Text: Roy Gets Dressed. Read Aloud Story: Double Trouble. Target Sound: /ɔɪ/

Topic	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Content (New language structures/ Vocabulary)	Articles of clothing Shirt, sweater, jacket, shoes, mine, trousers old, new, socks.	Articles of clothing Whose socks are these? They are mine. Whose jacket is this? It is mine. Whose scarf is this? It is hers/ his/ ours.	Articles of clothing Review vocabulary Words with oy sound like boy. enjoy, toy, annoy, joy.	Articles of clothing Whose socks are these? They are mine. Whose jacket is this? It is mine. Whose scarf is this? It is hers/ his/ ours. Words with oy sound like boy enjoy.	Articles of clothing Compound words like bedroom, chalk board, toothpaste, shopkeeper, playground Use of possessives in a sentence: my, yours, his, hers etc.	Articles of clothing Shirt, sweater, jacket, shoes, mine, trousers old, new, socks.	Articles of clothing Compound words like chalk board, toothpaste, shopkeeper, playground. Shirt, sweater, jacket, socks.	Review Review of previously learned vocabulary and structures
Target Sound			/ɔɪ/	/ɔɪ/	/ɔɪ/			Double Trouble
REB / L3 Books	Double Trouble, Going To A Party	Double Trouble Going To A Party	Double Trouble Going To A Party			Roy Gets Dressed	Roy Gets Dressed	Roy Gets Dressed
Keynote Eng	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	
Success	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	
New Primary English	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30,31, 32	
New Progressive	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	



LESSON 1: DOUBLE TROUBLE

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *Double Trouble*.
- Use vocabulary from the story.
- Summarize the story *Double Trouble*.

Key content:

Vocabulary:

Shirt, sweater, jacket, shoes, mine, trousers, old, new, socks.

Teaching Aids:

- Read aloud story: *Double Trouble*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W5-L1).
- Daily Reader: *Going to a Party*.

Teaching tip

Pupils think about the title of the story and the cover picture when predicting what the story will be about.

REVIEW

5 minutes

- Pupils silent read the text *Going to a Party* in pairs.
- Circulate the room, listening to pupils as they read.
- Help and encourage struggling learners.



PRESENTATION (AUDIO)

25 minutes

The sock monster comes at night.

APPLICATION

Answer the questions: Daily Reader, Page 88, Box 1 (pair work)

- Pupils draw a picture of John and Michael.
- Pupils answer the questions.
- Write the answers on the board and pupils correct their answers.



5 minutes

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask the questions:
 - Who are the two boys in the story?
 - Why is Michael annoyed with John?
 - What does Michael do to make John clean up his part of the room?
- Pupils discuss the answers with their partners.
- Pairs share their answers with the whole class.
- Pupils retell the story: *John's Sticky Day* in their own words.



HOMEWORK



Retell the story *Double Trouble* to a parent or sibling.

Pupils draw another character from the story and write sentences about the character.



LESSON 2: DOUBLE TROUBLE

By the end of the lesson, pupils will be able to:
Read and write vocabulary about clothes.

Key content:

Vocabulary:

- Whose socks are these? They are mine.
- Whose jacket is this? It is mine.
- Whose scarf is this? It's hers / his/ hers / ours.

Grammar: possessives

Teaching Aids:

- Read aloud story: *Double Trouble*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W5-L2).
- Flashcards with new vocabulary.
- Daily Reader: *Going to a Party*.
- Examples of clothing.

Teaching tip

Pupils use context and picture clues to find out the meaning of difficult words.

REVIEW

5 minutes

- Review homework.
- Pupils read the text *Taking Care of Your Body* silently and individually.

PRESENTATION (AUDIO)

25 minutes

join coin mine now how joy now
toy annoy sleep enjoy sheep messy smelly

APPLICATION

Textbook activity (pair work)

5 minutes

- Pupils take out their textbooks and turn to page:

New Progressive P. 14	Success P. 32
Key Note P. 22	New Primary English P. 33
- Pupils complete the exercises in their textbook.

EVALUATION

5 minutes

Read the text. Draw a Picture: Daily Reader, Page 88, Box 2.

- Pupils read the text *John and his bag of things*.
- Pupils draw the items in the bag and label them.

HOMEWORK



Pupils read Daily Reader, box 2 to parents, sibling or a community member.
Read the story: *Going to a Party* to a sibling or parent.



LESSON 3: DOUBLE TROUBLE

By the end of the lesson, pupils will be able to:
Identify and read words with oy spelling pattern.

Key content:
Words with oy for example: boy, enjoy, toy, annoy, joy.

Teaching Aids:

- Read aloud story: *Double Trouble*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W5-L3).
- Daily Reader: *Going to a Party*.

Teaching tip

Say words with the oy sound and pupils explain how to write the word on the board.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *Joy, boy, keep, never, always, jacket, shirt and join*.

PRESENTATION (AUDIO)

25 minutes

boil

soil

boy

toy

APPLICATION

How do I write it? (Individual/pair work)

5 minutes

- Write the word Joy on the board.
- Encourage the pupils to look at the letters.
- Erase the word and pupils write it in their notebook.
- Then, write it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *soil, boy, toy, spoil, boil and enjoy*.

EVALUATION

5 minutes

Sort the words: Daily Reader, Page 88, Box 3 (pair work)

- Pupils to read all the word in Box 3.
- Pupils work in pairs to sort words with the oy and oi spelling pattern.
- Circulate the room, identify struggling learners and encourage them.
- Pupils read the words they have written in their lists.

HOMEWORK



Pupils write 5 sentences using words with the oy spelling.
Pupils read the text *Going to a Party* to a parent or a sibling.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Identify and write words with oi and oy.

Key content:
Words with the oi and oy.

Teaching Aids:
Daily Reader: *Going To A Party*.

REVIEW

5 minutes

- Review homework.
- Pupils read *Going to a Party*.



PRESENTATION

10 minutes

- Explain to the pupils that when the sound oi is at the beginning or middle of a word we use the oi spelling.
- When the sound is at the end of a word, it is spelled with oy.
- Draw two columns on the board. One for oi and the other for oy.
- Say the words: *oil, boy, coin, toy, toil, annoy, boil, join, Roy and coil*.
- Pupils say what words go in each column.

oi	oy
oil coin boil	toy Roy joy

APPLICATION

Spell the word: Daily Reader, Page 88, Box 3

5 minutes

- Pupil A points to a word in Box 3 of the Daily Reader Page 88.
- Pupil B practices Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity this time Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

Dictation (Individual)

10 minutes

- Dictate the sentence: *The boy will enjoy the game*. Say the sentence twice.
- Pupils write the sentence in their notebooks.
- Write the sentence on the board.
- Pupils correct their work.
- Choral read the sentence with the pupils.
- Repeat the activity with the sentence: *I found five coins*.

EVALUATION

10 minutes

Dictation

- Say the words: *annoy, boy, toy, coin, join* and *boil*.
- Pupils write the words in their notebook.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: COMPOUND WORDS

By the end of the lesson, pupils will be able to:
Join two words to make compound words.

Key content:

Vocabulary:
Shopkeeper, cupboard, chalkboard,
toothpaste, around, mouth, sound.

Teaching Aids:

- Audio Lesson (E-P3-T2-W5-L5).
- Phone and speaker.
- Flashcards.
- Word wall.
- Daily Reader: *Going to a Party*.

Teaching tip

Compound words are formed when two or more words are put together to form a new word with a new meaning, for example, class+room=classroom.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *shirt, shoes, mine, new, socks* and *sweater*.

PRESENTATION (AUDIO)

25 minutes

around	mouth	chalkboard
sound	toothpaste	shopkeeper

APPLICATION

Let's Talk (pair work).

5 minutes

- Pupils write as many compound words as they think of with their partners.
- Circulate the room listening to groups as they talk.
- Encourage and assist struggling learners.
- Write their answers on the board.

EVALUATION

5 minutes

Compound words: Daily Reader, Page 89, Box 5.

Pupils complete the exercise on compound words.

HOMEWORK



Pupils write 5 sentences using any 5 compound words of their choice.



LESSON 6: ROY GETS DRESSED

By the end of the lesson, pupils will be able to:
Read and answer comprehension questions on the story: *Roy Gets Dressed*.

Key content:
Vocabulary:
Dress, shirt, skirt, jacket, pants, sweater, shoes, shorts and trousers.

Teaching Aids:

- Daily Reader: *Roy Gets Dressed*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W5-L6).

Teaching tip

*Pupils read the text Roy Gets Dressed more than once.
Repeated readings help the pupils develop reading fluency.*

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *mother, trousers, tomorrow, school and shirt*.

PRESENTATION (AUDIO)

25 minutes

socks trousers pants pyjama sweater

APPLICATION

Re-read and re-tell the text (pair work)

5 minutes

- Pupils choral read in pairs.
- Pupils re-tell the story in their own words.

EVALUATION

5 minutes

Comprehension questions: Daily Reader, Page 95, Box 11

Pupils answer the comprehension questions.

HOMEWORK



Pupils complete the sentences Daily Reader, Page 89, Box 6.
Pupils read the story *Roy Gets Dressed*.

LESSON 7: ARTICLES OF CLOTHING

By the end of the lesson, pupils will be able to:
Compose sentences about articles of clothing.

Key content:

Vocabulary:

What are you wearing?

- I am wearing.....shirt / dress.
- I have a new

Teaching Aids:

Daily Reader: *Roy Gets Dressed*.

REVIEW

3 minutes

- Review homework.
- Pupils echo read the story *Roy Gets Dressed*.



PRESENTATION

5 minutes

- Discuss with pupils what they are wearing.
- Some pupils say what they are wearing.
- Write sentences on the board.
- Read the sentences with the class.
- Show the pupils picture from the story *Double Trouble*.
- Pupils describe what one of the characters is wearing, for example: *The sock monster is wearing a red dress.*

APPLICATION

15 minutes

- Pupils draw a picture of their family members and what they usually wear.
- Pupils write sentences describing what their family members are wearing.
- Circulate and help the pupils with spelling.
- Ask some pupils to share their drawing and writing.



EVALUATION

7 minutes

- Pupils share their drawing and writing in pairs.
- Pairs share with the class.

HOMEWORK



Pupils read their writing to parent, sibling or a community member.
Pupils read the text *Roy Gets Dressed*.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the week's read aloud story.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Double Trouble*.
- A variety of levelled texts and reading material.
- Daily Reader: *Roy Gets Dressed*.

Guided Reading Tip

Five finger rule: Have each pupil open his/her book of choice and check how many words he/she can read. If they find five words they can't read, have them select another book for the guided reading activity.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words *shirt, sweater, jacket, shoes, trousers, socks and scarf*.
- Pupils echo read the story *Roy Gets Dressed*.



PRESENTATION

10 minutes

- Teacher reads the story *Double Trouble*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Pupils select a book of their own choice from the classroom library.
- Advise them to handle the book carefully.
- Pupils read their book silently.
- Circulate to listen and help pupils to read difficult words.

APPLICATION

15 minutes

Pupils whisper read the book page by page. Circulate to listen and help pupils read difficult words. Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

5 minutes

- Pupils get in AB pairs.
- Pupils share with their partners what they read.
- Some pairs tell the class what they read.

HOMEWORK



Pupils read the text *Roy Gets Dressed* with a parent or sibling.

Pupils tell their parents and siblings about the story they read individually in today's lesson.

WEEK 4 AND 5 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask the pupil to read these words aloud.

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

point	voice	avoid	toilet	coil
boil	enjoy	toy	join	Roy
deploy	spoil	destroy	toil	convoy
boy	rejoice	joy	point	coin
avoid	soil	oil	void	annoy
coin	employ			

☹	☺	😊
Read less than 10 words	Read 10 to 20 words	Read 20 to 27 words

Assessment task 2: The pupil to read the text and answer the questions.

I like playing sports

Hello, my name is Roy.

Today, I am going to play sports.

I put on my socks.

I put on my shoes.

I put on my shorts.

Then I put on my t shirt.

I drink a big glass of water.

Now, I am dressed.

Now, I am ready to play football with my friend Joy.

Questions:

1. What is the boy's name?
2. Name the clothes in the story.
3. What does his drink?
4. Who is Roy's friend?

☹	☺	😊
Answered 0 to 2 questions	Answered 2 to 3 questions	Answered 4 to 5 questions

Assessment task 3: Ask a pupil to name the articles of clothes they know.

☹	☺	😊
Named less than 2 articles	Named 2 to 5 articles	Named 5 to 10 articles

Week at a glance - P3 Term 2 Week 6 - Articles of clothing

Levelled Text: Going On A School Trip. Read Aloud Story: The Crocodile. Target Sound: /ɔ:/

Topic	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Content (New language structures/ Vocabulary)	Articles of clothing Shirt, blouse, sweater, jacket, dress, trousers, shoes, to wear, new, old, whose, mine, yours, his, hers, ours, theirs	Articles of clothing Whose sweater is this? It's mine. What are you wearing? I am wearing an old skirt and a white blouse. Is Jean wearing a jacket? No, he is not.	Articles of clothing Review vocabulary Words with aw sound like draw, straw, saw, crawl and jaw.	Articles of clothing Whose sweater is this? It's mine. What are you wearing? I am wearing an old skirt and a white blouse. Is Jean wearing a jacket? No, he is not.	Articles of clothing Use the regular simple past tense by adding -ed to a verb	Articles of clothing Shirt, blouse, sweater, jacket, dress, trousers, shoes, to wear, new, old, whose, mine, yours, his, hers, ours, theirs	Articles of clothing Use the regular simple past tense by adding -ed to a verb	Review Review of previously learned vocabulary and structures
Target Sound			/ɔ:/ sound	/ɔ:/ sound	/ɔ:/ sound			
REB / L3 Books	The Crocodile, Roy Gets Dressed	The Crocodile, Roy Gets Dressed	The Crocodile, Roy Gets Dressed			Going on a School Trip	Going on a School Trip	The Crocodile Going on a School Trip
Keynote English	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	Pp.20 - 22	
Success	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	Pp.28 - 34	
New Primary	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30 - 35	Pp.30 ,31, 32	
New Progressive	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	Pp.14 - 15	



LESSON 1: THE CROCODILE

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *The Crocodile*.
- Use vocabulary from the story.
- Summarize the story *The Crocodile*.

Key content:

Vocabulary:
Dress, shirt, shorts, skirt, shoes.

Teaching Aids:

- Read aloud story: *The Crocodile*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W6-L1).
- Examples of clothes.
- Daily Reader: *Roy Gets Dressed*.

Teaching tip

Pupils think about the title of the story and the cover picture when predicting what the story will be about.

REVIEW

5 minutes

Play Buzz with the words: *boy, enjoy, toy, jacket, socks, annoy and joy*.

PRESENTATION (AUDIO)

25 minutes

shirt blouse sweater dress new old
mine yours his hers ours theirs
trousers shoes to wear

APPLICATION

Fill in the missing words: Daily Reader, Page 96, Box 1.

5 minutes

- Pupils draw a picture of the crocodile in the story.
- Pupils read and complete the sentences in Page 96, box 1 in their notebooks.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask the following questions:
 - *Who are the children in the story?*
 - Why do the pupils go to the river?
 - Who do they meet on the road?
 - What do they find in the river?
- After each question, pupils share their answers.
- Pupils retell the story of *The Crocodile*.



HOMEWORK



Retell the story *The Crocodile* to a parent or sibling.

Draw a picture of the children in the story and label their clothes.

Pupils read the text *Roy Gets Dressed* to a sibling or parent.



LESSON 2: THE CROCODILE

By the end of the lesson, pupils will be able to:
Write about articles of clothing.

Key content:

Vocabulary:

- Whose sweater is this? It's mine.
- What are you wearing? I am wearing an old skirt and a white blouse.
- Is Jean wearing a jacket? No, he is not.

Teaching Aids:

- Read aloud story: *The Crocodile*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W6-L2).
- Example of clothes.
- Daily Reader: *Roy gets Dressed*.

Teaching tip

Try to use real objects where possible, point at items in the read aloud and pupils point to their own clothing. Encourage them to use full sentences, for example, she is wearing a skirt. I am wearing a shirt. I am wearing a skirt. He is wearing a shirt etc.

REVIEW

5 minutes

- Review homework.
- Pupils read the text *Roy Gets Dressed* silently and individually.



PRESENTATION (AUDIO)

25 minutes

claw	crawled
straw	swim
draw	claw

APPLICATION

Whose is this? (individual activity)

5 minutes

- Show pupils different articles of clothing.
- Pupils answer questions: *whose...is this? It is mine...It is his/hers....ours.*

EVALUATION

5 minutes

Find the words: Daily Reader, Page 90

- Pupils read the story *Roy Gets Dressed*.
- Pupils search and find the articles of clothing in the text and write the words in their notebooks.
- Write the answers on the board.
- Pupils correct their answers.

HOMEWORK



Read the story *Roy Get Dressed* to a sibling or parent.
Write two sentences using words with aw.



LESSON 3: THE CROCODILE

By the end of the lesson, pupils will be able to:
Identify and read words with aw spelling pattern.

Key content:
Words with aw sound like draw, claw, straw, saw, crawl.

Teaching Aids:

- Read aloud story: *The Crocodile*.
- Phone and speaker.
- Flash cards, word wall.
- Audio Lesson (E-P3-T2-W6-L3).
- Daily Reader: *Roy Gets Dressed*.

Teaching tip

Say words with the aw sound and ask pupils tell you how to spell the word on the board. Write it on the board, spelling the letters out loud with the class. For example, crawl, straw, jaw, draw and saw.

REVIEW

5 minutes

- Review homework.
- Play Buzz with *joy, boy, keep, never, always, jacket, shirt, join* and play Buzz.

PRESENTATION (AUDIO)

25 minutes

Words with aw sound

claw...

straw...

draw.....

APPLICATION

Look, Say, Cover, Write and Check (individual/pair work)

5 minutes

- Write the word *crawl* on the chalkboard and pupils read it.
- Erase the word and ask them to write it in their notebook.
- Then, rewrite it on the board and pupils check to see if they spelled it correctly.
- Repeat with the words: *draw, claw, straw, saw, crawl*.

EVALUATION

5 minutes

Word Sort: Daily Reader, Page 96, Box 3.

- Pupils write the words that rhyme with *saw* and *bawl*.
- Say the answers and pupils correct their words.

HOMEWORK



Pupils read the text *Roy Gets Dressed*.

Pupils write 3 sentences using words from the word box at home.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Identify and read words with the aw sound.

Key content:
Words with the aw sound.

Teaching Aids:
Daily Reader: *Roy Gets Dressed*.
Poem: *My Shoe*.

REVIEW

5 minutes

- Review homework.
- Pupils play Buzz with words: shirt, dress, pants, socks, shoes and blouse.

PRESENTATION

10 minutes

- Explain to the pupils that you are going to say some words with the aw sound and they should guess how to spell the words.
- Dictate the words: *saw, lawn, fawn, yawn, dawn, drawn, and straw*.
- Pupils predict how to spell the words.
- Write them on the board. Underline the letters aw.
- Ask pupils to say more words with the aw sound.

APPLICATION

Dictation (individual)

7 minutes

- Dictate the sentence *The cat will crawl on his paws*. Say the sentence twice.
- Pupils write the sentence.
- Write the sentences on the board.
- Choral read the sentence with the pupils.
- Invite pupils to underline the word with the aw sound in the sentence.

Spell the word (pair work)

8 minutes

- Pupil A points to a word in the Daily Reader, Page 96, Box 3.
- Pupil B practices Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity this time Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

10 minutes

Spelling activity

- Clean the chalkboard and say words: *yawn, dawn, drawn, and straw*.
- Pupils write the words.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK

Pupils write 3 sentences using as many of the words learned in today's lesson.





LESSON 5: SIMPLE PAST TENSE

By the end of the lesson, pupils will be able to:
Write regular simple past tense by adding –ed to a regular verb.

Key content:
Grammar: Regular verbs in the simple past tense, for example, walked, talked and jumped.

Teaching Aids:

- Text book.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W6-L5).
- Daily Reader: *Roy gets Dressed*.

Teaching tip

Use games and activities to teach the simple past, for example, pupils role-play an activity like brushing their teeth. Once the role-play is over, pupils describe the process using the past simple tense I brushed my teeth.

REVIEW

5 minutes

- Review homework.
- Hold up classroom objects and ask pupils, for example, whose pen is this?
- Repeat the activity.
- Pupils to hold up items and ask the questions.

