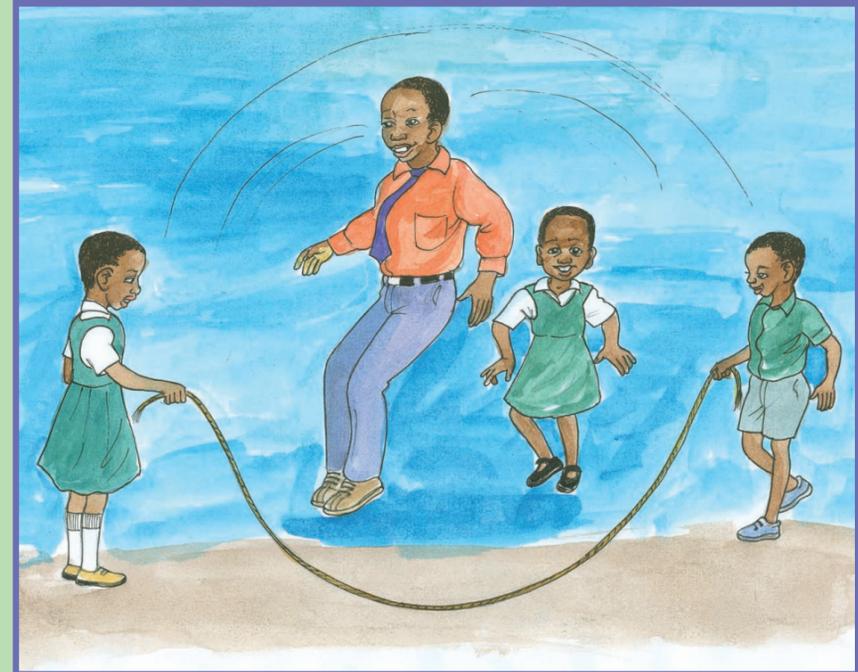


ENGLISH

Teachers' guide

STANDARD 1



MALAWI PRIMARY EDUCATION

ENGLISH

Teachers' guide for Standard 1

Volume 1



Malawi Institute of Education

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Welcome!

Literacy and language are key to human development. People use language to work, inform, warn, and persuade or influence others to believe or behave in a particular way. These goals are achieved through listening, speaking, reading, and writing. The ability to read and write well is crucial to children's academic achievement. When children have a good understanding of the grammar and syntax of the language they learn, they acquire skills to communicate to a wide range of audiences for different purposes.

This multi-year course was developed to help your learners achieve the outcomes of the National Primary Curriculum (NPC) syllabus for English Literacy and Language and so become fluent speakers, readers, and writers of English.

The English course for Standard 1 provides instruction in oral language. It establishes a foundation for the learning of English at primary school. At the end of their primary education, learners should have achieved the following competencies:

Listening

The learner will be able to listen attentively and critically, and to understand and respond to others in a wide range of situations through a variety of media.

Speaking

The learner will be able to confidently express his or her own ideas fluently and respond appropriately to others orally in a wide range of situations.

Reading

The learner will be able to read fluently and critically to understand and respond to different types of texts for information and enjoyment.

Writing

The learner will be able to write legible, factual and imaginative texts for a wide range of purposes.

Critical thinking and reasoning

The learner will be able to use language to think and reason as well as to access, process, and use information for learning.

Structure and use of language

The learner will be able to understand how sounds, words, and grammar can be used to create and interpret texts.

Teaching and learning methods

Effective teaching and learning involves the participation of both teachers and learners. Teachers must ask questions, initiate discussion, and facilitate the learning process. Learners must answer and also ask questions. They should take part in, and initiate, discussion. Therefore a variety of teaching and learning methods have been used throughout this book to promote meaningful participation and learning. These include the following:

Pair work

Pair work involves learners talking to each other or doing an activity in twos. There are two uses for pair work. For demonstrating a new activity, the teacher calls two learners to the front to show the class how the activity should be done. After this demonstration, learners work in pairs all at the same time to practise the same activity.