PRESENTATION (AUDIO)

25 minutes

everyday	yesterday
brush	brushed
comb	combed
wash	washed

APPLICATION

Changing tenses from present to past (pair work)

5 minutes

- Write the words on the board.
- Pupils take a word from List A and add -ed to to write a regular verb in the simple past tense.
- Pupils write sentences using the verbs to describe what they did yesterday.

present	past
jump	
talk	
walk	
play	
comb	

EVALUATION

5 minutes

Complete the Sentences: Daily Reader, Page 97, Box 5

Pupils complete the sentences.

HOMEWORK



Pupils read the story *Roy Gets Dressed* to a parent or a sibling.
Pupils write 3 sentences in the simple past tense.



LESSON 6: GOING ON A SCHOOL TRIP

By the end of the lesson, pupils will be able to:
Read the text: *Going on a School Trip*.

Key content:
Reading the text: *Going on a School Trip*.

- Teaching Aids:**
- Daily Reader: *Going on a School Trip*.
 - Phone and speaker.
 - Audio Lesson (E-P3-T2-W6-L6).

Teaching tip

Encourage pupils to use pictures as clues to discover the meaning of words.

*Pupils read the text *Going on a School Trip* more than once.*

Repeated readings helps the pupils develop reading fluency.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: walked, talked, jumped, brushed and combed.

PRESENTATION (AUDIO)

25 minutes

saw

draw

straw

APPLICATION

Reread and retell the text (pair work)

5 minutes

Pupils reread and retell the story in their own words.

EVALUATION

5 minutes

Fill in the missing words: Daily Reader, Page 97, Box 6

Pupils copy and complete the sentences.

1. Flora was going on a _____ trip.
2. She packed her _____.
3. She packed her _____ hat .
4. She packed her _____ , brush and comb.
5. Flora was very _____.

HOMEWORK



Pupils answer the comprehension questions on the story.

Pupils read the text *Going on a School Trip* to their family.

LESSON 7: SIMPLE PAST TENSE

By the end of the lesson, pupils will be able to:

Compose sentences about what they did yesterday.

Key content:

Grammar: Regular verbs in the simple past tense.

Teaching Aids:

Daily Reader: *Going on a School Trip*.

REVIEW

8 minutes

- Review homework.
- Pupils choral read the story *Going on a School Trip*.
- Pupils say what they did yesterday.
- Write the sentences on the board.
- Read the sentences with the class.



PRESENTATION

10 minutes

- Pupils say what they remember about writing in the past tense.
- Explain when we write about past events we add 'ed' to regular verbs.
- Copy the table. (see example)
- Pupils complete the verbs.
- Pupils give examples of the present and past tense, for example, I wash my face everyday. Yesterday, I washed my face. I brush my hair everyday. Yesterday, I brushed my hair.

Present	Past
wash	washed
brush	
walk	
comb	
clean	

APPLICATION

15 minutes

- Pupils write sentences about what they did yesterday / this morning in pairs.
- Circulate and help pupils with spelling.
- Pupils draw a picture about their story.

EVALUATION

7 minutes

- Pupils share their drawings and sentences with their partners.
- Pupils identify what they like about their partners writing.

HOMEWORK



Pupils read the text *Going On a School Trip*.

Pupils write new sentences about what they did yesterday.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the week's read aloud story.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *The Crocodile*.
- Daily Reader: *Going on a School Trip*.
- A variety of reading materials.

REVIEW

5 minutes

- Review homework.
- Pupils read the story *Going on a School Trip*.

PRESENTATION

7 minutes

- Pupils say what they remember from the story *The Crocodile*.
- Read the story.
- Pupils say what they learned from the story *The Crocodile*.

BEFORE GUIDED READING

3 minutes

- Tell the pupils that they are going to read a story of their choice.
- Ask to wash their hands before holding a book.
- Advise them to handle the book carefully.
- Pupils select a book of their choice from your classroom library.

APPLICATION

15 minutes

- Pupils read the story page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

10 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *Going on a School Trip* with a parent or sibling.

Pupils tell their family about the story they read in today's lesson.

Week at a glance - P3 Term 2 Week 7 - Comparing people.

Levelled Text: Goat and Giraffe. Read Aloud Story: Who is Bigger? Target sound: /ɔ:/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Comparing People	Comparing People	Comparing People	Comparing People	Comparing People	Comparing People	Comparing People	Review
Content (New language structures/ Vocabulary)	Tall, short, big, small Who is smaller? Who is bigger? Cate is smaller. Who is taller? Mary is shorter? Who is taller? Who is shorter? Mary is taller. Carol is shorter.	Old, young Who is younger? Who is older? Mary is younger.	Who is smaller? Who is bigger? Cate is smaller. Who is taller? Who is shorter? Mary is taller. Carol is shorter	Who is smaller? Who is bigger? Cate is smaller. Who is taller? Who is shorter? Mary is taller. Caro is shorter	Loud, quiet Happy, sad Who is louder? Who is quieter? Cate is louder. Mary is quieter. Who is happier? Who is sadder? Cate is happier. Mary is sadder.	Clever, bushes, tired, strong, pick, cabbage, taught I am... I can...	Comparing words using -er	Review of previously learned vocabulary and structures
Letter names			/ɔ:/	/ɔ:/	/ɔ:/			
Games								
Songs/ Chants								
REB / L3 Books	Who is Bigger?	Who is Bigger?	Who is Bigger?			Goat and Giraffe	Goat and Giraffe	Who is Bigger?
Keynote	Pp. 58 - 63	Pp. 58 - 63	Pp. 58 - 63	Pp. 58 - 63	Pp. 58 - 63	Pp. 58 - 63	Pp. 58 - 63	
Success	-	-	-	-	-	-	-	
New Primary	Pp. 75 - 79	Pp. 75 - 79	Pp. 75 - 79	Pp. 75 - 79	Pp. 75 - 79	Pp. 75 - 79	Pp. 75 - 79	
New Progressive	P. 54	P. 54	P. 54	P. 54	P. 54	P. 54	P. 54	



LESSON 1: WHO IS BIGGER?

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *Who Is Bigger?*
- Use the vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary:

- Tall, short, big, small.
- Who is smaller?Is smaller.
- Who is bigger?.....Is bigger.
- Who is taller?.....is taller.
- Who is shorter?....is shorter.

Teaching Aids:

- Read aloud story: *Who Is Bigger?*
- Phone and speaker.
- Audio Lesson (E-P3-T2-W7-L1).
- Daily Reader: *Going on a School Trip.*

Teaching tip

Pupils read the story title and look at the cover picture and predict what the story will be about.

REVIEW

5 minutes

- Pupils silent read the story *Going on a School Trip?*
- Circulate the room, listening to pupils as they read. Help and encourage struggling learners.
- Play buzz with the words *shirt, blouse, jacket, skirt.*

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Fill in the missing words: Daily Reader, Page 103, Box 1

5 minutes

- Pupils draw their favourite part of the story.
- Pupils complete the sentences.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask pupils the following questions:
 - Why can't Keza go fishing?
 - What does Mama Betty give Keza to catch fish?
 - Why does uncle Daniel tell her to stand still when using the net?
 - When does Keza decide to go fishing?
 - Pupils retell the story: *Who is Bigger?* in their own words.



HOMEWORK



Pupils retell the story *Who is Bigger?* to a parent or sibling.
Pupils read the text *Roy Gets Dressed* to a sibling or parent.



LESSON 2: WHO IS BIGGER?

By the end of the lesson, pupils will be able to:
Describe people using vocabulary.

Key content:

Vocabulary:

- Older, younger
- Who is younger? Mary is younger.
- Who is older?

Teaching Aids:

- Read aloud story: *Who is Bigger?*
- Phone and speaker.
- Audio Lesson (E-P3-T2-W7-L2).
- Daily Reader: *Going on a School Trip*

Teaching tip

Point at items in the read aloud and ask the pupils questions like...Who is younger? Keza is younger. Who is older? Kalisa is older. Encourage them to use full sentences.

REVIEW

5 minutes

- Review homework.
- Pupils read the text *Going on a School Trip* silently and individually.
- Pupils say what they remembered about the story *Who is Bigger?*

PRESENTATION (AUDIO)

25 minutes

taller

shorter

younger

older

AFTER THE AUDIO PROGRAMME

Poppy's Puppies: Daily Reader, Page 103, Box 2.

5 minutes

- Pupils read the text *Poppy's Puppies*.
- Pupils discuss what the text is about.

EVALUATION

5 minutes

Poppy's Puppies: Daily Reader, Page 103, Box 2.

- Pupils identify the words used to compare the puppies.

HOMEWORK



Pupils read the story: *Going on a School Trip* to a sibling or parent.

Pupils complete the sentences.

_____ is smaller than her brother.

Keza is _____ than Kalisa.

Kalisa is _____ than Keza.



LESSON 3: WHO IS BIGGER?

By the end of the lesson, pupils will be able to:
Identify and read words with the sound au.

Key content:

Vocabulary:

Words with the au sound: daughter, caught, fault, pause, auto, sauce, laundry, haul, because, audio, taught.

Teaching Aids:

- Read aloud story: *Who is Bigger?*
- Phone and speakers.
- Audio Lesson (E-P3-T2-W7-L3).
- Daily Reader: *Going on a School Trip*.

Teaching tip

Taught, because, auto, pause, caught, sauce and caught all contain the same sound.

REVIEW

5 minutes

- Review homework.
- Pupils silent read the story *Going on a School Trip*.
- Circulate the room, listening to pupils as they read.
- Play Buzz with the words: *younger, older, smaller, shorter and taller*.

PRESENTATION (AUDIO)

25 minutes

caught	pause
daughter	sauce
auto	taught
audio	laundry
fault	haul

APPLICATION

How do I write it? (Individual)

5 minutes

- Point at the word *caught* on the board.
- Read the word with the pupils.
- Erase the word.
- Pupil write the word in their notebooks.
- Rewrite the words.
- Repeat with the words: *daughter, auto, audio, fault, pause, sauce, taught, laundry and haul*.

Writing Sentences (pair work)

- Pupils write sentences using the words from today's lesson.
- Pupils share their sentence with their partner.
- Pupils share a sentence with the class.

EVALUATION

5 minutes

Write the rhyming words: Daily Reader, Page 110, Box 3.

Pupils sort words.

HOMEWORK



Pupils write sentences using five words from the word list.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read and write words with the au spelling pattern.

Key content:
Words with au and aw.

Teaching Aids:
Daily Reader: *Going on a School Trip*.

REVIEW

5 minutes

- Review homework.
- Pupils choral read the text *Going on a School Trip*.
- Pupils read Page 103, box 2 of their Daily Reader.

PRESENTATION

10 minutes

- Explain the spelling patterns *aw* and *au*.
- Draw two columns on the board.
- Label one column *aw*.
- Label the second column *au*.
- Say the words: *Paul, jaw, law, sauce, straw* and *taught*.
- Pupils identify the correct column for each word.
- Write their answers on the board.
- Pupils read the words.

aw	au
jaw	Paul

APPLICATION

Dictation (Individual)

8 minutes

- Dictate the sentence: *Paul will draw in his notebook*. Repeat the sentence.
- Pupils write the sentence.
- Pupils explain how they wrote each of the words in the sentence.
- Write the words on the board.
- Choral read the sentence with the pupils.
- Repeat the activity with the sentence *Paul taught the boy a new game*.

Look, Say, Cover, Write and Check (pair work)

7 minutes

- Pupil A points to a word in Box 3 of the Daily Reader, Page 104.
- Pupil B practices Look, say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity this time Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

10 minutes

Spelling activity

- Say the words: *taught, caught, law, crawl* and *paw*.
- Pupils write the words.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: COMPARING PEOPLE

By the end of the lesson, pupils will be able to:
Compare different people and objects.

Key content:

Vocabulary:

- Loud, quite, happy, sad.
- Who is louder...is louder.
- Who is quieter?...is quieter.
- Who is happier?...is happier.
- Who is sadder?...is sadder.

Teaching Aids:

- Text books.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W 7-L5).
- Daily Reader: *Going on a School Trip*.

Teaching tip

Put pupils in pairs and do comparison activities for example, who is younger? Who is older? Who is louder?

REVIEW

5 minutes

- Review homework.
- Show the read aloud story *Who is Bigger* to the class?
- Ask the pupils who is smaller? *Who is bigger? Who is taller? Who is shorter?*

PRESENTATION (AUDIO)

25 minutes

caught.... sauce... pause.....

APPLICATION

Let's Talk (pair work)

5 minutes

- Pupils take turns at asking each other questions about their families.
 - Who is younger?
 - Who is older?

EVALUATION

5 minutes

Finish the Sentences: Daily Reader, Page 104, Box 5

- Pupils fill in the correct word.
- Pupils complete the sentences in their notebooks and then write the correct answers on the board.

HOMEWORK



Pupils read the text *Going on a School Trip*.

Pupils complete an exercise from their textbooks.



LESSON 6: GOAT AND GIRAFFE

By the end of the lesson, pupils will be able to:
Read the text *Goat and Giraffe*.

Key content:
Vocabulary: clever, bushes, tired, strong, pick, cabbage, taught.

- Teaching Aids:**
- Daily Reader: *Goat and Giraffe*.
 - Phone and Speaker.
 - Audio Lesson (E-P3-T2-W7-L6).

Teaching tip

Pupils can use the pictures in Goat and Giraffe to help discover the meaning of new words.

REVIEW

5 minutes

- Review homework.
- Play the game: *Who is shorter? Who is taller? Who is older? Who is younger?*

PRESENTATION (AUDIO)

25 minutes

taught daughter caught pause

APPLICATION

Re-read and re-tell the text *Goat and Giraffe* (pair work)

5 minutes

- Pupils choral read the text together.
- Pupils re-tell the story in their own words.

EVALUATION

5 minutes

Finish the sentences: Daily Reader, Page 104, Box 6.

Pupils complete the sentences.

1. Goat and Giraffe are _____.
2. Goat and Giraffe go _____.
3. Giraffe taught Goat _____.

HOMEWORK



Pupils draw pictures to match their sentences in Box 6.

Pupils read the text *Goat and Giraffe* to their siblings and parents.

Pupils write the answer to the questions on the text *Goat and Giraffe*.

LESSON 7: COMPARISONS

By the end of the lesson, pupils will be able to:
Describe two people using comparisons.

Key content:
Comparison words using -er.

Teaching Aids:
Daily Reader: *Goat and Giraffe*.

REVIEW

3 minutes

- Review homework.
- Pupils read the story *Goat and Giraffe*.
- Pupils describe the characters in the story, using *older, bigger, younger, stronger* etc.
- Ask some pairs to share their sentences.
- Write the sentences on the board. Read the sentences with the class.

PRESENTATION

15 minutes

- Write the words *cow, giraffe, mouse* and *dog* on the board.
- Read the words.
- Ask the pupils who is bigger?
- Pupils describe the animals from the smallest to the biggest.
- Write their sentences on the board, for example, *A mouse is small. A dog is bigger than a mouse. A cow is bigger than a dog etc.*
- Repeat the exercise using *big, smaller*.

APPLICATION

15 minutes

- Pupils think about their family members.
- Pupils pick two family members and draw a picture of them.
- Ask pupils to share their pictures with their partners.
- Pupils describe their family members.
- Write their sentences on the board.
- Pupils write their own sentences comparing family members.
- Circulate and help pupils with spelling.



EVALUATION

7 minutes

- Pupils share their writing in pairs.
- Ask some pairs to read their stories to the class.

HOMEWORK



Read their writing to a parent, sibling or a community member.
Read the story *Goat and Giraffe*.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the Read aloud story *Who is Bigger?*
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

A variety of levelled texts and reading materials.

Read aloud story: *Who is Bigger?*

Daily Reader: *Goat and Giraffe*.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the story *Goat and Giraffe*.
- Play Buzz with the words *tall, short, big, small, smaller, bigger, taller*.

PRESENTATION

5 minutes

- Read the story *Who is Bigger?*
- Pupils say what they like about the story.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Pupils wash their hands before holding a book.
- Advise them to handle the book carefully.
- Pupils select a book of their choice from your classroom library.
- Pupils silent read their books.

APPLICATION

15 minutes

- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

10 minutes

- Put the pupils in AB pairs.
- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *Goat and Giraffe* with a parent or sibling.

Pupils tell their family about the story they read in today's lesson.

WEEK 6 AND 7 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask the pupil to read these words aloud.

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

raw auctionauto sauce because taught
yawn audio caught dawn draw haul
hawk dress saw straw crawl flaw
shawl pause daughter pause laundry bawl
aught jaw caught fault claw haul

☹	☺	☺
Reads less than 5 words	Reads 6-14 words	Reads 15 - 27 words

Assessment task 2: Ask the pupil to read the text and answer the questions

I am growing every day

Hello, my name is Jane.
I am 10 years old.
I am in primary 3.
My body is growing every day.
I am taller than my brother John.
I am taller than my sister Jane.
But I am smaller than my father.
I am smaller than my mother.
I eat good food and exercise.

Questions:

1. What is the girl's name?
2. How old is she
3. Who is she taller than?
4. Who is she smaller than?
5. What will help her grow big and strong?

Eating healthy food will help me grow big and strong.

☹	☺	☺
Answers less than 2 questions	Answers 2 - 3 questions	Answers all questions

Assessment task 3: Pupils write sentences using the words: shirt, blouse, dress, shorts, socks, shoes, skirt, pants, trousers, coat, tie.

☹	☺	☺
Uses less than 3 words	Uses 4-6 words	Uses more than 7 words

Week at a glance - P3 Term 2 Week 8 - Healthy actions.

Levelled Text: How I Keep My Body Healthy. Read Aloud Story: The Magic Mango Tree. Target Sound: /ɔ:ɪ/

Topic	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Content (New language structures/ Vocabulary)	Healthy actions Break , hop, jump, skip, race, play, brush, walk, clap, cook, dance How did you get to school? I walked.	Healthy actions Break , hop, jump, skip, race, play, brush, walk, clap, cook, dance. What did you do at break? I clapped my hands.	Healthy actions Words with all like tall, ball, fall	Healthy actions Words with all like tall, ball, fall	Healthy actions Understanding and using the concept of contractions	Healthy actions Break, to hop, to jump, to skip, to race, to play, to brush, to walk, to clap, to cook, to dance How did you get to school? I walked.	Healthy actions What did you do this morning? - I brushed my teeth. - How did you get to school? - I walked. - What did you do at break? - We clapped our hands. We ran around.	Review Review of previously learned vocabulary and structures
Target Sound	/ɔ:ɪ/	/ɔ:ɪ/	/ɔ:ɪ/	/ɔ:ɪ/	/ɔ:ɪ/			The Magic Mango Tree
REB / L3 Books	The Magic Mango Tree	The Magic Mango Tree	The Magic Mango Tree	The Magic Mango Tree	The Magic Mango Tree	How I Keep My Body Healthy	How I Keep My Body Healthy	How I Keep My Body Healthy
Keynote								
Success								
New Primary English	Pp. 82, 83	Pp. 82, 83	Pp. 82, 83	Pp. 82, 83	Pp. 82, 83	Pp.82, 83	Pp. 82, 83	
New Progressive								



LESSON 1: THE MAGIC MANGO TREE

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *The Magic Mango Tree*.
- Summarise the story.

Key content:

Vocabulary:

- Break, hop, jump, skip, race, brush, walk, dance.
- How did you get to school?
- I walked.

Teaching Aids:

- Read aloud story: *The Magic Mango Tree*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W8-L1).
- Daily Reader: *Goat and Giraffe*.

Teaching tip

Pupils read the title of the story and look at the cover page to predict what the story will be about.

REVIEW

5 minutes

- Pupils silent read the text *Goat and Giraffe*.
- Play Buzz with the words: *young, old, small, big, loud and quiet*.

PRESENTATION (AUDIO)

25 minutes

The magic mango tree lives in a big forest.

APPLICATION

Complete the sentences: Daily Reader, Page 73, Box 1

5 minutes

- Pupils draw their favourite part of the story *The Magic Mango tree*.
- Copy and complete the sentences.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask pupils: Who is the boy in the story *The Magic Mango Tree*?
- Who are the children in the story?
- Pupils practice the new vocabulary and discuss the questions.
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
 - What does Oliver do when he visits the mango tree?
 - Where does the mango tree live?
 - Why does the magic mango tree give Oliver his mangoes?
- Pupils retell the story: *The Magic Mango Tree* in their own words.



HOMEWORK



Pupils practise reading *Goat and Giraffe* to a parent or a sibling.
Pupils explain their drawing and sentences to a parent or sibling.



LESSON 2: THE MAGIC MANGO TREE

By the end of the lesson, pupils will be able to:

- Use vocabulary learned from the story.
- Summarize the story.

Key content:

Vocabulary:

- Talk, trunk, combed, small, daughter, stump, tall, ball.
- What did you do at break?
- I clapped my hands.

Teaching Aids:

- Read aloud story: *The Magic Mango Tree*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W8-L2).
- Daily Reader: *Goat and Giraffe*.

Teaching tip

Use context and picture clues to find out the meaning of difficult words.

REVIEW

5 minutes

- Review homework.
- Pupils silent read the text *Goat and Giraffe*?

PRESENTATION (AUDIO)

25 minutes

talk	trunk
combed	daughter
small	stump

APPLICATION

I am a healthy child, Daily Reader, Page 110, Box 2.

5 minutes

- Pupils read the text.
- Pupils find the words that describe healthy actions in their Daily Readers.

EVALUATION

5 minutes

Fill in the missing word.

1. The magic mango tree lived in a big _____.
2. Oliver climbed the tree _____ and cut off a branch.
3. Oliver didn't _____ breakfast.

HOMEWORK



Write 3 sentences using the words: *tall, ball, talk*.

Read the story: *Goat and Giraffe* to a sibling or parent.



LESSON 3: THE MAGIC MANGO TREE

By the end of the lesson, pupils will be able to:
Identify and read words with the sound all .

Key content:
Words with all sound.

- Teaching Aids:**
- Read aloud story: *The Magic Mango Tree*.
 - Phone and speaker.
 - Audio Lesson (E-P3-T2-W8-L2).
 - Daily Reader: *Goat and Giraffe*.

Teaching tip

The words ball, tall, call, wall, fall, stall, shawl and bawl have the /ɔ:l/.

REVIEW

5 minutes

- Review homework.
- Write the words *fall, tall, small, bawl, crawl* and *shawl* on the board and play buzz.

PRESENTATION (AUDIO)

25 minutes

tall	shawl
fall	bawl
call	crawl
small	
ball	

APPLICATION

How do I write it? (individual)

5 minutes

- Point at the word *shawl* on the board.
- Say the word and pupils read it.
- Erase the word. Pupils write it in their notebook.
- Then, write it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the other words on the board.

Composing sentences (pair work)

- Have pupil read the all sound words on the board.
- Pupils use the words in sentences.
- Check how many all words they can put in the one sentence.

EVALUATION

5 minutes

Word sort: Daily Reader, Page 110, Box 3.

Pupils work in pairs to sort the words.

HOMEWORK



Pupils write two sentences using words with the all sound.
Pupils read the story *Going on a School Trip*.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read, write and spell words with awl sound.

Key content:

Words with awl sound.

Teaching Aids:

- Read aloud story: *The Magic Mango Tree*.
- Daily Reader: *Goat and Giraffe*.
- Word wall.

REVIEW

5 minutes

- Review homework.
- Recite the poem *I Am a Healthy Child*.
- Choral read the story *Goat and Giraffe*.

PRESENTATION

10 minutes

- Write the sentence: The tree watched all her fruits fall from the tree.
- Read the sentence with the pupils.
- Pupils identify the words with the awl sound.
- Repeat the activity with the sentence: *The small boy sat next to the tree playing with a ball*.
- Ask pupils to identify other words with the awl sound.
- Write the words on the word wall.

APPLICATION

Find the word: Daily Reader, Page 105.

7 minutes

Pupils find the words: walk, talk, tall, small and crawl in the story *Goat and Giraffe*.

Pupils raise their hand when they find the word.

Spell the word (pair work)

8 minutes

Pupils look, say, cover, write, check with the words on the word wall.

EVALUATION

10 minutes

Dictation (individual)

- Say the following sentences slowly and pupils write the sentence:
I saw the cat's paw.
I like to draw strawberries.
- Write the sentences on the board.
- Ask the students to correct their work.

HOMEWORK



Pupils write sentences using the words: crawl, draw, sauce and saw.



LESSON 5: CONTRACTIONS

By the end of the lesson, pupils will be able to:

- Identify when to use a contraction.
- Compose sentences with contraction.

Key content:

Contractions: don't, can't

Teaching Aids:

- Text books.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W8-L5).
- Daily Reader: *Goat and Giraffe*.

Teaching tip

A contraction is an abbreviated version of a word or words.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *chalk, talk, walk, here, tall, short, big and small*.

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Complete the sentence: Daily Reader, Page 110, Box 5

5 minutes

- Pupils complete the exercise on Page 110 in box 5.

EVALUATION

5 minutes

Making Contractions (pair work)

- Write the words on the board.
- Pupils take two words and make a contraction.

	Contraction		Contraction
can not	can't	he is	
do not		I am	
did not		I have	
did not		she is	
does not		he has	
do not			

- Write the correct answers on the board.

HOMEWORK



Pupils read the text *Goat and Giraffe*.

Pupils write three sentence using three of the contractions.



LESSON 6: HOW I KEEP MY BODY HEALTHY

By the end of the lesson, pupils will be able to:
Read the text: *How I Keep My Body Healthy*.

Key content:
Reading the text: *How I Keep My Body Healthy*.

Teaching Aids:

- Daily Reader: *How I Keep My Body Healthy*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W8-L6).

Teaching tip

*Pupils use clues in the pictures in the text *How I Keep My Body Healthy* to discover the meaning of new words. Pupils read the text *How I Keep My Body Healthy* more than once.*

Repeated readings helps the pupils develop reading fluency.

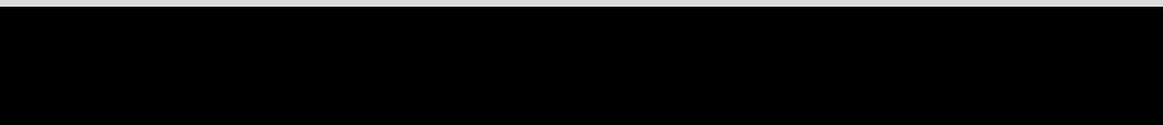
REVIEW

5 minutes

- Review homework.
- Play Buzz: *walking, singing, clapping, chopped* and *brushed*.

PRESENTATION (AUDIO)

25 minutes



APPLICATION

5 minutes

Re-read and re-tell the text *How I Keep My Body Healthy* (pair work)

- Pupils choral read the text together.
- Pupils re-tell the story in their own words.

EVALUATION

5 minutes

Complete the sentences: Daily Reader, P. 111, Box 6

- Pupils complete sentences about *How I Keep My Body Healthy*.
 1. I _____ every morning.
 2. I _____ my book every evening.
 3. I _____ to school.
 4. I like _____ my bicycle to school.
 5. I eat _____ to keep my body _____. Write the correct sentences on the board.

HOMEWORK



Pupils read the sentences in their notebooks.

Pupils read the story *How I Keep My Body Healthy*.

Pupils write answers to the questions on *How I Keep My Body Healthy*, Daily Reader, Page 116, Box 10.

LESSON 7: HEALTHY ACTIONS

By the end of the lesson pupils will be able to:
Write about healthy actions.

Key content:
Writing about healthy actions.

Teaching Aids:
Daily Reader: *How I Keep My Body Healthy*.

REVIEW

5 minutes

- Review homework.
- Pupils choral read the story *How I Keep My Body Healthy*.



PRESENTATION

10 minutes

- Pupils look at the pictures in their Daily Readers.
- Pupils describe the healthy actions each character is doing in the pictures.
- Write the sentences on the board.
- Read the sentences with the class.
- Explain to the pupils that they are going to write about their favourite healthy actions.
- Model how to write a sample sentence, for example, *I like to run, I run every day. Running helps me stay healthy.*
- Pupils suggest other healthy actions that they like to do and why.
- Write the answers on the board. Ask the class to read the sentences.

APPLICATION

15 minutes

- Pupils draft sentences starting with *I like...*
- Circulate and help the pupils while they write.
- Ask some pupils to read their writing.

EVALUATION

10 minutes

Pupils share their writing in pairs and ask a few pairs to share with the class.

HOMEWORK



Pupils read the text *How I Keep My Body Healthy*.
Pupils read their writing to a family member.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they enjoyed about the week's read aloud story.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- A variety of levelled texts and reading materials.
- Read aloud story: *The Magic Mango Tree*.
- Daily Reader: *How I Keep My Body Healthy*.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *brush, walk, clap, dance, break, hop, race, play, walk, jump and skip*.
- Pupils echo read the story *How I Keep My Body Healthy*.

PRESENTATION

10 minutes

- Teacher reads the story *The Magic Mango Tree*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their choice.
- Ask them to wash their hands before holding a book.
- Advise them to handle the book carefully.
- Pupils select a book of their choice from your classroom library.

APPLICATION

15 minutes

Pupils whisper read their book page by page. Circulate to listen and help pupils read difficult words. Point at a word or sentence in a story and ask a pupil to read it for you.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *How I Keep My Body Healthy* to a parent or sibling.
Pupils tell their family about the story they read in today's lesson.

Week at a glance - P3 Term 2 Week 9 - Healthy actions.

Levelled text: What Did You Do Today? Read Aloud Story: Maureen Gets New Friends. Target Sound: /ɔ:k/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Healthy actions	Healthy actions	Healthy actions	Healthy actions	Healthy actions	Healthy actions	Healthy actions	Review
Content (New language structures/ Vocabulary)	Break, hop, jump, skip, race, play, brush, walk, clap, cook, dance How did you get to school? I walked.	Break, hop, jump, skip, race, play, brush, walk, clap, cook, dance What did you do at break? I clapped my hands.	Words with alk sound: walk, talk, stalk, chalk.	Words with alk sound walk, talk, stalk, chalk	Recognizing and using possessives that add an apostrophe and -s e.g. John's, Hope's ...	What did you do this morning? I brushed my teeth. How did you get to school? I walked. What did you do at break? We clapped our hands. We ran around.etc	Review of using possessives What did you do this morning? I brushed my teeth. How did you get to school? I walked. What did you do at break? We clapped our hands. We ran around.	Review of previously learned vocabulary and structures
Target Sound	/ɔ:k/	/ɔ:k/	/ɔ:k/	/ɔ:k/	/ɔ:k/	/ɔ:k/	/ɔ:k/	
REB / L3 Books	Maureen Gets New Friends	Maureen Gets New Friends	Maureen Gets New Friends	How I Keep My Body Healthy	How I Keep My Body Healthy	What Did You Do Today?	What Did You Do Today?	What Did You Do Today?
Keynote								
Success								
New Primary	Pp.82, 83	Pp.82, 83	Pp.82, 83	Pp.82, 83	Pp.82, 83	Pp.82, 83	Pp.82, 83	
New Progressive								



LESSON 1: MAUREEN GETS NEW FRIENDS

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *Maureen Gets New Friends*.
- Use the vocabulary learned in the story.

Key content:

Vocabulary: break, skip, race, play, walk, clap

Teaching Aids:

- Read aloud story: *Maureen Gets New Friends*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W9-L1).
- Daily Reader: *How I Keep My Body Healthy*.

Teaching tip

Pupils think about the title of the story and the cover picture to predict what the story will be about.

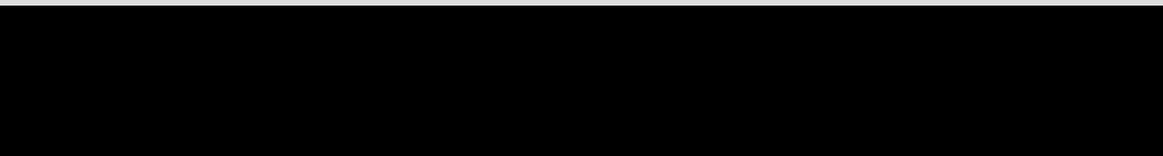
REVIEW

5 minutes

- Pupils choral read the text *How I Keep My Body Healthy*.
- Circulate the room, listening to pupils as they read. Help and encourage struggling learners.
- Play Buzz with the words: *out, low, your, jaw, crawl* and *claw*.

PRESENTATION (AUDIO)

25 minutes



APPLICATION

Finish the sentences: Daily Reader, Page 117, Box 1.

- Pupils turn to Page 117, Box 1 of the Daily Reader.
- Pupils draw a picture of Maureen.
- Pupils complete the sentences in box 1.



5 minutes

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask pupils: *Who is the little girl in the story?*
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
 - Why is Maureen sad?
 - Who does Maureen live with?
 - What did the other pupils at school do when they saw Maureen playing alone?
- Pupils retell the story: *Maureen Gets New Friends* in their own words.



HOMEWORK



- Pupils retell the story *Maureen Gets New Friends* to a parent or sibling.
- Pupils practice reading *How I Keep My Body Healthy* to a parent or a sibling.
- Pupils write a list of the games the children played in the story.



LESSON 2: MAUREEN GETS NEW FRIENDS

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *Maureen Gets New Friends*.
- Summarize the story

Key content:

Vocabulary:

- Break , hop, jump, skip, race, play, brush, walk, clap, cook, dance.
- What did you do at break? I clapped my hands.

Teaching Aids:

- Read aloud story: *Maureen Gets New Friends*.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W9-L2).
- Daily Reader: *How I Keep My Body Healthy*.

Teaching tip

*Use picture clues to help pupils to find out the meaning of difficult words.
Point to pictures in the book when explaining new vocabulary.*

REVIEW

5 minutes

- Review homework.
- Ask some pupils to share their writing from the previous day.
- Pupils read the text *How I Keep My Body Healthy?* silently and individually.



PRESENTATION (AUDIO)

25 minutes

talk chalk
walk
stalk

APPLICATION

Healthy Actions: Textbook activity (pair work)

5 minutes

Pupils take out their textbooks and turn to page:

New Primary English Pp. 82 - 83

- Pupils complete the exercises in their textbook.
- Pupils write short sentences about what they do everyday.

EVALUATION

5 minutes

Comprehension Questions (pair work)

- Who is the little girl in the story?
- Why was Maureen lonely at break-time?
- What do the other children tell Maureen?
- How does Maureen get new friends?
- What happens at the end of the story?

HOMEWORK



Pupils write sentences using five words from the awkward word list they have written in their notebooks.

Pupils practice reading *How I Keep My Body Healthy* at home.



LESSON 3: MAUREEN GETS NEW FRIENDS

By the end of the lesson, pupils will be able to:
Identify and read words with the sound awk.

Key content:
Words with awk sound and the spelling pattern alk.

Teaching Aids:

- Read aloud story: *Maureen Gets New Friends*.
- Phone, speaker.
- Audio Lesson (E-P3-T2-W9-L3).
- Daily Reader: *How I Keep My Body Healthy*.

Teaching tip

Say words with the awk sound and pupils explain how to write the word on the board. Use examples: talk walk, stalk, chalk.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *talk, girl, boil, tall, ball, short, these* and *night*.

PRESENTATION (AUDIO)

25 minutes

talk

chalk

walk

sidewalk

stalk

APPLICATION

How do I write it? (Individual/pairs).

5 minutes

- Point at the word *talk* on the board.
- Say the word and pupils read it.
- Erase the word and ask them to write it in their notebook.
- Allow time for pupils to write the word.
- Then, write it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the other words.

Composing sentences. (Individual/pairs).

- Pupils read the words on the board.
- Pupils write the words in sentences.
- Ask pupils to read their sentences.

EVALUATION

5 minutes

Word Sort: Daily Reader, Page 117, Box 3

Pupils work in pairs to sort out the words.

HOMEWORK



Pupils write sentences with the words talk, crawl, walk and chalk.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read spell and write words with the target sound.

Key content:
Words with *awk* sound.

Teaching Aids:
Daily Reader: *How I Keep my Body Healthy*.

REVIEW

8 minutes

- Review homework.
- Play Buzz with the words *talk, bake, talk, sleep, chalk* and *stalk*.
- Pair reading of *How I Keep my Body Healthy*.



PRESENTATION

15 minutes

- Discuss with pupils the spelling pattern *alk* and the sound *awk*.
- Say the following words slowly: *chair, milk, walk, talk, chalk* and *stalk*.
- Pupils touch their head if the word contains the sound *awk*.
- Identify a pupil with their hands on their head and ask him / her to write the spelling on the board and underline the *awk* sound.
- Say the word *talk* slowly.
- Ask a pupil to spell the word *talk* and write it on the board.
- Ask one pupil to come to the front and underline the letters that make the sound *awk* in the word.
- Pupils say other words with the same sound.
- Write a list of all words that sound the same.
- Choral read the words with the pupils.

APPLICATION

Find the word (pair work)

5 minutes

Pupils find *awk* words in *How I Keep my Body Healthy*.

Spell the word: Daily Reader, Page 117, Box 3

5 minutes

- Pupil A points to a word in Box 3.
- Pupil B practices Look, Say, Cover, Write and Check. Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity this time Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

7 minutes

Spelling Activity (pair work)

- Say the words: *walk, chalk, talk* and *stalk*.
- Pupils write the words.
- Write the words on the board and pupils correct their work.

HOMEWORK



Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: APOSTROPHES

By the end of the lesson, pupils will be able to:
Identify and use possessives that add an apostrophe and -s in sentences.

Key content:
Grammar: Possessive e.g. Maureen's, John's

Teaching Aids:

- Text book.
- Phone and speaker.
- Audio Lesson (E-P3-T2-W9-L5).

Teaching tip:

When we want to show that something belongs to somebody or something, we usually add 's to a singular noun and an apostrophe ' to a plural noun, for example: the boy's ball (one boy), the boys' ball (two or more boys)

REVIEW

5 minutes

- Review homework.
- Play Buzz with *chalk, talk, walk, here, tall, short, big and small*.
- Choral read the words with the pupils.
- Play Buzz with the words.

PRESENTATION (AUDIO)

25 minutes

It is Jane's bag

APPLICATION

Complete the sentence (pair work)

5 minutes

- Write the following sentences on the board. Pupils complete the sentences.
 - This is _____ textbook. (Emma)
 - That _____ blouse is pink. (girl)
 - That _____ feathers are blue. (bird)
 - Do you know which one is _____ jacket? (John)
 - Are these _____ coins? (grandpa)
- Pupils swap their notebooks with their partners and correct them.
- Correct the sentences on the board, writing the correct answers in the spaces.

EVALUATION

5 minutes

Complete the sentences: Daily Reader, Page 117, Box 5

- Pupils do exercise in Box 5, Page 117 and fill in the correct word from the list provided.
- Ask them to write the sentences in their notebooks and write the correct answers on the chalkboard.

HOMEWORK



Pupils read the text *How I Keep My Body Healthy*.



LESSON 6: WHAT DID YOU DO TODAY?

By the end of the lesson, pupils will be able to:

Read the text: *What Did You Do Today?*

Use vocabulary learned from the story.

Key content:

Reading the text: *What Did You Do Today?*

Teaching Aids:

- Daily Reader: *What Did You Do Today?*
- Phone and speaker.
- Audio Lesson (E-P3-T2-W9-L6).

Teaching tip

*Pupils use clues in the pictures in the text *What Did You Do Today?* to discover the meaning of new words. Pupils read the text more than once. Repeated readings helps the pupils develop reading fluency.*

REVIEW

5 minutes

- Review homework.
- Play Buzz with *talk, walk, small, chalk, crawl* and *stalk*.

PRESENTATION (AUDIO)

25 minutes

Fingernails

cycling

rested

healthy

party

APPLICATION

***What Did You Do Today?* (pair work)**

5 minutes

- Pupils choral read the text together.
- Pupils retell it in their own words.



EVALUATION

5 minutes

Complete the sentences: Daily Reader, Page 118, Box 6

Pupils complete the sentence about *What Did You Do Today?*

1. Jumping_____.
2. Playing hide and seek is _____.
3. I _____ every day.
4. I _____ to bed _____ every evening.
5. I like eating _____.

HOMEWORK



Pupils draw pictures to match their sentences.

Pupils read the text *What Did You Do Today?* to their siblings, parents or community member.

Pupils put the sentences in the correct order Daily Reader, Page 124, Box 11.

LESSON 7: HEALTHY ACTIONS

By the end of the lesson, pupils will be able to:

Talk and write about different healthy actions they do every day.

Key content:

Vocabulary:

- What did you do this morning?
 - I brushed my teeth.
 - How did you get to school?
 - I walked.
 - What did you do at break?
 - We clapped our hands. We ran around.