The importance of pair work

- Pair work gives many learners the opportunity to participate in short activities.
- It adds variety to the teaching and learning process.
- Pair work maximizes learners' participation in the lesson.
- It gives teachers a chance to provide direct support to learners who are struggling to understand.
- It gives shy learners a chance to practise, share ideas and participate fully.
- Pair work develops confidence, self-esteem, and assertiveness among learners.
- Learners often learn more from their peers than from the teacher.

How to conduct pair work

Use the following guidelines to pair learners with one another.

- Tell learners to hold hands with a friend. If children have not paired up, then pair those who are not holding hands. Sometimes you can pair learners who take longer and shorter times to understand an activity. The learner who had understood more quickly can provide support to the learner who is taking longer to understand.
- Ask learners to count off—one, two, one, two, and so forth. Pair the ones with the twos.
- Ask two learners to face each other. Then tell the rest of the class to do the same.

How to make pair work successful

- Demonstrate the language that learners are going to practise so that they know what to do.
- Make sure learners know who they are going to work with. Learners should be trained to work in pairs to minimize delays.
- Make sure learners know when to begin an activity and when to end it.

Group work

Group work involves organising learners into small working groups to do an activity. This method is suitable for large classes.

Advantages of group work

- It trains learners in leadership skills.
- It maximizes a teacher's ability to help learners.
- It promotes peer learning among learners.
- It develops learners' sense of responsibility.
- It increases learner participation.

How to divide learners into groups

There are different ways to group learners to meet different objectives:

- Sharing of knowledge and skills—mixed ability grouping
 - Mix learners of different abilities so that they can pool their knowledge and skills in order to accomplish the activity. In this group structure, learners who work more quickly can provide support and encouragement to learners who work more slowly.
- Working at learners' own pace—similar ability grouping
 - Put together learners of similar abilities in order to better target lessons to learners' individual needs.
 - Break learners into groups of no more than 10 learners. If there are more than 10 learners in any group, subdivide those groups. Give the groups names, such as those of rivers, plants, cities or mountains.
- Choose group leaders. Don't always select the learners who work more quickly as group leaders. Rotate the task of group leader so that all learners get a chance during the year. Less able learners often feel proud and motivated when they are selected.
- Decide which group should be a demonstration group; but do not always use the same learners. Call upon these groups to demonstrate activities.

How to manage groups

- Give groups special names (for example, names of mountains, rivers, cities, countries, or animals).
- Practise getting into and out of the groups so that learners can get into their groups quickly.
- Rotate leaders. Choose learners who have different skills to lead groups.
- Move round the class and observe the groups. Spend time working with each of the groups.

Discussion

Discussion is a learning activity in which teachers and learners talk together in order to share views, exchange ideas, give information, and provide solutions for topics or problems. This strategy allows teachers to include learners in the lessons. Learners share thoughts and points of view.

Guidelines for conducting discussion

Provide a conducive atmosphere so that learners feel comfortable sharing their thoughts and ideas.

- Have a clear idea of what to do and what you want to accomplish. Plan carefully.
- Provide interesting and relevant topics or a problem that needs to be solved.

Question and answer

Question, Pause, and Name (QPN) is a strategy in which the teacher asks a question, pauses, and nominates a learner to answer it. Questions should be relevant, thought provoking, clear and simple, and test cognitive, affective, and psychomotor skills.

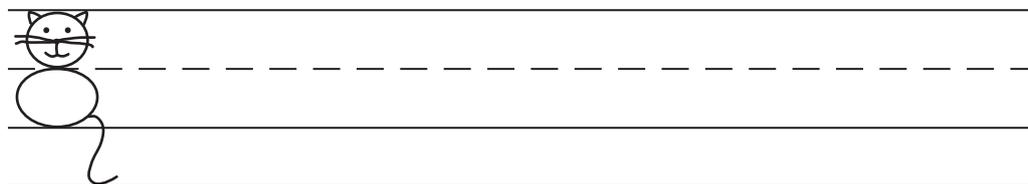
This method assesses the learners' understanding of the lessons.