Grammar:

- Possessives that add an apostrophe and -s.
- Daily Reader: *What Did You Do Today?*

REVIEW

3 minutes

- Review homework.
- Pupils read the story *What Did You Do Today?*



PRESENTATION

15 minutes

- Write on the board Every day I ...
- Pupils think of all the different healthy actions they do every day.
- Write their answers on the board.
- Repeat the activity using the words this morning and today.
- Model how to write sentences about healthy actions.
- Read the sentences with the pupils.

APPLICATION

15 minutes

- The pupils are going to write and draw about the class doing different healthy actions.
- They will write about what they do in the morning, at break time, at lunchtime, in the evening.

EVALUATION

7 minutes

Pupils share their writing in pairs and ask a few pairs to share with the class.

HOMEWORK



Pupils read their draft to parent, sibling or a community member and read the text *What Did You do Today?*

LESSON 8: GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they liked about the week's read aloud.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- A variety of levelled texts and reading materials.
- Daily reader: *What Did You Do Today?*
- Read aloud story: *The Magic Mango Tree*.

REVIEW

5 minutes

- Review homework.
- Pupils read the story *What Did You Do Today?*
- Play Buzz with the words: brush, walk, clap, dance, break, hop, race, play, walk, jump and skip.

PRESENTATION

10 minutes

- Teacher reads the story *The Magic Mango Tree*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their choice.
- Ask to wash their hands before holding a book.
- Advise them to handle the book carefully.
- Pupils select a book of their choice from your classroom library.

APPLICATION

10 minutes

- Pupils whisper read the book page by page.
- Circulate and help pupils read difficult words.
- Point at a word or sentence in a story and ask pupils to read it for you.

EVALUATION

10 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *What Did You Do Today?* to a parent or sibling.

Pupils tell their family about the story they read individually in today's lesson.

WEEK 8 AND 9 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask a pupil to point at and read these words aloud to you, beginning with line 1. Record how many he/she reads correctly in a minute.

wall	tall	crawl	call
walk	fall	stalk	small
haul	all	football	fault
mall	ball	talk	
stall	shawl	chalk	

☹	☺	😊
Read 0 to 7 words	Read 8 to 10 words	Read 11 to 17 words

Assessment task 2: Ask the pupil to read the text and answer the questions.

Kate has a puppy.

Kate has a puppy.

The puppy is called Ben.

It is very small.

It has two brown eyes.

It has two big ears.

It has two small paws.

It has a brown jaw.

It has a white face.

Kate likes walking her puppy.

Kate's puppy likes walking with her.

Questions:

1. Who has a puppy?
2. What is the puppy's name?
3. What do Kate and her puppy do?
4. Do you like puppies?

☹	☺	😊
Answered 0 to 1 words	Answered 2 to 3 words	Answered 3 to 5 words

Assessment task 3: Ask a pupil to make sentences using the words: wash, comb, brush, clean, skip, race, play, eat, dance, cook.

☹	☺	😊
Made 0 to 3 sentences	Made 4 to 6 sentences	Made 7 to 10 sentences

Term 3

TERM 3 - WEEK 1 - REVISION ACTIVITIES

Lesson 1

Pupils brainstorm the words.
Pupils complete the activity in box one.
Write the correct words on the board.

Lesson 2

Pupils write about the clothes they are wearing.
Pupils read their sentences to the class.
Write good examples from pupils on the board.
Read the sentences together.

Lesson 3

The pupils draw and label the parts of the body.

Lesson 4

Play buzz with the names of parts of the body.
Ask pupils to pick their favourite story from Term 2 and read it to the class.

Lesson 5

Pupils say what they do to be clean and healthy.
Write their answers on the board.

Lesson 6

Pupils write sentences about how to keep their body clean and healthy.
Correct pupils work.

Lesson 7

Pupils talk about the school break.
Pupils write about what they did during the school break.

Lesson 8

Pupils listen to a read aloud story.
Pupils read a story of their choice from the classroom library.

Week at a glance - P3 Term 3 Week 2 – Going to the market.

Levelled text: Going to the Market. Read Aloud story: Cedric's Birthday Soup. Target Sound: Soft c

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Going to the market	Going to the market	Going to the market	Going to the market	Going to the market	Going to the market	Going to the market	Review
Content (New language structures / Vocabulary)	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Words with soft C sound as in city.	Words with soft C sound as in city.	Are you going to the market? Yes I am. When are you going? I am going on Wednesday. What are you going to buy? I am going to buy sweet potatoes, bananas and cabbages.	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Review of previously learned structures.
Target sound			Soft C sound	Soft C sound				
Songs/ Chants								
REB / L3 Books	Cedric's Birthday Soup	Cedric's Birthday Soup	Cedric's Birthday Soup			Going to the Market.	Going to the Market.	Going to the Market.
Keynote English		None	None	None	None	None	None	
Success		None	None	None	None	None	None	
New Primary English		None	None	None	None	None	None	
New Progressive		Pp.24, 25				Pp.24, 25		



LESSON 1: CEDRIC'S BIRTHDAY SOUP

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *Cedric's Birthday Soup*.
- Use the vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary: bananas, tomatoes, rice, groundnuts, sweet potatoes and carrots.

Teaching Aids:

- Read aloud story: *Cedric's Birthday Soup*.
- Phone and speaker.
- Audio Lesson (E-P3-T3-W2-L1).
- Daily Reader: *What Did You Do Today?*

Teaching tip

Pupils look at the pictures in the story to make predictions about the read aloud story Cedric's Birthday Soup.

REVIEW

5 minutes

- Pupils silent read *What Did You Do Today?*
- Circulate the room, listening to pupils as they read.
- Help and encourage struggling learners.



PRESENTATION (AUDIO)

25 minutes

bananas tomatoes rice sweet potatoes carrots groundnuts

APPLICATION

Complete the sentences: Daily Reader, Page 128, Box 1.

5 minutes

- Pupils draw a picture of Cedric preparing soup.
- Pupils complete the sentences in box 1.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Ask, who are the children in the story?
- Ask a few pairs to share their answer.
- Repeat the activity with the following questions:
 - Why did Cedric wake up early?
 - Where has Cedric's mum gone?
 - What does Cedric make for Cecilia?
- Pupils retell the story: *Cedric's Birthday Soup* in their own words.



HOMEWORK



Pupils write the ingredients Cedric used to make the soup.

Pupils complete the sentence Cedric made soup with_____.

Pupils retell the story *Cedric's Birthday Soup* to a parent or sibling.



LESSON 2: CEDRIC'S BIRTHDAY SOUP

By the end of the lesson, pupils will be able to:
Identify the fruits and vegetables in the story
Cedric's Birthday Soup.

Key content:

Vocabulary:
bananas, tomatoes, rice, groundnuts, sweet potatoes and carrots.

Teaching Aids:

- Read aloud story: *Cedric's Birthday Soup*.
- Phone and speaker.
- Audio lesson (E-P3-T3-W2-L2).
- Examples of fruits and vegetables.
- Flashcards with new vocabulary.
- Daily Reader: *What Did You Do Today?*

Teaching tip

Pupils show you different pictures of fruits and vegetables and name them.

REVIEW

5 minutes

- Review homework.
- Play the Buzz with the words: *bananas, tomatoes, rice, groundnuts, sweet potatoes, carrots*.

PRESENTATION (AUDIO)

25 minutes

bananas tomatoes rice groundnuts cassava orange

APPLICATION

Textbook: Fruits and vegetables (pair work)

5 minutes

New Progressive Pp. 24

- Pupils complete the exercises in their textbook.

Alternative exercise:

- If pupils do not have a textbook use real fruit and vegetables.
- Pupils read and say the different vegetables and fruits they see.
- Pupils write the answers.

EVALUATION

5 minutes

Write the missing words: Daily Reader, Page 128, Box 2.

- Pupils fill the gaps with the correct words.
- Correct the sentences on the board.
- Pupils correct their answers.

HOMEWORK



Pupils read the story *What Did You Do Today?*

Pupils draw and write about their favourite fruit and vegetable.



LESSON 3: CEDRIC'S BIRTHDAY SOUP

By the end of the lesson, pupils will be able to:

- Use vocabulary learned from the story *Cedric's Birthday Soup*.
- Read and identify words with the soft C sound.

Key content:

Vocabulary: bananas, tomatoes, rice, groundnuts, sweet potatoes and carrots.

Teaching Aids:

- Read aloud story: *Cedric's Birthday Soup*.
- Phone and speaker.
- Audio Lesson (E-P3-T3-W2-L3).
- Examples of fruit and vegetables.
- Daily Reader: *What Did You Do Today?*

Teaching tip

Echo reading: During an echo reading exercise, read the text aloud while tracking the print for pupils to see. After the text has been read aloud, pupils imitate, or echo, the teacher.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the text *What Did You Do Today?*

PRESENTATION (AUDIO)

25 minutes

city

dance

rice

face

voice

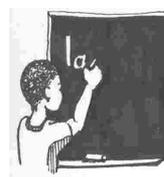
ice

APPLICATION

How do I write it? (pair work)

5 minutes

- Point at the word *city* on the board.
- Say the word and pupils read it.
- Erase the word.
- Pupils write it in their notebook.
- Rewrite it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *dance, rice, face, voice, ice, mice*.



EVALUATION

5 minutes

Sort the words: Daily Reader, Page 128, Box 3.

- Pupils read all the words in Box 3.
- Pupils work in pairs to sort words with the soft C sound.
- Circulate the room.
- Pupils say the words they have written in their lists.

HOMEWORK



Pupils write sentences using five words from the soft C word list.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:

Read, spell and write words with the soft c and hard c sound.

Key content:

Words with the soft c and hard c spelling pattern.

Teaching Aids:

- Word wall.
- Flashcards.
- Daily Reader: *What Did You Do Today?*

REVIEW

5 minutes

- Review homework.
- Write the words: *dance, rice, face, voice, ice, mice* on the board. Play Buzz.
- Echo read the level text *What Did You Do Today?* From Term 2, Week 9.

REVIEW

5 minutes

- Say the words: *city, brother, rice, rain, voice, about, mice, sad, dance, happy, and face*.
- Pupils touch their head if the word contains the soft c sound.
- Identify a pupil with their hands on their head and ask him/her to write the spelling on the board.

PRESENTATION

10 minutes

- Draw two columns on the board.
- Label one column *hard c*. Label the second column *soft c*.
- Say the following words, each time pausing to allow the pupils to identify the spelling pattern in each word: *face, cat, dance, cabbage, city, cow, rice, come, voice, cold, ice, carrot, circle etc.*
- Write their answers on the board.
- Read the word lists with the pupils. Play Buzz.

APPLICATION

Find the word: Daily Reader, Page 128, Box 3 (pair work)

10 minutes

- Pupils find and write the words that have the soft c sound.
- Say the answers: *cycle, face, dance, centre and exercise*.

Look, Say, Cover, Write and Check Daily Reader, Page 128, Box 3 (pair work)

5 minutes

- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing at the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

5 minutes

Dictation Exercise (individual)

- Say the words: *rice, dance, carrot and cabbage one by one*.
- Pupils write the words.
- Write the words on the board.
- Pupils correct their partner's notebook.

HOMEWORK



Pupils read the level text *What Did You Do Today?*

Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: GOING TO THE MARKET

By the end of the lesson, pupils will be able to:
Describe fruits bought in the market.

Key content:

Vocabulary:
Bananas, tomatoes, rice, groundnuts, sweet potatoes and carrots.

Teaching Aids:

- Phone and speaker.
- Examples of fruit and vegetables.
- Audio lesson (E-P3-T3-W2-L5).
- Daily Reader.

Teaching tip

Use the pictures in the textbook as a teaching visual aid. Pupils talk about the pictures of different foods in the textbook.

REVIEW

5 minutes

- Review homework.
- Play Buzz with *rice, carrot, face, cabbage* and *voice*.

PRESENTATION (AUDIO)

25 minutes

rice

carrot

voice

face

APPLICATION

Textbooks: Fruits and vegetables (pair work)

5 minutes

New Progressive Pp. 25

- Pupils complete the exercise in their textbook.
- Pupils read the words in the textbook and write sentences using the words: *mango, orange, banana* and *pineapple*.

EVALUATION

Read and Draw: Daily Reader, Page 129, Box 5.

5 minutes

- Pupils draw a picture of the vegetable and fruits.
- Circulate to check that the pupils' answers are correct, help readers to spell words correctly.

HOMEWORK



Pupils read the level text *What Did You Do Today?*

Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 6: GOING TO THE MARKET

By the end of the lesson, pupils will be able to:

- Read the levelled text: *Going to the Market*.
- Use vocabulary learned in the story.

Key content:

Vocabulary:

Are you going to the market?

Yes I am.

When are you going?

I am going on Wednesday.

What are you going to buy?

I am going to buy sweet potatoes, bananas and cabbages.

Teaching Aids:

- Daily Reader: *Going to the Market*.
- Phone and speaker.
- Audio Lesson (E-P3-T3-W2-L6).

Teaching tip

Repeated readings help pupils develop reading fluency skills.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *face, carrot, rice, cabbage, dance, cold* and *voice*.
- Read the words with the class.
- Play Buzz.

PRESENTATION (AUDIO)

25 minutes

rice

cassava

cabbage

tomatoes

onion

pepper

APPLICATION

Choral reading: Going to the Market (Whole class)

5 minutes

- Read the text *Going to the Market*.
- Pupils retell it in their own words.



EVALUATION

Complete the sentence: Daily Reader, Page 129, Box 6

5 minutes

- Pupils complete the sentences.
- Pupils swap their notebooks and correct the answers.
- Answers: 1: face 2: city 3: rice 4: Grace

HOMEWORK



Pupils practise reading *Going to the Market* to a parent or a sibling.

Pupils write the answers to the questions on *Going to the Market*.

LESSON 7: GOING TO THE MARKET

By the end of the lesson, pupils will be able to:
Compose texts about the foods they buy in the market.

Content:

Vocabulary:

- Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.
- Are you going to the market?
- Yes I am.
- When are you going?
- I am going on Wednesday.
- What are you going to buy?
- I am going to buy sweet potatoes, bananas and cabbages.

Teaching Aids:

Daily Reader: *Going to the Market*.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words *banana, cassava, beans, peas, cabbage*.
- Pupils echo read the story *Going to the Market*.



PRESENTATION

15 minutes

- Pupils say what food they like to eat.
- Pupils share their ideas and write their answers on the board.
- Explain to the pupils that they are going to write about the food they buy at the market.
- Model on the chalkboard how to write a sample sentence, for example, I am going to buy sweet potatoes, bananas and cabbages.
- Pupils write about other foods they buy at the market.

APPLICATION

12 minutes

- Pupils draft their sentences individually, if they have difficulty ask them to work in pairs.
- Circulate and help the pupils while they write.

EVALUATION

8 minutes

- Pupils share their sentences with their partners.
- Pupils give feedback to each other and say what they liked about their partner's writing.

HOMEWORK



Pupils practise reading *Going to the Market* to a parent or a sibling.
Pupils share their writing with their family.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Read a story of their choice.
- Identify what they learned from the week's read aloud.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *Cedric's Birthday Soup*.
- Daily Reader: *Going to the Market*.
- A variety of levelled texts and reading materials.

REVIEW

5 minutes

- Ask some pupils to share their sentences from the previous lesson's writing activity.
- Write the words *banana, cassava, beans, peas, cabbage, and tomato* on the board. Play Buzz.
- Backwards read the story: *Going to the Market*.

PRESENTATION

10 minutes

- Teacher reads the story *Cedric's Birthday Soup*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Pupils explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from your classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.
- Praise pupils as they read well.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Pupils write sentences starting with: I read _____. I liked _____. I didn't like _____.

HOMEWORK



Pupils read the text *Going to the Market* with a parent or sibling.

Pupils tell their parents and siblings about the story they read today.

Week at a glance - P3 Term 3 Week 3 - Going to the Market.

Levelled text: Are You Going to the Market? Read aloud story: Stone Stew. Target Sound: /g/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Going to the market	Going to the market	Going to the market	Going to the market	Going to the market	Going to the market	Going to the market	Review
Content (New language structures / Vocabulary)	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Words with soft G as in age, huge, cottage	Words with soft G as in age, huge, cottage	Are you going to the market? Yes I am. When are you going? I am going on Wednesday. What are you going to buy? I am going to buy sweet potatoes, bananas and cabbages.	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Banana, cassava, beans, peas, cabbage, avocado, Irish potato, tomato, groundnuts, pineapples, onion, pepper, rice, orange.	Review of previously learned structures.
Target Sounds			Soft G sound	Soft G sound				
Songs/ Chants		Clap, clap	Clap, clap.					
REB / L3 Books	Stone Stew	Stone Stew	Stone Stew			Are you Going to the Market?	Are you Going to the Market?	Are you Going to the Market?
Keynote English		None	None	None	None	None	None	
Success		None	None	None	None	None	None	
New Primary English		None	None	None	None	None	None	
New Progressive		None	None	None	None	None	None	



LESSON 1: STONE STEW

By the end of the lesson, pupils will be able to:

- Answer comprehension questions on the story *Stone Stew*.
- Use the vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary:

Banana, cassava, beans, peas, cabbage, tomato, pineapples and rice.

Teaching Aids:

- Read aloud story: *Stone Stew*.
- Daily Reader: *Are You Going to the Market?*
- Phone and speaker.
- Audio Lesson (E-P3-T3-W3-L1).
- Examples of fruit and vegetables.
- Flashcards with new vocabulary.

Teaching tip

Pupils look at the pictures to predict what might happen in the story Stone Stew.

REVIEW

5 minutes

Play Buzz with the following words: *your, work, around, always, before, buy, right, these*.

PRESENTATION (AUDIO)

25 minutes

I am going. (clap),
 To the market. (clap)
 Come with me! (clap),
 Buy some food! (clap, clap, clap).
 Come with me, (clap),
 To the market (clap)
 Tell me what (clap)
 Food is good. (clap, clap, clap)

APPLICATION

Retell the story (pair work)

5 minutes

- Pupils retell the story *Stone Stew* in their own words.
- Ask some pairs to retell the story.

EVALUATION

Comprehension question (pair work)

5 minutes

- Who is in the story?
- What does the man have?
- Is the old lady nice?
- What did the old lady buy at the market?

HOMEWORK



Pupils retell the story and show their drawings to their parents, sibling or community members.

Pupils fill in the missing letters, Page 136, Box 1 of the Daily Reader



LESSON 2: STONE STEW

By the end of the lesson, pupils will be able to:
Compose sentences using the new vocabulary.

Key content:

Vocabulary:
Banana, cassava, beans, peas, cabbage,
tomato, pineapples and rice.

Teaching Aids:

- Read aloud story: *Stone Stew*.
- Levelled text: *Are You Going to the Market?*
- Phone and speaker.
- Audio Lesson (E-P3-T3-W3-L2).

Teaching tip

Pupils tell you different foods they buy from the market for example, sweet potatoes, carrots, mangoes, oranges and cabbages.

REVIEW

5 minutes

- Review homework.
- Pupils retell the story from the previous day.

PRESENTATION (AUDIO)

25 minutes

Soft G words

Huge
Cage
Age
Orange
Danger

Hard G words

Gate
Game
Goat
Give
Garden

APPLICATION

Read the poem: Daily Reader, Page 136, Box 2.

5 minutes

Pupils read the poem in their Daily Readers.

EVALUATION

5 minutes

Compose sentences.

- Pupils write sentences using the words: cottage, beans, banana and stone stew.
- Pupils share their writing.

HOMEWORK



Pupils read the text in their Daily Reader, Page 136, Box 2 to parents or sibling.



LESSON 3: GOING TO THE MARKET

By the end of the lesson, pupils will be able to:

- Read target words and sounds.
- Compose sentences using these words.

Key content:

Hard and soft G sounds as in the words gate, age, gift, orange, huge.

Teaching Aids:

- Read aloud story: *Stone Stew*.
- Phone and speaker.
- Audio lesson (E-P3-W3-L3).
- Daily Reader: *Are You Going to the Market?*

Teaching tip

Echo reading: During an echo reading exercise, the teacher reads the text aloud while tracking the print for pupils to see. After the text has been read aloud, pupils imitate, or echo, the teacher.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the text *Going to the Market*.



PRESENTATION (AUDIO)

25 minutes

danger

huge

age

bridge

orange

large

APPLICATION

5 minutes

Pupils read the sentence and illustrate it: *George and his large goat are by the gate. George ate an orange.*

EVALUATION

5 minutes

How do I write it? Daily Reader, Page 136, Box 3.

- Pupils read all the words in Box 3.
- Pupils work in pairs to sort words with hard and soft G.

HOMEWORK



Pupils recite the poem *Clap, Clap* to parents or sibling.

Pupils compose sentences with the following words: cabbage, give and bridge.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Identify and read words with the target sound.

Key content:
Words with soft G and hard G.

Teaching Aids:
Daily Reader: *Going to the Market*.

REVIEW

5 minutes

- Review homework.
- Pupils read the text *Going to the Market*.

REVIEW

10 minutes

- Ask pupils what did they learn yesterday.
- Pupils list words with soft g and hard g sounds.
- Identify a pupil with their hands on their head and ask him / her to write the spelling on the board.
- Each time you invite a pupil to the board alternate between a boy and a girl.

PRESENTATION

15 minutes

- Draw two columns on the board. Label one column hard G. Label the second column soft G (see example).
- Explain to the pupils they have to listen and identify the column to which the words belong.
- Say the following words, each time pausing to allow the pupils to identify the spelling pattern in each word: *Grace, thing, Kigali, go, going, grow, vegetables, oranges, mangoes, cabbage, goat, give, yoghurt, everything, bags, energy*. Write their answers on the board.
- Read the word lists with the pupils. Play Buzz.

Hard G	Soft G
Grace	Kigali
Going	Orange
Bag	Vegetables

APPLICATION

Spell the word: Daily Reader, Page 136, Box 3

5 minutes

- Pupil A points to a word in box 3 of the Daily Reader, Page 136.
- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct. Pupils repeat the activity, this time with Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

5 minutes

Pupils sort the following words: bag, gate, bridge, give, grow, go, energy into hard g and soft g sounds.

HOMEWORK



Pupils practice Look, Say, Cover, Write and Check words to their parents and siblings.
Pupils write sentences using the words in their Daily Reader, Page 137, Box 4.



LESSON 5: GOING TO THE MARKET

By the end of the lesson, pupils will be able to:

Describe the different types of food they can buy at the market.

Key content:

Vocabulary:

- Are you going to the market?
- Yes I am.
- When are you going?
- I am going on Wednesday.
- What are you going to buy?
- I am going to buy sweet potatoes, bananas and cabbages.

Teaching Aids:

- Phone and speaker.
- Audio Lesson (E-P3-T3-W3-L5).

Teaching tip

Write the words with target sounds on the board, point at each word as pupils read them.

REVIEW

5 minutes

- Review homework.
- Write the words *gentle, gate, huge, danger, going*. Play Buzz. Invite a pupil to be the teacher and lead the game.

PRESENTATION (AUDIO)

25 minutes

gentle gate huge danger goat gorilla large

APPLICATION

Ask and answer (pair work)

5 minutes

- In pairs, pupils practice the questions:
1. Where are you going? I am going to the market.
 2. What are you going to buy at the market? I am going to buy some food.

EVALUATION

5 minutes

- Write the following questions on the chalkboard, Pupils answer the questions:
- Where are you going?
- What are you going to buy at the market? I am going to buy _____.
- When pupils have completed the exercise ask them to swap their notebooks and correct their partners work.

HOMEWORK



Pupils complete the sentences on Page 137, Box 5 of their Daily Reader.



LESSON 6: ARE YOU GOING TO THE MARKET?

By the end of the lesson, pupils will be able to:

- Read the levelled text: *Are You Going To The Market?*
- Answer comprehension questions on the text.

Key content:

Vocabulary:
Reading levelled text: *Are You Going To The Market?*

Teaching Aids:

- Daily Reader: *Are You Going To The Market?*
- Phone and speaker.
- Audio Lesson (E-P3-T3-W3-L6).

Teaching tip

Pupils read the text Are You Going to the Market? more than once. Repeated readings help pupils develop reading fluency skills.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *if, long, better, said, was, gave and of.*
- Read the words with the class and play Buzz.

PRESENTATION (AUDIO)

25 minutes

cottage pepper beans peas cabbage groundnuts fruit

APPLICATION

Answer the questions: Daily Reader, Page 137, Box 6 (pair work)

5 minutes

- Pupils read the questions and discuss with their partner.
- Pupils write the names of the people they see in the market.
- Write a list of things they see in the market.
- Pupils share their answers.

EVALUATION

Comprehension Questions: Daily Reader, P. 142, Box 10 (pair work)

5 minutes

- Pupils read the questions in the Daily Reader.
- Pupils write the answers to the questions.
- Write the correct answers on the chalkboard.
- Allow time for pupils to correct their answers.



HOMEWORK



Pupils practise reading *Are You Going to the Market?* To a parent or a sibling.
Pupils write the answers to the questions on *Are You Going to the Market?*

LESSON 7: GOING TO THE MARKET

By the end of the lesson, pupils will be able to:
Compose sentences about going to the market.

Key content:

Vocabulary:

- Are you going to the market?
- Yes I am.
- When are you going?
- I am going on Wednesday.
- What are you going to buy?
- I am going to buy sweet potatoes, bananas and cabbages.

Teaching Aids:

- Daily Reader: *Are You Going to the Market?*

REVIEW

8 minutes

- Review homework.
- Write *banana, cassava, beans, peas, cabbage, tomato, pineapples and rice* on the board.
- Play BUZZ.
- Pupils choral read the text *Are You Going to the Market?*
- In pairs, pupils retell the text in their own words.



PRESENTATION

10 minutes

- Ask pupils how long they take to get to the market, for example, how far do they have to walk to reach the market from their home? Is it near?/Is it far?
- Pupils say what they see from home to the market, for example, their friends' homes, shops or schools, roads, etc.
- Pupils share their lists about what they buy and see going to the market.
- Write pupil's answers on the board.
- Explain to the pupils that they are going to write a short story about going to the market.

APPLICATION

15 minutes

- Pupils discuss what they are going to write about. What are they going to buy? Who are they going to meet?
- Pupils write their sentences in pairs or individually.
- Encourage pupils to check how to spell words or write sentences.
- Circulate and help the pupils while they write.

EVALUATION

Writing about the market

7 minutes

Write the questions on the board and pupils answer them:

- When are they going to the market?
- What are you going to buy?
- What do you like in the market?
- Pupils share their answers.
- Write examples of good sentences on the board and read them with the pupils.

HOMEWORK



Pupils read levelled text *Are You Going to the Market?* to a parent or a sibling. Pupils share their writing with their family.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *Stone Stew*.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- A variety of levelled texts and reading materials.
- Read aloud story: *Stone Stew*.
- Daily Reader: *Are You Going To The Market?*

REVIEW

5 minutes

- Review homework.
- Write the words: *banana, cassava, beans, peas, cabbage, tomato, pineapples and rice* on the board and play Buzz.
- Pupils echo read *Are You Going to the Market?*
- Pupils retell the story in pairs in their own words.

PRESENTATION

10 minutes

- Teacher reads the story *Stone Stew*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story

BEFORE GUIDED READING

2 minutes

- Tell pupils that they are going to read a story of their own choice.
- Pupils explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.
- Praise pupils as they read well.

EVALUATION

8 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.
- Pupils write sentences beginning with: I read _____. I liked _____. I didn't like _____.

HOMEWORK



Pupils read the text *Are You Going to the Market?* To a parent or sibling.

Pupils read their story from the previous lesson to a parent or sibling.

WEEK 2 AND 3 ASSESSMENT TASKS

Pupils come to the table, one by one.

Assessment task 1: Ask a pupil to point at and read these words aloud. Record how many words he/she reads correctly in a minute.

ice	dance	go	huge	give
cabbage	large	orange	race	garden
city	goat	green	voice	gorilla
rice	gate	age	going	bridge
gentle	gold	mice	rejoice	gift
face	danger	dance	cage	game
George	Geoffrey	ground nuts		

☹	☺	😊
Read less than 10 words	Read 15 to 20 words	Read more than 25 words

Assessment task 2: Ask the pupil to read the text and answer the questions.

Shopping at the Market.

The market is near the taxi park.
 The market opens at 7 o'clock.
 The shopkeepers are very busy.
 The shopkeepers are working in the market.
 Some shopkeepers are selling oranges and mangos.
 Some shopkeepers are selling rice and beans.
 Some shopkeepers are selling eggs and meat.
 You can buy many things at the market.
 You can buy potatoes.
 You can but cabbages.
 There are a lot of fruit and vegetables in the market.

Questions:

1. Where is the market?
2. What time does the market open?
3. Who are working in the market?
4. Name the things they are selling

☹	☺	😊
Answered less than 2 questions	Answered 2 to 3 questions	Answered 4 to 5 questions

Assessment task 3: Ask a pupil to name any fruits and vegetables he/she knows in a minute.

☹	☺	😊
Named less than 2 words	Named 2 to 4 words	Named 5 to 6 words

Week at a glance - P3 Term 3 Week 4 - Locations in the market.

Levelled text: Chris Shops in the Market. Read aloud story: John and Michael go to the Market. Target Sound: Silent k, b, w.

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Locations in the Market.	Locations in the Market.	Locations in the Market.	Locations in the Market.	Locations in the Market.	Locations in the Market.	Locations in the Market.	Review
Content (New language structures / Vocabulary)	Mat, basket, match, candle, pot, shoes, bed sheets, over here, over there, near the gate, outside, inside, between, on the left, on the right, behind, to find.	Mat, basket, match, candle, pot, shoes, bed sheets, over here, over there, near the gate, outside, inside, between, on the left, on the right, behind, to find.	Words with silent letters. Silent K, silent B, silent W.	Words with silent letters. Silent K, silent B, silent W.	Where can I find tomatoes? They're over here.	Where can I find tomatoes? They're over here.	Where can I find tomatoes? They're over here.	Review of previously learned structures.
Target Sound			Silent K, silent B, silent W	Silent K, silent B, silent W				
Songs/ Chants								
REB / L3 Books	John and Michael go to the Market.	John and Michael go to the Market.	John and Michael go to the Market.			Chris Shops in the Market.	Chris Shops in the Market.	Chris Shops in the Market.
Keynote English		None	None	None	None	None	None	
Success		None	None	None	None	None	None	
New Primary English		None	None	None	None	None	None	
New Progressive		P. 24	P. 24	P. 24	P. 24	P. 24	P. 24	



LESSON 1: JOHN AND MICHAEL GO TO THE MARKET

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *John and Michael go to the Market*.
- Use the vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary: mat, basket, match, candle, pot, shoes, bed sheets, over here, over there, near the gate, outside, inside, between, on the left, on the right, behind, to find.

Teaching Aids:

- Read aloud story: *John and Michael Go to the Market*.
- Phone and speaker.
- Audio lesson (E-P3-T3-W4-L1).
- Daily Reader: *Are You Going To The Market?*

Teaching tip

Encourage pupils to look at the pictures in the story to find more information about the read aloud story, *John and Michael Go to the Market*.

REVIEW

5 minutes

- Play Buzz with the words: *after, ask, give over, some, stop, them, then, his, how, know*.

PRESENTATION (AUDIO)

25 minutes

Come here.
Go over there.

Go between the desks.
Go outside.

APPLICATION

Complete the sentences: **Daily Reader, Page 143, Box 1 (Individual work)**

5 minutes

- Pupils complete the sentences filling in the missing words.

EVALUATION

Comprehension questions (pair work)

5 minutes

- Pupils discuss: Who is in the story?
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
 - Why do mother and father think of a plan?
 - Why do the two boys look alike?
 - Where did mother send them?
- Pupils retell the story: *John and Michael Go to the Market*.



HOMEWORK



Pupils explain their drawings to their parents and sibling and retell the story.
Pupils write a list of the items John and Michael bought in the market.



LESSON 2: JOHN AND MICHAEL GO TO THE MARKET

By the end of the lesson, pupils will be able to:
Describe what they buy in the market.

Key content:
Vocabulary: mat, basket, match, candle, pot, shoes, bed sheets, over here, over there, near the gate, outside, inside, between, on the left, on the right, behind, to find.

Teaching Aids:

- Read aloud story: *John and Michael Go to the Market*.
- Daily Reader: *Are You Going To The Market?*
- Phone and speaker.
- Audio lesson (E-P3-T3-W4-L2).

Teaching tip

Ask pupils what can they remember about the story.

REVIEW

3 minutes

- Review homework.
- Pupils retell the story *John and Michael go to the Market* to their partners.

PRESENTATION (AUDIO)

25 minutes

mat	bed sheets
basket	near
match	gate
candle	inside
between	socks

APPLICATION

Ask and answer questions.

7 minutes

- Write the questions on the board:
 1. What did the boys buy at the market?
 2. Name 3 things the twins saw at the market.
 3. How did the story end?
 4. Why was mother happy?
- Pupils write the answers.
- Pupils share their answers.
- Write the correct answers on the board.

EVALUATION

Writing Activity: Daily Reader, Page 143, Box 2 (Individual work)

5 minutes

- Pupils write about the items they buy in the market.
- Pupils draw pictures to illustrate the sentences.
- Pupils read the sentences they wrote for their partners.



HOMEWORK



Pupils retell the read aloud story to a parent or sibling.
Pupils write a list of the shops John and Michael visited.



LESSON 3: SILENT LETTERS

By the end of the lesson, pupils will be able to:
Identify and read words with silent k, b and w.

Key content:
Words with silent k, w and b, knife, write, comb.

Teaching Aids:

- Daily Reader: *Are You Going To The Market?*
- Phone and speaker.
- Audio lesson (E-P3-T3-W4-L3)

Teaching tip

Review previously learned vocabulary using buzz game.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the story: *Are You Going To The Market?*

PRESENTATION (AUDIO)

25 minutes

silent k	silent w	silent b
knife	write	comb
know	wrong	bomb
kneel		

APPLICATION

How do I write it? (Individual/pair work)

5 minutes

- Point at the word *knife* on the board.
- Say the word and pupils read it.
- Erase the word and ask them to write it in their notebook.
- Then, write it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *know, kneel, write, wrong, comb, bomb.*

EVALUATION

5 minutes

Word sort: Daily Reader, Page 143, Box 3.

- Pupils work in pairs to sort words with silent letters K, W and B from the words in box 3.
- Pupils write sentences using the word.

HOMEWORK



Pupils make a list of words with silent K, W and B.
Pupils write a sentence for each word they write.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read, spell and write words with silent letters.
Read sentences with the target sound.

Key content:
Words with silent letters: *comb, write, two, knife, talk, walk, right, light, thought.*

- Teaching Aids:**
- Word wall.
 - Flashcards with new vocabulary.
 - Daily Reader: *Are You Going to the Market?*

REVIEW

5 minutes

- Review homework.
- Choral read the story: *Are you Going to the Market?*

REVIEW

5 minutes

- Say the words: *write, comb, knife, fox, write, small, fight, big, thought and light.*
- Pupils touch their head if the word contains a silent letter.
- Identify a pupil with their hands on their head.
- Ask him / her to write the spelling on the board and underline the silent letters.
- Each time you invite a pupil alternate between a boy and a girl.

PRESENTATION

15 minutes

- Draw two columns on the board.
- Label one column silent letters label the second column without silent letters (see example).
- Explain to the pupils that you are going to say some words.
- Say the following words, each time pausing to allow the pupils to identify the spelling pattern in each word: *light, keep, and write, look, thought, best, know.* Pupils listen and identify the correct column.
- Write their answers on the board. Play Buzz.

Silent letters	Without Silent letters
light write	look keep

APPLICATION

Find words with silent letters (pair work)

5 minutes

- Pupils turn to their Daily Reader to: *Chris Shops in the Market.*
- Pupils work in pairs to find and write the words that have the silent letters.
- After few minutes, pupils stop writing and share their answers.

Spell the word: Daily Reader, Page 143, Box 3 (pair work)

5 minutes

- Pupil A points at a word in Box 3 of the Daily Reader, Page 143.
- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing at the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

5 minutes

- Say the words: *light, write, thought, comb, talk.*
- Pupils write the words.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils read the text *Are You Going to the Market?* with a parent or sibling.



LESSON 5: LOCATIONS IN THE MARKET

By the end of the lesson, pupils will be able to:

Identify locations of places in the market.

Key content:

Vocabulary: beside, near, outside, inside, between, left, right, shoes, basket, bed, mat, match, candle, pot.

Teaching Aids:

- Phone and speaker.
- Audio lesson (E- P3-T3- W4- L5).

Teaching tip

Use the pictures in the textbook as visual aid. Pupils talk about the pictures of different food in the textbook.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *mat, basket, candle, pot, shoes, bed sheets, over, here, near, behind.*
- Read the words with the class. Play Buzz.

PRESENTATION (AUDIO)

25 minutes

Shoes basket bed comb knife mat match candle pot

APPLICATION

Spell the word: Daily Reader, Page 144, Box 5 (pair work)

5 minutes

- Pupil A points to a word in Box 5 of the Daily Reader, Page 144.
- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

5 minutes

- Pupils complete the sentences using the following words.

1. The police station is _____ the market.
2. The bean stall is to the _____ of the gate.

Answers: 1.left 2. Behind

- Pupils swap their notebooks and correct their partners work.

HOMEWORK



Pupils read the sentences in Box 5 of their Daily Reader.

Pupils write the sentences in the correct order in their notebooks.

Pupils read the sentences written in their notebooks to either parents or siblings.



LESSON 6: CHRIS SHOPS IN THE MARKET

By the end of the lesson, pupils will be able to:
Read the text: *Chris Shops in the Market*.

Key content:
Vocabulary:
beside, near, outside, inside, between, left, right.

Teaching Aids:
• Daily Reader: *Chris Shops in the Market*.
• Phone and speaker.
• Audio lesson (E- P3- T3- W4- L6).

Teaching tip

*Pupils read the text Chris Shops in the Market several times.
Repeated readings help pupils develop reading fluency skills.*

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *after, ask, give, stop, then* and *where*.

PRESENTATION (AUDIO)

25 minutes

between right behind left over here

APPLICATION

Choral reading: *Chris Shops in the Market* (whole class)

5 minutes

- Pupils choral read the text together.
- Pupils retell it in their own words.

EVALUATION

Writing activity: Daily Reader, Page 144, Box 6.

5 minutes

- Pupils copy and complete the exercises.
- Write the correct answers on the chalkboard.
- Pupils correct their answers.

HOMEWORK



Pupils read boxes 1, 2, 3 and 5 of their Daily Reader with a parent or sibling.
Pupils write sentences using words in box 2 page 143.
Pupils share their sentences with their parents or siblings.

LESSON 7: PREPOSITIONS

By the end of the lesson, pupils will be able to:

Write about places in the market using the prepositions: near, between, behind, beside, inside and outside.

Key content:

Grammar: prepositions; near, between, behind, beside, inside, outside.

Teaching Aids:

Daily Reader: *Chris Shops in the Market*.

REVIEW

3 minutes

- Review homework.
- Pupils choral read *Chris Shops in the Market*.
- Pupils retell it in their own words.

PRESENTATION

10 minutes

- Ask a boy and a girl to go to different places in the classroom e.g. outside the door, between two pupils behind a pupil beside another child, near the door.
- Ask the pupils where they are.
- Encourage pupils to say: they are outside the door, they are between two pupils, they are behind a pupil, they are beside another child, they are near the door, etc.
- Invite pupils to go to places in the classroom and say where they are.
- Encourage pupils to say: I am outside the room, I am between two pupils, I am behind a pupil, I am beside another child, I am near the door, etc.

APPLICATION

15 minutes

- Pupils draft sentences starting with ...*behind, between, near* and *inside*...
- Pupils begin to draft their sentences individually, if they have difficulty ask them to work in pairs. Circulate and help pupils while they write.

EVALUATION

7 minutes

Pupils copy and complete the following sentences in their notebooks.

1. The stall selling _____ is near the stall selling _____.
2. The stall selling _____ is between _____ and _____.
3. The _____ is beside the _____.
4. The _____ is behind the _____.
5. Inside the market you can see _____.
6. You can see _____ outside the market.

HOMEWORK



Pupils read their writing to a parent, sibling or a community member.

Read the text *Chris Shops in the Market*.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

Read aloud story: *John and Michael go to the Market.*

A variety of levelled texts and reading material.

REVIEW

5 minutes

- Write the words: *shoes, bed, over there, between, behind, outside, bed sheet, pot* on the board.
- Read the words and play Buzz.

PRESENTATION

10 minutes

- Teacher reads the story *John and Michael go to the Market.*
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Pupils explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from your classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.
- Praise pupils as they read well.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *Chris shops in the Market* with a parent or sibling.

Pupils tell their parents and siblings about the story they read in today's lesson.