Lesson routines

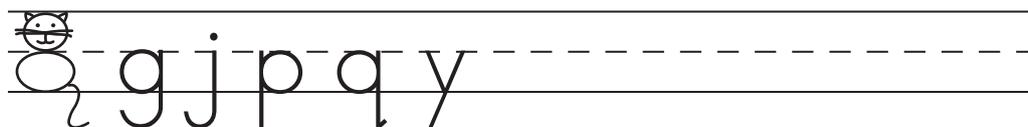
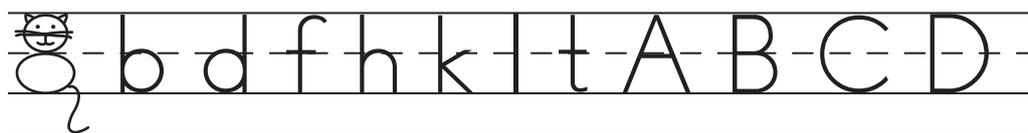
In this teacher's guide, the lessons are presented in the following way:

Success criteria and resources

Each lesson plan starts with an indication of the success criteria to be achieved and the resources needed. It is important to read through the lesson plan well before each lesson. You might need to prepare beforehand by bringing objects or pictures to the class or, by writing lines on the chalkboard, like the following ones, to demonstrate how to write letters.



The cat helps the learners to see that some letters are the same size as the body, some the same size as the body and head, and some have a tail, like the cat!



Advance organisers

Each activity starts with an advance organiser. This is an explanation of what the activity will be about. As learners repeatedly hear similar language in the advance organiser, they will develop an understanding of the meaning of this important classroom discourse.

The advance organiser is followed by an activity, which is displayed like this:

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none">• <i>Point to yourself and say: My name is Miss/Mrs./Mr. ____.</i>• <i>Repeat 3 or 4 times.</i>	<ul style="list-style-type: none">• <i>Let's say together. My name is ____ (Jane, John, Mavuto, etc.).</i>• <i>Repeat with learners several times.</i>• <i>Point to individual learners so they can say their names.</i>	<ul style="list-style-type: none">• <i>Now it's your turn. Say your name to your friend.</i>

The activity involves the following three levels:

1. The teacher demonstrates.
2. The teacher and learners practise together.
3. The learners practise on their own.



Teacher demonstration

The teacher models an activity to present new language, and to show learners how it is done. The teacher tells, shows, and does the activity so that the learners can listen, observe, and learn. In this guide, instructions to the teacher are written in *italics* [e.g. *Point to yourself and say ...*]. The words that the teacher should say to the learners are not in italics [e.g. *Let's say together ...*].

Guidelines for conducting the teacher demonstration

- Closely follow the instructions.
- Make the demonstration interesting and simple enough so that learners can remember it easily.
- Avoid deviating from the main point of the demonstration.
- Maintain a good pace as you demonstrate.
- Repeat new language 3 to 4 times.

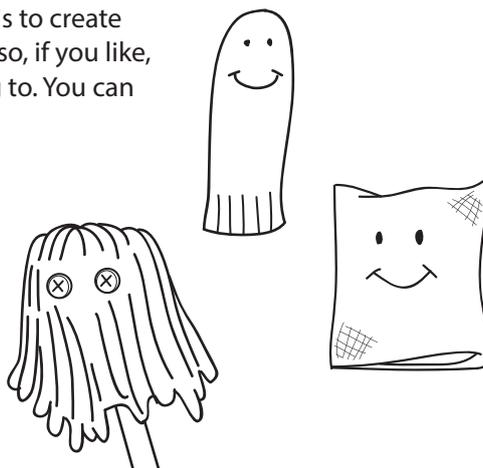
Demonstrating a conversation

At the beginning of the course, explain to learners in a local language that, during the demonstration part of each activity, you often need to pretend to be two people so that you can demonstrate a conversation. For example, you will need to teach how to greet others by asking: *How are you?* and answering: *I am fine, thank you.*

To help learners understand when you are asking a question and when you are answering it, use one tone of voice for the question and a different tone of voice for the answer.