Week at a glance - P3 Term 3 Week 5 - Cardinal numbers.

Levelled text: Let's Count Bananas. Read aloud story: How to Bake Banana Bread. Target Sound: /ai/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Cardinal numbers.	Cardinal numbers.	Cardinal numbers.	Cardinal numbers.	Cardinal numbers.	Cardinal numbers.	Cardinal numbers.	Review
Content (New language structures / Vocabulary)	To count, after, before	To count, after, before	Words with long vowel sounds	Words with long vowel sounds	Can you count to twenty by ones? Yes, I can. Show me. What number is before after 578?	Can you count to twenty by ones? Yes, I can. Show me. What number is before after 578?	Can you count to twenty by ones? Yes, I can. Show me. What number is before after 578?	Review of previously learned structures.
Target Sound			/ai/	/ai/				
Songs/ Chants								
REB / L3 Books	How to Bake Banana Bread	How to Bake Banana Bread	How to Bake Banana Bread		Let's Count Bananas.	Let's Count Bananas.	Let's Count Bananas.	Let's Count Bananas.
Keynote English		Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	Pp. 23-29	
Success		None	None	None	None	None	None	
New Primary English		Pp. 36, 37	Pp. 36, 37	Pp. 36, 37	Pp. 36, 37	Pp. 36, 37	Pp. 36, 37	
New Progressive		None	None	None	None	None	None	



LESSON 1: HOW TO BAKE BANANA BREAD

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the information text: *How to Bake Banana Bread*.
- Use the vocabulary learned in the text.
- Summarize the text.

Key content:

Vocabulary: count, after, before, first, twenty, one, two, banana.

Teaching Aids:

- Read aloud story: *How to Bake Banana Bread*.
- Audio lesson (E-P3-T3-W5-L1).
- Phone and speaker.
- Daily Reader: *Chris Shops in the Market*.

Teaching tip

Pupils look at the pictures in the story to find more information about the information text How to Bake Banana Bread.

REVIEW

5 minutes

- Pupils silent read the text *Chris Shops in the Market*.
- Circulate the room, listening to pupils as they read.
- Help and encourage struggling learners.

PRESENTATION (AUDIO)

25 minutes

count before after banana bread twenty first

APPLICATION

5 minutes

Complete the sentences: Page 151, Box 1 (individual)

- Pupils name the ingredients used to bake banana bread.
- Pupils complete the sentences and write the sentence under the picture.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Pupils discuss: What things in the kitchen are dangerous? [knives and stoves]
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
- Why do you wear an apron? [It keeps you clean while cooking]
- Why are long loose clothes dangerous? [They can catch fire]
- What things get in food and make us sick? [germs]
- Pupils retell the text: *How to Bake Banana Bread*.



HOMEWORK



Pupils retell the story *How to Bake Banana Bread* to a parent or sibling.

Pupils show and explain their drawing to a parent, a sibling or community member.



LESSON 2: HOW TO BAKE BANANA BREAD

By the end of the lesson, pupils will be able to:
Identify the ingredients used to make banana bread.

Key content:
Vocabulary: eggs, bananas, flour, sugar.

- Teaching Aids:**
- Read aloud story: *How to Bake Banana Bread*.
 - Audio lesson (E-P3-T3-W5-L2).
 - Phone and speaker.
 - Daily Reader: *Chris Shops in the Market*.

Teaching tip

Ask pupils to show you different pictures of ingredients used to make banana bread.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *done, draw, hurt, try, if, long, only, about, clean, cut, drink* and play Buzz.

PRESENTATION (AUDIO)

25 minutes

Recipe dangerous apron ingredients slices

APPLICATION

Textbook activity (pair work)

5 minutes

New Primary English Pp. 36 – 37 Keynote Pp. 23 - 29

- Pupils complete the exercises in their textbook.

EVALUATION

5 minutes

How to make banana bread (individual)

- Pupils write the ingredients of banana bread.
- Pupils swap notebooks. Write the correct ingredients on the board.

HOMEWORK



Pupils read the text *Chris Shops in the Market*.

Pupils complete the exercise in box 2, Page 151 of their Daily Reader.



LESSON 3: CARDINAL NUMBERS

By the end of the lesson, pupils will be able to:
Identify and read words with the long i sound and the ending y.

Key content:
Words with sound i: dry, by, try, why, July, fry, fly and so on.

Teaching Aids:

- Audio lesson (E-P3-T2-W5-L3).
- Phone and speaker.
- Daily Reader: *Chris Shops in the Market*.

Teaching tip

Review previous spelling patterns through games.

REVIEW

5 minutes

- Review homework.
- Pupils echo read *Chris Shops in the Market*.

PRESENTATION (AUDIO)

25 minutes

dry cry try
By sky July You can fight germs by keeping your table
fly my clean and dry.
why eye

APPLICATION

How do I write it? (Individual/pairs)

5 minutes

- Point at the word *dry* on the board.
- Say the word and pupils read it.
- Erase the word and ask them to write it in their notebook.
- Then, write it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *by, fly, why, July, cry, sky, my, try* and *eye*.

EVALUATION

5 minutes

Sort the words: Daily Reader, Page 151, Box 3 (pair work)

Pupils sort out the words.

Write the correct answers on the board.

Pupils correct their work.

HOMEWORK



Pupils write a list of words with the i sound and write a sentence for each word.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read, spell and write words with the target sound i.

Key content:
Words with the long i sound and y ending.
Teaching Aids:
Daily Reader: *Chris Shops in the Market*.

REVIEW

5 minutes

- Review homework.
- Echo read *Chris Shops in the Market* with your pupils.

REVIEW

5 minutes

- Explain to the class that you are going to say some words that have the long i sound and words without, for example, *dry, by, city, salty, warm, try, windy, why, baby, body, cold, fry, carry and sorry*. Pupils touch their head if the word has the long i sound.
- Identify a pupil with their hands on their head and ask him / her to write the spelling on the board and underline the spelling pattern. Each time you invite a pupil alternate between a boy and a girl.

PRESENTATION

15 minutes

- Draw two columns on the board. Label one column rhymes with dry, label the second column rhymes with quickly (see example).
- Explain to the pupils that words that end in the letter Y can make two different sounds. Sometimes they make a sound like the letter 'i' in the word 'dry' other times they make the sound like the letter 'e' in the word 'quickly'.
- Say the following words, each time pausing to allow the pupils to identify the spelling pattern in each word: *dry, by, city, salty, try, windy, why, baby, body, July, carry, fry, fly, tiny, worry, etc.*
- Write their answers on the board. Read the word lists with the pupils. Play Buzz.

Rhymes with dry	Rhymes With quickly
by try why fry	city salty baby sorry

APPLICATION

Spell the word: Daily Reader, Page 151, Box 3.

10 minutes

- Pupil A points to a word in Box 3 of the Daily Reader Page 151.
- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

5 minutes

- Say the words: *by, try, why and fry*.
- Pupils write the words.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write 3 sentences using as many of the words learned in today's lesson.



LESSON 5: CARDINAL NUMBERS

By the end of the lesson, pupils will be able to:
Write numbers from 1 – 100.

Key content:
Vocabulary: before, after, count, done, about, long, try, cut.

Teaching Aids:

- Phone and speaker.
- Audio lesson (E-P3-T3-W5-L5).
- Daily reader: *Chris Shops in the Market*.

Teaching tip

Pupils count the objects around them.

Pupils count from a hundred to one backwards.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *before, after, count, done, draw, hurt, try, if, long, only, about, clean, cut, drink* and play Buzz.

PRESENTATION (AUDIO)

25 minutes

count two eighteen before thirty after

APPLICATION

Let's Talk (Pair work)

5 minutes

New primary English Pp. 40 Keynote Pp. 23 - 29

- Pupils read the numbers from one 1 – 100 then do the follow up exercise.

EVALUATION

5 minutes

Write the following words on the chalkboard and Pupils write the correct number.

ninety nine _____

forty _____

fifty _____

twenty _____

six _____

seven _____

eighty four _____

seventy three _____

fifty one _____

thirty five _____

HOMEWORK



Pupils complete the sentences in Box 5 page 152 of their Daily Reader.

Pupils write the sentences in the correct order in their notebooks.

Pupils read their sentences to a parents or sibling.



LESSON 6: LET'S COUNT BANANAS

By the end of the lesson, pupils will be able to:

- Read the text: *Let's Count Bananas*.
- Use vocabulary learned in the story.

Key content:

Daily Reader: *Let's Count Bananas*.

Teaching Aids:

- Daily Reader: *Let's Count Bananas*.
- Audio lesson (E-P3-T3-W5-L6)
- Phone and speaker.
- Daily Reader.

Teaching tip

*Pupils read the text *Let's Count Bananas* several times.
Repeated readings help pupils develop reading fluency skills.*

REVIEW

3 minutes

- Review homework.
- Play Buzz with sight words: *after, ask, give, stop, then* and *where*.

PRESENTATION (AUDIO)

30 minutes

before after count done draw hurt long only clean

APPLICATION

Reading the text: *Let's Count Bananas* (pair work)

4 minutes

- Pupils choral read the text together.
- Pupils retell it in their own words.

EVALUATION

3 minutes

Writing activity: Daily Reader, Page 152, Box 6. (individual)

Pupils copy and complete sentences.

HOMEWORK



Pupils read boxes 1, 2, 3 and 5 of their Daily Reader with a parent or sibling.
Pupils share their sentences with their parents or siblings.

LESSON 7: BEFORE AND AFTER

By the end of the lesson, pupils will be able to:
Compose sentences using before and after.

Key content:

Vocabulary: before, after

Teaching Aids:

Daily Reader: *Let's Count Bananas*.

REVIEW

8 minutes

- Review homework.
- Pupils echo read the story *Let's Count Bananas*.
- Ask pupils to say what they do before and after school.

PRESENTATION

10 minutes

- Explain to the pupils that they are going to write about what they do before and after school.
- Model on the chalkboard how to write a sample sentence, for example, *I brush my teeth before I go to school. I wash my body after I leave school.*
- Read the sentences with the class.
- Ask pupils to underline the words before and after in the sentences.

APPLICATION

15 minutes

- Pupils write about what they do before and after school.
- Ask pupils to read some of their sentences.
- Write them on the board.
- Read the sentence with the class.

EVALUATION

7 minutes

Complete the sentences (individual)

- Ask pupils to complete the following sentences.
1. I brush my teeth _____ I go to school.
 2. I wash my hands _____ I go to the toilet.
 3. I wash my hands _____ I read a book.
 4. I do my homework _____ school.
- Write the correct answers on the board.
 - Pupils correct their partner's work.

HOMEWORK



Pupils practise reading *Let's Count Bananas* to a parent or a sibling.

Pupils share their writing with their family.

LESSON 8: GUIDED READING.

By the end of the lesson, pupils will be able to:
Read a story of their choice.

Key content:
Reading for pleasure and information.

Teaching Aids:

- A variety of levelled texts and reading materials.
- Daily Reader: *Let's Count Bananas*.
- Read aloud story: *How to Bake Banana Bread*.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *before, after, count, done, draw, hurt, long, only* and *clean*.
- Read the words with the class.
- Play Buzz. Invite a pupil to be the teacher and lead the game.

PRESENTATION

10 minutes

- Teacher reads the story *How to Bake Banana Bread*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Pupils explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from your classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.
- Praise pupils as they read well.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *Let's Count Bananas* with a parent or sibling.
Pupils tell their parents and siblings about the story they read individually in today's lesson.

WEEK 4 AND 5 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask a pupil to point at and read these words. Record how many words he/she reads correctly in a minute.

comb	wrist	knock	dumb	knew
write	fly	eye	wrap	try
cry	knee	wring	thumb	climb
July	know	bye	wrong	knife
dry	by	my	sky	why

		
Read less than 10 words	Read 11 to 15 words	Read 16 to 25 words

Assessment task 2: Ask the pupil to read the text and answer the questions.

Baking a cake

I am going to bake a cake tonight.

First, I am going to the market.

I am going to buy eggs, sugar, flour and butter.

Then, I will go home.

I will heat the stove.

Next, I will beat the eggs.

After, I will add the sugar and butter.

Then, I will mix the flour.

I will put the cake in a baking tin.

I will bake the cake in the oven.

I like baking cakes.

Questions:

1. Where are they going to go first?
2. What will they buy at the market?
3. What will they do with the eggs?
4. Do they like baking cakes?

		
Answered less than 2 questions	Answered 2 to 3 questions	Answered 4 to 5 questions

WEEK 4 AND 5 ASSESSMENT RECORD SHEET

Name of pupil	Task 1	Task 2
Kagabo, John		

Week at a glance - P3 Term 3 Week 6 - Numbers.

Levelled text: The Months of the Year. Read aloud story: The Gingerbread Man. Target Sound: Silent k, b, w

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Numbers.	Numbers.	Numbers.	Numbers.	Numbers.	Numbers.	Numbers.	Review
Content (New language structures / Vocabulary)	To count, after, before, first, third, twenty first, one, two, three	To count, after, before, first, third, twenty first, one, two, three	Review of silent w, k, b. Months of the year	Review of silent w, k, b.	Can you count to 100 by ones? Yes I can. Show me. What number is before/after 42? Who is first in line? I am the first. What is the first month?	Can you count to twenty by ones? Yes I can. Show me. What number is before/after 42? Who is first in line? I am the first. What is the first month?	Can you count to twenty by ones? Yes I can. Show me. What number is before/after 42? Who is first in line? I am the first. What is the first month?	Review of previously learned structures.
Target Sounds			Silent W, K, B.	Silent W, K, B.				
Songs/ Chants								
REB / L3 Books	The Gingerbread Man	The Gingerbread Man	The Gingerbread Man			The Months of the Year.	The Months of the Year.	The Months of the Year.
Keynote English	Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	Pp. 23 - 29	
Success	None	None	None	None	None	None	None	
New Primary English	None	None	Pp. 36, 44	Pp. 36, 44	Pp. 36, 44	Pp. 48-55	Pp. 48-55	
New Progressive	None	None	None	None	None	None	None	



LESSON 1: THE GINGERBREAD MAN

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story *The Gingerbread Man*.
- Use vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary: count, after, before, first, third, twenty first, one, two, three.

Teaching Aids:

- Read aloud story: *The Gingerbread Man*.
- Audio lesson (E-P3-T3-W6-L1).
- Phone and speaker.
- Daily Reader: *Let's Count Bananas*.

Teaching tip

Pupils think about the title of the story and the cover picture to predict what the story will be about.

REVIEW

5 minutes

Pupils echo read the levelled text *Let's Count Bananas*.

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Tell the story of *The Gingerbread Man* (Individual work)

5 minutes

Pupils draw a picture of the gingerbread man and write a story about him.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Pupils discuss: What did the old lady decide to make? [she decided to make a gingerbread man]
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
 - Why did the gingerbread man run away? [He did not want to be eaten]
 - How did the Fox trick the gingerbread man? [He promised to help him cross the river]
- Pupils retell the story: *The Gingerbread Man* in their own words.



HOMEWORK



Pupils retell the story *The Gingerbread Man* to a parent or sibling.

Pupils explain their drawing to a parent, a sibling or community member.

Pupils list the places *The Gingerbread Man* went.



LESSON 2: THE GINGERBREAD MAN

By the end of the lesson, pupils will be able to:

- Answer questions about *The Gingerbread Man* story.
- Use vocabulary learned in the story.
- Count and say numbers from 1 to 100.

Key content:

Vocabulary:

- To count, after, third, twenty first, one, two, three.
- Words with silent w, k and b.

Teaching Aids:

- Read aloud story: *The Gingerbread Man*.
- Phone and speakers.
- Audio lesson (E- P3- T3- W6- L2).
- Daily Reader: Let's Count Bananas.

Teaching tip:

Pupils use context and picture clues to find out the meaning of different words.

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *Germs, recipe, dangerous, apron, ingredient and slices, play Buzz.*

PRESENTATION (AUDIO)

25 minutes

cottage	knock
gingerbread man	knife
wrong	comb
wrist	bomb
knees	climb

APPLICATION

Count from 1-100 (pair work)

5 minutes

Pupils count numbers from one 1 – 100.

EVALUATION

5 minutes

Fill in the missing numbers: Daily Reader, Page 159, Box 2.

- Pupils count the numbers in box 2, page 159 of their Daily Reader and fill in the missing numbers.
- Pupils retell the story *The Gingerbread Man* in their own words.

HOMEWORK



Pupils read Page 159, Box 1 of their Daily Reader to either parents or siblings.

Pupils read the story *The Gingerbread Man* to a sibling or parent.

Pupils use the words on the board to construct sentences.



LESSON 3: SILENT LETTERS W, K, B

By the end of the lesson, pupils will be able to:

- Identify and read words with silent w, k, b.
- Say the months of the year.

Key content:

Words with silent w, silent k and silent b e.g. write, knife, comb.

Teaching Aids:

- Read aloud story: *The Gingerbread Man*.
- Audio lesson (E-P3-T3-W6-L3) .
- Phone and speaker.
- Daily Reader: *Let's Count Bananas*.

Teaching tip

Say words with silent W, silent K, and silent B. Use examples like write, knife, comb, wrong, knee and climb. Pupils tell you how to write the word on the board.

REVIEW **5 minutes**

- Review homework.
- Sing the months of the year song.

PRESENTATION (AUDIO) **25 minutes**

write knife comb wrong knock bomb

January, February, March, April, May, June, July, August, September, October, November, December.

APPLICATION

How do I write it? (pair work) **5 minutes**

- Point at the word write on the board.
- Say the word and pupils read it.
- Erase the word and ask them to write it in their notebook.
- Then, write it on the board.
- Pupils check to see if they spelled it correctly.
- Repeat with the words: *write, wrong, wrist, knee, knife, knock, comb, bomb, climb, lamb*.

EVALUATION **5 minutes**

Word Sort: Daily Reader, Page 160, Box 3

- Pupils work in pairs to sort out words with silent W, silent K and silent B in box 3.
- Pupils write sentences with silent K words.

HOMEWORK



Pupils read the text *Let's Count Bananas* to a parent or sibling.

LESSON 4: SILENT LETTERS W, K, B

By the end of the lesson, pupils will be able to:
Read, spell and write words with silent w, k, b.

Key content:
Words with silent w, silent k and silent b

Teaching Aids:

- Word walls.
- Flashcards with new vocabulary.
- Daily Reader: *Let's Count Bananas*.

REVIEW

5 minutes

- Review homework.
- Echo read the level text *Let's Count Bananas* with the pupils.
- Say the words that may contain the silent k sound and words without, for example: *knife, girl, know, knee, knock, cup, kite, knowledge, need, near*.
- Pupils touch their head if the word contains the silent K sound.
- Identify a pupil with their hands on their head.
- Ask him / her to write the spelling on the board and underline the silent K spelling pattern.
- Each time you invite a pupil to the board alternate between a boy and a girl.

PRESENTATION

15 minutes

- Say the sentence. *I write with a pen*. Write the words on the board. Pupils spell the words as you write it on the board. Ask pupils what letter is silent. Ask a pupil to come to the front and underline the silent letter in the word 'write'.
- Pupils say other words with silent w.
- Write the words on the chalkboard.
- Echo read the words on the board together with your pupils.
- Write the following sentences on the board: *Her answer is wrong. I write every day*.
- Ask a pupil to come to the front and underline the words with silent W on the chalkboard.

APPLICATION

Writing dictation (individual)

10 minutes

- Say the words *write, wrist, wrong*.
- Pupils write them in their notebooks.
- After writing, pupils swap their notebooks.
- Write the correct spellings on the board.
- Pupils correct their work.

Spell the word: Daily Reader, Page 160, Box 3 (pair work)

5 minutes

- Pupil A points to a word in Box 3.
- Pupil B practises Look, Say, Cover, Write and Check. Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

5 minutes

Dictation (individual)

- Say the spellings: *comb, bomb, climb lamb, thumb, knife, write, knees, knock, wrong* and *wrist*.
- Pupils write the words.
- Write the words on the board.
- Pupils correct their partner's notebook.

HOMEWORK



Pupils read the text *Let's Count Bananas*.

Pupils write 3 sentences using the words *write, wrong* and *wrist*.

Pupils accompany their sentence with a picture.



LESSON 5: NUMBERS

By the end of the lesson, pupils will be able to:

Write numbers in words from one to one hundred.

Key content:

Vocabulary:

- Can you count to 100 by ones?
- Yes I can.
- Show me, What number is before/after?
- Who is first in the line?
- I am the first.
- What is the first month?

Teaching Aids:

- Phone and speaker.
- Audio lesson (E-P3-T3-W6-L5).
- Daily Reader: *Let's Count Bananas*.

Teaching tip

Pupils practice writing numbers both in numerals and words.

REVIEW

5 minutes

- Review homework.
- Pupils count from 0 to 100.

PRESENTATION (AUDIO)

25 minutes

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,
 22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39
 40,41,42,43,44,45,46,47,48,49,50,51,52,55,56,57,58,59,
 60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76
 77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,100.

APPLICATION

Write the number (pair work)

5 minutes

- Say a number between 1 and 100.
- Pupils write them in words.
- Write the answers on the board.
- Pupils correct their work.

EVALUATION

5 minutes

- Write the following numbers on the board: 33, 44, 55.
- Pupils write the numbers in words on the board.
- Write the correct answers on the board.
- Pupils correct their work.

HOMEWORK



Pupils write the sentences in the correct order in their notebooks.
 Pupils read their sentences to a parent or sibling.
 Pupils complete the activity in the Daily Reader, Page 160, Box 6.



LESSON 6: MONTHS OF THE YEAR

By the end of the lesson, pupils will be able to:

Read and answer questions about the text:

Months of the Year.

Key content:

Read the levelled text: *Months of the year.*

Teaching Aids:

- Daily Reader: *Months of the Year.*
- Audio Lesson (E-P3-T3-W6-L6).
- Phone and speaker.

Teaching tip

*Pupils read the text Months of the Year several times.
Repeated readings help pupils develop reading fluency skills.*

REVIEW

3 minutes

- Review homework.
- Recite the Months of the Year poem.

PRESENTATION (AUDIO)

30 minutes

January March February April May June

APPLICATION

Reading the text: *Months of the Year* (pair work).

4 minutes

- Choral read the story: Months of the Year.
- Pupils retell it in their own words.

EVALUATION

3 minutes

Answer the questions: Daily Reader, Page 160, Box 6 (individual)

- Pupils answer the questions.
- Pupils copy and write the sentences.
- Write the correct answers on the board.
- Pupils correct their answers.

HOMEWORK



Pupils read boxes 1, 2, 3 and 5 of their Daily Reader with a parent or sibling. Pupils share their sentences with their parents or siblings.

Pupils say The Months of the Year chant for their parents.

Pupils answer the comprehension questions on the story Months of the Year.

LESSON 7: MONTHS OF THE YEAR

By the end of the lesson, pupils will be able to:
Compose sentences about what they do at the beginning of the year.

Key content:
Writing an account of what they do during the year.

Teaching Aids:
Daily Reader: *The Months of the Year*.

REVIEW

3 minutes

- Review homework.
- Recite the Months of the Year chant.
- Pupils echo read the story *The Months of the Year*.

PRESENTATION

20 minutes

- Ask pupils to count from 0 to 10.
- Ask them what number come before 9. (8)
- Repeat the activity using other numbers from 0 to 10.
- Then, ask the pupil what number comes after 7. (8)
- Repeat the activity using numbers from 0 to 10.
- Pupils explain what the words before and after mean.
- Model on the chalkboard how to write a sample sentence, for example, January comes before February. March comes after February.
- Pupils write about things they do during the year.

APPLICATION

10 minutes

Pupils complete this sentence in their notebooks.

1. My favourite month of the year is _____
2. During this month we _____
3. I like this month because _____

EVALUATION

7 minutes

Pupils write about what they do at the beginning of the year.

HOMEWORK



Pupils practise reading *The Months of the Year* to a parent or a sibling.
Pupils share their writing with their family.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *The Gingerbread Man*.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *The Gingerbread Man*.
- A variety of levelled texts and reading materials.

REVIEW

5 minutes

- Review homework.
- Write the words: *write, wrist, wrong, knee, knife, knock, comb, climb and lamb* on the board
- Read the words with the class and play Buzz.

PRESENTATION

10 minutes

- Teacher reads the story *The Gingerbread Man*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Pupils explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from your classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.
- Praise pupils as they read well.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *The Months of the Year* with a parent or sibling.

Pupils tell their family members about the book they read in class.

Week at a glance - P3 Term 3 Week 7 - Buying and Selling.

Levelled text: A Shop on his Head. Read aloud story: Mouse Gets a Cold. Target Sound: /e/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.
Content (New language structures / Vocabulary)	Some, any, a little, a lot, a few, how much, a kilogram, money, too much.	Some, any, a little, a lot, a few, how much, a kilogram, money, too much.	Words with short vowel sounds e as in head.	Words with short vowel sounds e as in head.	Do you have any rice? Yes, I have some rice. No, I don't have any rice. How much do you want? I want two kilos.	Do you have any rice? Yes, I have some rice. No, I don't have any rice. How much do you want? I want two kilos.	Do you have any rice? Yes, I have some rice. No, I don't have any rice. How much do you want? I want two kilos.	Review of previously learned structures.
Target Sound			/e/	/e/				
Songs/ Chants								
REB / L3 Books	Mouse Gets a Cold.	Mouse Gets a Cold.	Mouse Gets a Cold.			A Shop on His Head.	A Shop on His Head.	A Shop on His Head.
Keynote English		None	None	None	None	None	None	
Success		None	None	None	None	None	None	
New Primary English		P. 90	P. 90	P. 90	P. 90	P. 90	P. 90	
New Progressive		Pp. 24, 25	Pp. 24, 25	Pp. 24, 25	Pp. 24, 25	Pp..24,25	Pp. 24, 25	



LESSON 1: MOUSE GETS A COLD

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *Mouse Gets a Cold*.
- Use the vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary: How many? How much?

Teaching Aids:

- Read aloud story: *Mouse Gets a Cold*.
- Audio lesson (E-P3-T3-W7-L1).
- Phone and speaker.
- Daily Reader: *The Months of the Year*

Teaching tip

Pupils look at the pictures in the story and ask them to predict what will happen in the story.

REVIEW

5 minutes

- Pupils chant the months of the year.
- Pupils echo read the story *The Months of the Year*.
- Say a month of the year.
- Pupils put their finger on the month in their Daily Readers.

PRESENTATION (AUDIO)

25 minutes

How many? How much?

APPLICATION

Complete the sentences: Daily Reader, Page 169, Box 1 (individual work)

5 minutes

- Pupils draw a picture of mouse.
- Pupils complete the sentences in their notebooks.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Pupils discuss: Who are Mouse's friends? [Giraffe, Monkey, and Elephant]
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
 - What happened to Mouse's voice? [He couldn't talk because he got sick]
 - Why was Mouse crying? [because he was sick]
- What animal is the doctor? [Zebra]
- Pupils retell the story: *Mouse Gets a Cold* in their own words.



HOMEWORK



Pupils retell the story *Mouse Gets a Cold* to a parent or sibling.
Pupils show and explain their drawing to a parent or sibling.



LESSON 2: MOUSE GETS A COLD

By the end of the lesson, pupils will be able to:

- Use the vocabulary learned in the story.
- Use *how much* and *how many*.

Key content:

Vocabulary: Some, any, a little, a lot, a few, how much, a kilogram, money, francs, to want, too much.

Teaching Aids:

- Read aloud story: *Mouse Gets a Cold*.
- Audio lesson (E-P3-T3-W7-L2).
- Phone and speaker.

Teaching tip

Pupils look at the pictures in the story to find more information about the read aloud story, Mouse Gets a Cold.

REVIEW

5 minutes

- Review homework.
- Pupils retell the story *Mouse Gets a Cold* to their partners.

PRESENTATION (AUDIO)

25 minutes

I read my book,
It had good words,
Bread, thread, spread and head

APPLICATION

5 minutes

- Write the words *how many* and *how much* on the board.
- Pupils answer questions How much do you want? How many kilograms of do you want?

EVALUATION

5 minutes

Answer the questions (group work)

- How many things did monkey buy in the market?
- Name them.

HOMEWORK



Pupils read the text in Box 2, Page 169 of the Daily Reader.
Pupils complete the work from their notebooks.
Retell the story *Mouse Gets a Cold* to a parent or sibling.



LESSON 3: MOUSE GETS A COLD

By the end of the lesson, pupils will be able to:
Identify and read words with short e sound.

Key content:
Words with short e sound e.g. head, thread, dead, bread.

- Teaching Aids:**
- Phone and speaker.
 - Audio lesson (E- P3- T3- W7- L3).
 - Daily Reader: Months of the Year.

Teaching tip

Review previous spelling patterns through games; play the touch your head if you say a silent sound with pupils. Use words like; comb, knife, knees, walk, two etc

REVIEW

5 minutes

- Review homework.
- Pupils echo read the text *Months of the Year* with the teacher.

PRESENTATION (AUDIO)

25 minutes

Head	bread
Dead	thread

APPLICATION

How do I write it? (pair work)

5 minutes

- Pupils bring out their notebooks.
- Point at the word *head* written on the board.
- Say the word and pupils read it.
- Erase the word and ask them to write it in their notebook.
- Then, write it on the board.
- Pupils check to see if they spelled it correctly.
- Use the words: *head, bread, dead* and *thread*.

EVALUATION

5 minutes

Words that rhyme: Daily Reader, Page 169, Box 3.

- Pupils work in pairs to read the words in box 3.
- Use the words with short e sound to make at least two sentences with each word.

HOMEWORK



Pupils make a list of words with short e sound.
Pupils write a sentence for each word they write.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Read, spell and write words with the short e sound.

Key content :

Words with the short e sound, for example, head, thread, dead, bread.

Teaching Aids:

- Read aloud story: *Mouse Gets a Cold*.
- Word wall.
- Flashcards with new vocabulary.
- Daily Reader: *The Months of the Year*.

REVIEW

5 minutes

- Review homework.
- Echo read the story *The Months of the Year*.

REVIEW

5 minutes

- Say the words: *dry, by, city, salty, warm, try, windy, why, baby, body, cold, fry, carry and sorry*.
- Pupils touch their head if the word contains the long y sound.
- Identify a pupil with their hands on their head.
- Ask him / her to write the spelling on the board and underline the short e spelling pattern.
- Each time you invite a pupil to the board alternate between a boy and a girl.

PRESENTATION

15 minutes

- Say the following words, each time pausing to allow the pupils to identify the spelling pattern in each word: *bread, spread, read, head, thread, dead, ready, steady, etc*. Write their answers on the board.
- Pupils brainstorm all words with short e sound and write them on the board.
- Read the word lists with the pupils. Play Buzz.

Words with e sound	
Dead	spread
Thread	read
Head	bread

APPLICATION

Find the word (pair work)

5 minutes

- Read a page from the read aloud story *Mouse Gets a Cold*.
- Pupils note down the words with short e sound.
- After four minutes, pupils stop writing and swap their notebooks.

Spell the word (pair work)

5 minutes

- Pupil A points to a word in Box 2 of the Daily Reader Page 169 .
- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

5 minutes

Dictation

- Say the words: *bread, thread, spread, head, read*.
- Pupils write the words.
- Write the words on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write words with short e sound.

Ask them to read the words to parents or sibling.



LESSON 5: BUYING AND SELLING

By the end of the lesson, pupils will be able to:
Write sentences using *how much* and *how many*.

Key content:
How much? How many?

Teaching Aids:

- Audio lesson (E-P3-T3-W7-L5).
- Phone and speaker.

Teaching tips

Pupils write sentences using how much and how many.

REVIEW

5 minutes

- Review homework.
- Write the words on the board: *got, much, many, hurt, if, better, about, drink, hot, keep, laugh, small, start, warm* and play Buzz.

PRESENTATION (AUDIO)

25 minutes

How much?

How many?

APPLICATION

How much and how many (pair work)

5 minutes

- Write the words sugar, bananas, water, and oranges on the board.
- Ask pupils to use *how much* and *how many* with these words.
- Write the answers on the board.

EVALUATION

5 minutes

Complete the sentences (pair work)

Pupils copy and complete the sentences in their notebooks.

1. How ____ water did you drink? [much]
2. How ____ trees did you cut? [many]
3. How ____ eggs did you cook? [many]

HOMEWORK



Pupils unscramble the words Page 170, Box 5 of their Daily Reader.

Pupils write the words in the correct order in their notebooks.

Pupils read the sentences written in their notebooks to either parents or siblings.



LESSON 6: A SHOP ON HIS HEAD

By the end of the lesson, pupils will be able to:

- Read the text: *A Shop on His head*.
- Answer comprehension questions about the story.

Key content:

Levelled text: *A Shop on His head*.

Teaching Aids:

- Daily Reader: *A Shop on His head*.
- Audio lesson (E-P3-T3-W7-L6).
- Phone and speaker.

Teaching tip

Pupils read the text A Shop on His head more than once. Repeated readings help pupils develop reading fluency skills.

REVIEW

3 minutes

- Review homework.
- Play Buzz with sight words: *got, much, hurt, better, about* and *keep*.

PRESENTATION (AUDIO)

30 minutes

head thread bread dead weather spread

APPLICATION

Reading the text: A Shop on His Head (pair work)

4 minutes

- Pupils choral read the text together.
- Pupils retell it in their own words.

EVALUATION

3 minutes

Comprehension questions (pair work).

- Pupils discuss: Where does Martin carry his things?
- Ask a few pairs to share their answer with the whole class.
- Repeat the activity with the following questions:
 - What does Martin sell?
 - Where does Martin sell his things?
 - What does he do when it rains?
- What does Martin do before he goes to bed?

HOMEWORK



Pupils read boxes 1, 2, 3 and 5 of their Daily Reader with a parent or sibling. Pupils share their sentences with their parents or siblings.



LESSON 7: BUYING AND SELLING

By the end of the lesson, pupils will be able to:
Describe what people buy and sell.

Key content:
How many? How much? Which one? wide, narrow.

Teaching Aids:
Daily Reader: *A Shop on His Head*.

REVIEW

3 minutes

- Review homework.
- Choral read the text *A Shop on His Head*.
- Pupils retell it in their own words.

PRESENTATION

15 minutes

- Ask pupils what things people buy and sell from the market.
- Write the answers on the board.
- Ask the pupils to note down what they usually buy from the market.
- Model how to write sentences *I like to buy*

APPLICATION

15 minutes

- Pupils write sentences about what they see when they go to the market.
- Circulate and help the pupils while they write.

EVALUATION

7 minutes

- Ask pupils to share their sentences with a partner.
- Ask some pupils to read their writing.

HOMEWORK



Pupils read their writing to parent, sibling or a community member and read the text *A Shop on His Head*.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:
Read a story of their choice.

Key content:
Reading for pleasure and information.
Teaching Aids:
A variety of levelled texts and reading materials.

REVIEW

5 minutes

- Ask some pupils to share their sentences from the previous lesson's writing activity.
- Write the following words on the board: *some, any, a little, a lot, a few, how, much, many, money, want.*
- Read the words with the class.
- Play Buzz.

PRESENTATION

10 minutes

- Teacher reads the story *Mouse Gets a Cold*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story.

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Ask the pupils to explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from your classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.
- Praise pupils as they read well.

EVALUATION

5 minutes

- Ask the pupils to share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *A Shop on his Head* with a parent or sibling.
Pupils tell their parents and siblings about the story they read individually in today's lesson.

WEEK 6 AND 7 ASSESSMENT TASKS

Pupils come to your table, one by one.

Assessment task 1: Ask a pupil to point at and read these words aloud to you, beginning with line 1. Record how many words he/she reads correctly in a minute.

write	knock	climb	wrong	weather
knee	comb	threat	knew	thread
head	write	knife	thumb	dumb
break	bread	know	limb	spread
wrist	read	wrote	wrap	

		
Read less than 10 words	Read 11 to 15 words	Read 16 to 24 words

Assessment task 2: Ask the pupil to read the text and answer the questions.

Our Birthday

Hello, my name is Sam.
 Hello, my name is Jane.
 We are twins
 Today is our birthday.
 We are ten years old.
 Our birthday is in October.
 October has 31 days.
 We are going to have a party.
 We will eat cake and play games.
 We will sing songs.
 We will sing the "Happy Birthday" song.

Questions:

1. How old are Sam and Jane?
2. What month is it?
3. What will they eat?
4. What song will they sing?

		
Answered less than 2 questions	Answered 2 to 3 questions	Answered 4 to 5 questions

WEEK 6 AND 7 ASSESSMENT RECORD SHEET

Name of pupil	Task 1	Task 2
Kagabo, John		

Week at a glance - P3 Term 3 Week 8 - Buying and selling.

Levelled text: Shopping for Dinner. Read aloud story: The Three Little Goats. Target sound: /dʒ/

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.	Buying and selling.
Content (New language structures / Vocabulary)	Some, any, a little, a lot, a few, how much, a kilogram, money, too much.	Some, any, a little, a lot, a few, how much, a kilogram, money, too much.	Words with soft G sound as in age.	Words with soft G sound as in age	Do you have any rice? Yes, I have some rice. No, I don't have any rice. How much do you want? I want two kilos.	Do you have any rice? Yes, I have some rice. No, I don't have any rice. How much do you want? I want two kilos.	Do you have any rice? Yes, I have some rice. No, I don't have any rice. How much do you want? I want two kilos.	Review of previously learned structures.
Target Sound			/dʒ/	/dʒ/				
Songs/ Chants								
REB / L3 Books	The Three Little Goats.	The Three Little Goats.	The Three Little Goats.			Shopping for Dinner.	Shopping for Dinner.	Shopping for Dinner.
Keynote English		None	None	None	None	None	None	
Success		None	None	None	None	None	None	
New Primary English		None	None	None	None	None	None	
New Progressive		Pp.16, 17	Pp.16, 17	Pp.16, 17	Pp.16, 17	Pp.16, 17	Pp.16, 17	



LESSON 1: THE THREE LITTLE GOATS

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *The Three Little Goats*.
- Use the vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary: Do you have any...? Do you want any...? How many....?

Teaching Aids:

- Read aloud story: *The Three Little Goats*.
- Audio lesson (E-P3-T3-W8-L1).
- Phone and speaker.
- Daily Reader: *A Shop on His Head*.

Teaching tip

Ask pupils to look at the pictures in the story and ask them to predict what will happen in the story.

REVIEW

5 minutes

- Pupils silent read the text *A Shop on His Head*.
- Circulate the room, listening to pupils as they read.
- Help and encourage struggling learners.

PRESENTATION (AUDIO)

25 minutes

Do you have...?

How many...?

Do you want...?

APPLICATION

Daily Reader, Page 178, Box 1

5 minutes

- Pupils complete the sentences.
- Pupils draw a picture of the three little goats.

EVALUATION

5 minutes

Comprehension questions (pair work)

- Pupils discuss: Why did the three little goats leave home?
[1. They became too big 2. They went to build their own houses]
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
 - Who did their mother warn them about?
[The leopard]
 - What did the goats want to buy at the market?
[They wanted to buy bricks]
- What did the first goat buy instead of bricks?
[It bought straws]
- Pupils retell the story: *The Three Little Goats* in their own words.



HOMEWORK



Pupils retell the story *The Three Little Goats* to a parent or sibling
Pupils show and explain their drawing to a parent or sibling.



LESSON 2: THE THREE LITTLE GOATS

By the end of the lesson, pupils will be able to:
Answer comprehension questions about the story: *The Three Little Goats*.

Key content:
Vocabulary:
How many...? Do you want...?

Teaching Aids:

- Read aloud story: *The Three Little Goats*.
- Audio lesson (E-P3-T3-W8-L2)
- Phone and speaker.
- Daily Reader: *A Shop on his Head*.

Teaching tip

Pupils look at the pictures in the story to find more information about the read aloud story, The Three Little Goats.

REVIEW

5 minutes

- Review homework.
- Pupils retell the story *The Three Little Goats* to their partners.

PRESENTATION (AUDIO)

25 minutes

Much	Grow
Long	Fall
Many	Would
Want	Gave
Together	Made
Upon	Keep

APPLICATION

How many..? Do you want...?

5 minutes

Ask pupils to turn to:

New Progressive Pp.16 and 17.

- Ask pupils to look at the picture on page 16 and 17, and tell you what they buy from the market...
- Write things we buy from the market on the chalkboard and pupils use them and make short sentences.



EVALUATION

5 minutes

Comprehension Questions

Pupils answer the questions below:

1. Why are the little goats building houses?
2. What animal wants to eat the little goats?
3. What happened to the little goats?
4. How did the story end?

HOMEWORK



Pupils turn to Page 178, Box 2 of the Daily Reader.