Another way to demonstrate a conversation between two people is to create another “person,” using a puppet. Children like watching puppets, so, if you like, you can make a simple puppet to be the “person” you are speaking to. You can make a puppet from locally available resources as follows:

- Use a sock and draw two eyes and a mouth on the puppet. Put the puppet on your hand to make it move.
- Use an empty maize sack, and draw two eyes and a mouth on the sack.
- Put two buttons for eyes on a mop. You can move the mop as you act out the conversation.



Teacher + Learners

After the teacher has demonstrated, the teacher and learners practise together. This second level provides an opportunity for learners to listen, observe, and learn again, but now they also get a chance to practise the new language with the teacher.

Guidelines for conducting the Teacher + Learners activity

- Closely follow the instructions and scripts provided.
- Make sure that all learners participate.
- Allow learners to ask and answer in chorus, but also provide opportunities for group and individual practice.
- Call volunteers, who usually work more quickly, to the front and help them demonstrate the pair work activity in preparation for independent practice.



Learners

This is the level where learners, usually in pairs, independently practise the new work. As they practise, the teacher moves around the class to observe, informally assess, and to provide help where needed.

Guidelines for conducting the Learners activity

- Closely follow the instructions and scripts provided.
- Make sure that all learners understand that they will do this activity in pairs at the same time.
- Observe carefully, making a note of items that need attention, but to encourage fluency and confidence, do not interrupt while learners are doing the activity.

Games

Games provide meaningful situations for using language and practising skills. They add variety to teaching and learning because they motivate learners and allow shy learners to take part.

Guidelines for games

- Identify games that are relevant to what you are teaching.
- Discuss the game with learners and demonstrate how to play.

-
- Practise the game before the lesson.
 - Give the learners enough time to play the game.

Role-play

In role-play, learners act out situations. In *structured role-play*, learners use ideas and language provided by the teacher. In *unstructured role-play*, learners use ideas and language they make up themselves.

Advantages of role-play

- It allows learners to perceive how others feel, think, and act.
- It motivates learners and encourages them to express their own feelings and attitudes.
- Role-play helps learners to learn real-life situations. For example, learners can play the roles of shopkeepers or customers in a store.
- It helps learners develop socially because they learn how to work with other people.

Guidelines for conducting role-play

- Organise in advance situations and roles to be played.
- Assign roles to learners.
- Provide learners with enough time to prepare.
- Ask learners to switch roles.
- Summarize for learners what has been covered.

Songs

Apart from providing enjoyment, songs enhance language learning. They promote language mastery and provide a context for practice. They motivate learners and help them remember vocabulary and structure. They also help learners to develop confidence in expressing themselves by improving their English fluency. Finally, they give practice in sentence patterns, rhythm, stress, and intonation.

Guidelines for songs

- Introduce the topic of the song.
- Sing the song yourself so that you can model it for learners.
- If you don't know the tune, make up your own tune.
- Use gestures or actions while singing to reinforce the meaning of key words.
- Let the learners repeat after you to familiarize them with the song.
- Let the learners sing in groups, as a class, or as individuals.
- Let the learners use actions, such as clapping hands, putting hands up, and stamping feet to accompany their songs.
- Show the learners how to use musical instruments such as shakers, drums, bells, whistles, and flutes to accompany their songs.

Teaching and learning resources

Visual aids

Visual aids clarify the content of the lessons and make learning more permanent. With drawings, posters, maps, charts, and other visuals, the concepts or ideas you present are no longer simply words, but words plus images.