Pupils fill in the letters to make names of items we buy from the market.
Retell the story. *The Three Little Goats* to a parent or sibling.

LESSON 3: BUYING AND SELLING

By the end of the lesson, pupils will be able to:
Identify and read words with soft c and soft g sounds.

Key content:
Words with soft g and c sound like; age, city, face, cabbage, cage, ice, rice, garage.

Teaching Aids:

- Phone and speaker.
- Audio lesson (E- P3- T3- W8- L3).
- Daily Reader: *A Shop on his Head*.

Teaching tip

Review previous spelling patterns through games; for example, Look, Say, Cover, Write, Check.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the text *A Shop on his Head*.

PRESENTATION (AUDIO)

25 minutes

soft c sound.

ice
rice
face
dance
city

soft g sound.

cabbage
garage
age
cage
ginger

APPLICATION

How do I write it? (Individual/pairs)

5 minutes

- Pupils bring out their note books.
- Point at the word *ice* on the board.
- Say the word and pupils read it.
- Erase the word and pupils to write it in their note book.
- Then, write it on the board and pupils check to see if they spelled it correctly.
- Repeat with the words: *rice, age, face, cage, dance, cabbage, city, ginger* and *garage*.

EVALUATION

5 minutes

Sort the words: Daily Reader, Page 178, Box 3.

Pupils work in pairs to sort out words with soft g and c sounds from the words in box 3. Use the words with silent letters at least a sentence each word.

HOMEWORK



Pupils write a list of words with soft g and c sounds and write a sentence for each word they write.

LESSON 4: BUYING AND SELLING

By the end of the lesson, pupils will be able to:
Read, spell and write words with c and g.

Key content:
Words with soft c and soft g: city, rice, face, large, page, giraffe.

REVIEW

5 minutes

- Review homework.
- Echo read the level text *A Shop on His Head* with pupils.
- Say the words: *city, face, cup, girl, rice, bread, dance, tea*.
- Pupils touch their head if the word contains the soft C sound.

PRESENTATION

15 minutes

- Say the following words, each time pausing to allow the pupils to identify the spelling pattern in each word: *city, face, cup, girl, rice, bread, dance, tea, etc.* Write their answers on the board.
- Pupils brainstorm all words with soft C sound and write them on the board.
- Read the word lists with the pupils. Play Buzz.

Words	
with /s/	
city	Ice
face	voice
rice	choice
dance	rejoice

APPLICATION

Spell the word: Daily Reader, Page 178, Box 3

10 minutes

- Pupil A points to a word in Box 3 of the Daily Reader Page 178.
- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing to the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

10 minutes

Dictation

- Say the spellings: *city, rice, face, rejoices, choice, ice, dance, voice*.
- Pupils write the spellings.
- Write the spellings on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write words with soft C sound then ask them to read the words to parents or sibling.



LESSON 5: HOW MUCH? HOW MANY?

By the end of the lesson, pupils will be able to:

Use do you have any..? /How much..?/
How many...?

Key content:

Vocabulary:

- Do you have any..?
- How much ...?
- How many...?

Teaching Aids:

- Audio lesson (E-P3-T3-W8-L5).
- Phone and speaker.

Teaching tip

Pupils identify countable and uncountable objects, for example, water and desks.

Pupils write sentences using how much...? Do you have any...? How many...?

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *want, much, many, can, rice, cook, francs, kilogram, laugh, groundnuts, hungry* and play the Buzz game.

PRESENTATION (AUDIO)

25 minutes

Want	Francs
Much	Kilogram
Many	Laugh
Can	Ground nuts
Rice	Hungry
Cook	

APPLICATION

Textbook: How much...? How many..? (pair work)

5 minutes

- **New Primary English P.17**
- Ask pupils in pairs to read questions on page 17 and tell you the answers.
- Pupils write short sentences using how much and how many.

EVALUATION

5 minutes

Answer the questions: Daily Reader, Page 179, Box 5.

1. Do you have any fruits? [Yes, No]

2. What fruit do you want?

3. How many fruits would you like? [4 fruits, 6 fruit]

- Pupils complete the exercise and swap their notebooks and correct their partners work.

HOMEWORK



Pupils read the sentences on Page 179, Box 5, of their Daily Reader.

Pupils read the sentences written in their notebooks to either parents or siblings.



LESSON 6: SHOPPING FOR DINNER

By the end of the lesson, pupils will be able to:
Read the text: *Shopping For Dinner*.

Key content:

Vocabulary:

- Do you have?
- Yes, I have.
- How much do you want?

Teaching Aids:

- Daily Reader: *Shopping For Dinner*.
- Audio lesson (E-P3-T3-W8-L6)
- Phone and speaker.

Teaching tip

Pupils read the text Shopping For Dinner more than once. Repeated readings help pupils develop reading fluency skills.

REVIEW

3 minutes

- Review homework.
- Play Buzz with sight words: *want, rice, cook, laugh, want* and *much*.

PRESENTATION (AUDIO)

30 minutes

dinner shelf market kilos pineapple francs thousand half

APPLICATION

Reading the text: *Shopping For Dinner* (whole class)

3 minutes

- Pupils choral read the text together.
- Pupils retell the story in their own words.

EVALUATION

4 minutes

Writing activity: Daily Reader, Page 179, Box 6 (individual)

- Pupils copy and complete sentences.
- Circulate and mark some of the completed work.

HOMEWORK



Pupils write sentences using the words in boxes 2 and 3 on page 178 of their Daily Reader.

LESSON 7: BUYING AND SELLING

By the end of the lesson, pupils will be able to:
Describe what people buy and sell.

Key content:
Vocabulary:
much, long, many, together, upon, together
Teaching Aids:
Daily Reader: *Shopping For Dinner*.

REVIEW

3 minutes

- Review homework.
- Pupils bring out their writing from the last lesson and they share with their partners.
- Pupils choral read the text *Shopping For Dinner*.
- Pupils retell it in their own words.

PRESENTATION

12 minutes

- Role-play with pupils buying and selling at the market.
- Ask the pupils to describe what they bought.

APPLICATION

20 minutes

- Pupils write about the things they buy in the market.
- Circulate and help the pupils while they write.
- Ask the strong pupils to write more sentences and help others if there is time.

EVALUATION

5 minutes

Pupils share their sentences with a partner as you go through the words and the sentences made by the pupils.

HOMEWORK



Pupils read writing to a parent, sibling or a community member.
Pupils read the text *Shopping For Dinner*.

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *The Three Little Goats*.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *The Three Little Goats*.
- A variety of levelled texts and reading materials.
- Daily Reader: *Shopping for Dinner*.

REVIEW

5 minutes

- Write the words *shoes, bed, over there, between, behind, outside, bed sheet, pot*.
- Play Buzz.
- Pupils choral read *Shopping for Dinner*.

PRESENTATION

10 minutes

- Teacher reads the story *The Three Little Goats*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Pupils explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from your classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it.
- Praise pupils as they read well.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *Shopping For Dinner* with a parent or sibling.

Pupils tell their family members about the book they read in class..

Week at a glance - P3 Term 3 Week 9 - The day after the market.

Levelled text: Where Did You Go Yesterday? Read aloud story: The Little Hen.

	Lesson 1 (Audio)	Lesson 2 (Audio)	Lesson 3 (Audio)	Lesson 4 (Word Works)	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7 (Writing)	Lesson 8 Guided reading
Topic	The day after the market	The day after the market	The day after the market	The day after the market	The day after the market	The day after the market	The day after the market	The day after the market
Content (New language structures / Vocabulary)	To be, to have, to do, to go, to see, to make, to run, to buy, to sell.	To be, to have, to do, to go, to see, to make, to run, to buy, to sell.	Rhyming patterns like; big and pig, dog and jog.	Rhyming patterns like; big and pig, dog and jog.	Where did you go yesterday? I went to the market. How did you get there? I ran. Who/what did you see? I saw What did you buy? I bought	Where did you go yesterday? I went to the market. How did you get there? I ran. Who/what did you see? I saw What did you buy? I bought	Where did you go yesterday? I went to the market. How did you get there? I ran. Who/what did you see? I saw What did you buy? I bought	Review of previously learned structures.
Target Sound								
Songs/ Chants	To Market To Market	To Market To Market	To Market To Market					
REB / L3 Books	The Little Hen.	The Little Hen.	The little Hen.			Where Did You Go Yesterday?	Where Did You Go Yesterday?	
Keynote English	None	None	None	None	None	None	None	
Success	None	None	None	None	None	None	None	
New Primary English	None	None	None	None	None	None	None	
New Progressive	None	None	None	None	None	None	None	



LESSON 1: THE LITTLE HEN

By the end of the lesson, pupils will be able to:

- Answer comprehension questions about the story: *The Little Hen*.
- Use the vocabulary learned in the story.
- Summarize the story.

Key content:

Vocabulary:

Where did you go yesterday? I went to the market. How did you get there? I ran. Who/ what did you see? I saw What did you buy? I bought

Teaching Aids:

- Read aloud story: *The Little Hen*.
- Audio lesson (E-P3-T3-W9-L1).
- Phone and speaker.
- Daily Reader: *Shopping for Dinner*.

Teaching tip

Pupils think about the title of the story and the picture on the cover when predicting what the story will be about.

REVIEW

5 minutes

Pupils echo read the text *Shopping for Dinner*.

PRESENTATION (AUDIO)

25 minutes

APPLICATION

Comprehension questions (pair work)

5 minutes

- Pupils draw a picture of their favourite part of the story.
- Pupils write a sentence about their drawing.

EVALUATION

5 minutes

Comprehension questions

- Pupils discuss: Where did the little hen go?
[She went to the market.]
- Ask a few pairs to share their answer with the whole classroom.
- Repeat the activity with the following questions:
 - What did she buy?
[She bought grains of wheat.]
 - What did the little hen want to do?
[She wanted to plant the grains of wheat.]
- Did the other animals help her?
[No]
- Pupils retell the story: *The Little Hen* in their own words.



HOMEWORK



- Pupils read the text *Shopping for Dinner* to a parent or sibling.
- Pupils show and explain their drawing to a parent or sibling.



LESSON 2: THE DAY AFTER THE MARKET

By the end of the lesson, pupils will be able to:

Answer comprehension questions about the story: *The Little Hen*.

Key content:

Vocabulary:

Where did you go yesterday? I went to the market.

Teaching Aids:

- Read aloud story: *The Little Hen*.
- Audio lesson (E-P3-T3-W9-L2).
- Phone and speaker.
- Daily Reader: *Shopping for Dinner*.

Teaching tip

Pupils look at the pictures in the story to find more information about the read aloud story, The little Hen.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the following words: *village, money, bricks, comb, knife, write, wheat, flour*.

PRESENTATION (AUDIO)

25 minutes

can

fat

bat

cat

APPLICATION

Pass the pencil game (whole class)

5 minutes

Pupils stand up and form a circle.

Say the word 'can', then ask the first pupil in the circle to pass a pencil to the next person.

Ask pupils with the pencil to say a word that rhymes with 'can'.

Pupils create word families using the words 'can' and 'bin'.

EVALUATION

5 minutes

Rhyming words: Daily Reader, Page 187, Box 2

Ask pupils to write words that rhyme with the words 'can' and 'bin'.

HOMEWORK



Pupils write rhyming words lists for man and car.



LESSON 3: TO MARKET, TO MARKET

By the end of the lesson, pupils will be able to:
Say words with rhyming patterns like; big and pig.

Key content:

Vocabulary:
Rhyming words; Hog and jog, big and pig
jig and jog.

Teaching Aids:

- Read aloud: *The Little Hen*.
- Audio lesson (E-P3-T3-W9-L3).
- Phone and speaker.

Teaching tip

Review previous spelling patterns through games, for example, Look, Say, Cover, Write, Check.

REVIEW

5 minutes

- Review homework.
- Pupils echo read the text *Shopping For Dinner With* the teacher.

PRESENTATION (AUDIO)

25 minutes

To market, to market, to buy a fat pig,
Home again, home again, jiggy, jig, jig.
To market, to market, to buy a fat hog;
Home again, home again. Jiggy, jig, jog.

APPLICATION

To Market: Reciting the poem (group work).

5 minutes

- Pupils stand up and say the poem.

Evaluation

5 minutes

Match the words: Daily Reader, Box 3, Page 188 (pair work)

- Pupils work in pairs to sort out rhyming words in box 3.
- Pupils recite the poem in groups then one by one.

HOMEWORK



Pupils write a list of rhyming words and write a sentence for each word they write.

Pupils recite the poem *To Market, to market* to parents or sibling.

Pupils write rhyming word lists for hog and jig.

LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:
Identify rhyming words and create lists of rhyming words (word families.)

Key content:
Rhyming words for example best, rest.

Materials:
Daily Reader: *Shopping for Dinner*.

REVIEW

5 minutes

- Review homework.
- Play Buzz with the words: *bake, ground, soil, tall, seeds*.
- Pupils choral read the text: *Shopping for Dinner*.

PRESENTATION

15 minutes

- Say words that rhyme, for example, pig and jig, hog and jog, bat and cat, bit and bar.
- Pupils touch their head if the word rhymes and on stomach if the word doesn't rhyme.
- Identify a pupil with their hands on their head and ask him / her to say the words that rhyme.
- Each time you ask a pupil alternate between a boy and a girl.
- Pupils brainstorm all words with short rhymes and write them on the board.
- Say the following words, each time pausing to allow the pupils to identify word: *cat, rat, log, jog, see, bee, Pig, jig etc*. Write their answers on the board.
- Read the word lists with the pupils. Play Buzz.

Rhyming words

Cat and rat

Log and jog

See and bee

Pig and jig

APPLICATION

Spell the word: Daily Reader, Page 188, Box 3 (pair work)

10 minutes

- Pupil A points to a word in Box 3.
- Pupil B practises Look, Say, Cover, Write and Check.
- Pupil A checks the word and sees if it is correct.
- Pupils repeat the activity, this time with Pupil B pointing at the word and Pupil A practicing Look, Say, Cover, Write and Check.

EVALUATION

10 minutes

- Say the spellings: *pig, jig, cat, bat, log, jog, bee, see, etc*.
- Pupils write the spellings.
- Write the spellings on the board and pupils correct their partner's notebook.

HOMEWORK



Pupils write words that rhyme with *pig, can* and *ran*.



LESSON 5: THE DAY AFTER THE MARKET

By the end of the lesson, pupils will be able to:

Ask and answer questions: *Where did you go yesterday? How did you get there? Who/what did you see? what did you buy?*

Key content:

How much? How many?

Teaching Aids:

- Phone and speaker.
- Audio lesson (E-P3-T3-W9-L5).

Teaching tips

Pupils answer questions: Where did you go yesterday? How did you get there? Who/what did you see? What did you buy?

REVIEW

5 minutes

- Review homework.
- Write the following words on the board: *want, much, many, can, rice, cook, francs, kilograms* and play Buzz.

PRESENTATION (AUDIO)

25 minutes

I went to the market yesterday and I saw a cat.

I went to the market and I saw a hat.

I went to the market yesterday and I bought a car.

I went to the market and I bought a pan.

APPLICATION

Question and answer (pair work)

5 minutes

- Ask pupil A to ask pupil B: *Where did you go yesterday?* and pupil B answers.
- Do the same with questions:
 1. How did you get there?
 2. Who/what did you see?
 3. What did you buy?

EVALUATION

5 minutes

Complete the sentences (pair work)

Pupils copy and complete the sentences in their notebooks.

1. I saw _____ at the market.
2. I went to the _____.
3. I ran to the _____.
4. I bought _____ at the market.

HOMEWORK



Pupils complete the sentences on Page 188, Box 5 of their Daily Reader.

Pupils write the sentences in the correct order in their notebooks.

Pupils read the sentences written in their notebooks to either parents or siblings.



LESSON 6: WHERE DID YOU GO YESTERDAY?

By the end of the lesson, pupils will be able to:
Read the text: *Where did you go yesterday?*

Key content:
Vocabulary: To be, to have, to do, to go, to see, to make, to run, to buy, to sell.

Teaching Aids:

- Daily Reader: *Where Did You Go Yesterday?*
- Audio lesson (E-P3-T3-W9-L6)
- Phone and speaker.

Teaching tip

*Pupils use clues in the text *Where did you go yesterday?* To discover the meaning of new words.*

REVIEW 3 minutes

- Review homework.
- Play Buzz with sight words: *wrong, wrist, write, knife, knee, comb, bomb, climb, and knock.*

PRESENTATION (AUDIO) 30 minutes

who cheese market saw how yesterday

APPLICATION

Reading the text: *Where Did You Go Yesterday?* (Pair work) 4 minutes

- Pupils choral read the text together.
- Pupils retell the story in their own words.

EVALUATION 3 minutes

Writing activity: Daily Reader, Page 188, Box 6 (individual)

Pupils copy and complete sentences.

HOMEWORK



Pupils share their sentences with their parents or siblings

LESSON 7: THE DAY AFTER THE MARKET

By the end of the lesson, pupils will be able to:
Compose sentences about what they did yesterday.

Key content:
Grammar: past tense.

REVIEW

5 minutes

- Review homework.
- Pupils discuss what they did yesterday
- Write their ideas on the board.
- Pupils choral read the text *Where Did You go Yesterday?*
- Pupils retell the story in their own words.

PRESENTATION

10 minutes

- Teacher asks pupils to discuss what they did yesterday.
- Write their answers on the board.
- Read the sentences.

APPLICATION

20 minutes

- Pupils write about what they did yesterday in their notebooks.
- Circulate and help the pupils while they write.

EVALUATION

5 minutes

Ask pupils to share their sentences with a partner.

HOMEWORK



Pupils read their sentences to parent, sibling or a community member

LESSON 8: REVIEW/GUIDED READING

By the end of the lesson, pupils will be able to:

- Identify what they learned from the story *The Little Hen*.
- Read a story of their choice.

Key content:

Reading for pleasure and information.

Teaching Aids:

- Read aloud story: *The Little Hen*
- A variety of levelled texts and reading materials.
- Daily Reader: *Where Did You Go Yesterday*.

REVIEW

5 minutes

- Review homework.
- Write the following words: *Pig, cat, hen, wheat, sack, harvest, bread, water, grain* on the board.
- *Play Buzz*
- Pupils choral read *Where Did You Go Yesterday*.

PRESENTATION

10 minutes

- Teacher reads the story *The Little Hen*.
- Pupils say what they liked, disliked about the story.
- Pupils retell the story in their own words.
- Pupils say what they learned from the story

BEFORE GUIDED READING

5 minutes

- Tell the pupils that they are going to read a story of their own choice.
- Pupils explain the rules for handling a book.
- Pupils wash their hands before holding a book.
- Pupils select a book of their own choice from your classroom library.

APPLICATION

15 minutes

- Pupils whisper read their book page by page.
- Circulate to listen and help pupils read difficult words.
- Point at a word or sentence in a story and ask a pupil to read it for you.
- Praise pupils as they read well.

EVALUATION

5 minutes

- Pupils share with their partners what they read.
- Ask some pairs to tell the class about what they read.

HOMEWORK



Pupils read the text *Where Did You Go Yesterday?* With a parent or sibling.
Pupils tell their family members about the book they read in class.

WEEK 8 AND 9 ASSESSMENT TASKS

Assessment task 1: Ask a pupil to point at and read these words aloud to you, beginning with line 1. Record how many words he/she reads correctly in a minute.

age	Pig	page	fat	fat
dig	bridge	cat	Dan	George
cage	pan	ran	garage	dat
rat	mat	fan	hat	pan
big	man	sat	can	bat
village	ginger	cabbage	cottage	rage
page		van		hedge

☹	☺	☺
Read less than 10 words	Read 15 to 20 words	Read 20 to 33 words

Assessment task 2: The pupil to read the text and answer the questions.

Jen and Ben learn about the market

Jen and Ben want to learn about the market. They visit the market to learn new things. They learn how to open the stall. They learn how to close the stall. They go to learn how to buy and sell at the market. They learn how to sell potatoes. They learn how to sell tomatoes too. They learn how to weigh rice. They learn how to count the money. They learn how to say thank you. Jen and Ben learn many things about the market.

Questions:

1. Who are the boy and girl in the story.
2. What do Jen and Ben want to learn about?
3. Name the vegetables in the story.
4. What new words do the learn?

☹	☺	☺
Answered less than 2 questions	Answered 2 to 3 questions	Answered 4 to 5 questions

WEEK 8 AND 9 ASSESSMENT RECORD SHEET

Name of pupil	Task 1	Task 2
Kagabo, John		

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