Pictures and drawings

Pictures and drawings are good stimuli for language learning and concept development. They make ideas clear and easy for learners to understand.

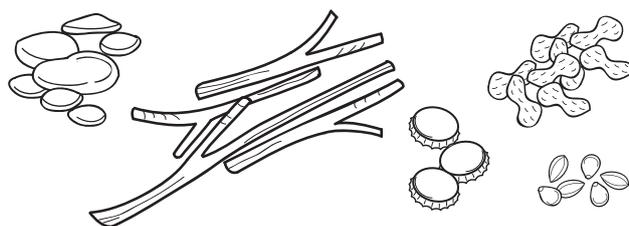
- Pictures promote critical thinking and sharing of ideas.
- Drawings enhance the development of eye and hand coordination.
- Learning to write involves psychomotor skills. Learners control their hands and coordinate what they see with what the hand does.

Teaching and learning using locally available resources (TALULAR)

Real objects are useful visual aids when presenting and teaching new language. However, pictures and drawings also are useful especially when real objects are not available.

Guidelines for using pictures and drawings

- Use a collection of pictures and drawings in the classroom to promote storytelling and reading.
- Paste them on a big cardboard box or as a wall newspaper.
- Use them in oral, reading, and writing activities.
- Be resourceful.
- Have a collection of teaching and learning aids, using locally available materials, such as stones, sticks, bottle tops, seeds or nuts.



Using local, familiar language as little as possible

Sometimes young learners need some support to develop mastery of English as a second language. To ensure that you use local language effectively and as little as possible, follow these guidelines in your English lesson:

1. Use gestures, actions, and visual aids to help learners understand.
2. Speak English slowly and clearly. Repeat words or instructions 2 to 4 times.
3. If after using all the earlier strategies, the learners still do not understand what you want them to do, say the explanation only once in the local language, then say it again in English.

4. Continue to use gestures to facilitate the learning.
5. Some learners will 'catch on' more quickly than others. Encourage the slower learners to watch and learn from their peers.
6. Never criticize a learner who is trying to speak English, even if he/she is making mistakes. For beginners, practice and making meaning are more important than accuracy.

When you are teaching English, use as little of the local language as possible. The more that learners hear and are encouraged to speak English, the more they will gain confidence and understanding. Make sure that you provide as many opportunities as possible for learners to listen to and practise English.

Assessment strategies

In order to understand and keep track of what learners know and can do, it is important to assess them regularly.

Developing mini–assessments in the classroom

Every moment in class is an opportunity to assess learners, whether formally or informally. Begin by asking yourself the following questions:

- What am I trying to find out about my learners' mastery? What learning goals or outcomes do I want to measure?
- What kind of evidence do I need to show that my learners have achieved the goals I want to measure?
- What kind of assessment will give me that evidence?

Depending on your answers, you might want to give a short test at the end of the lesson, or you might want to use role-play as a means of assessing your learners.

There are many activities in this teachers' guide that can be used for learner assessment. For example, learners' written work can be marked, and oral activities can be observed and assessed.

Continuous assessment

It is important for a teacher to recognize learners' abilities and skills and to keep an up-to-date record of each learner's progress.

Guidelines for using continuous assessment

- Use observations, peer assessment, and self-evaluation in addition to formal testing. To help with your observations, a checklist is provided at the end of each unit in this teacher's guide.
- In class, give feedback on the learners' performance and assist where there are learning difficulties.
- This teachers' guide includes a review lesson at the end of each unit and a review unit after every few units. These lessons can be used to provide extra support for the less able learners.

-
- To extend opportunities for learning, give assignments or homework. Some work may require the help of parents or other caregivers. Ensure that learners are doing their homework and are being supported.

Tools for continuous assessment

The following tools will help you record the progress your learners are making:

- **Profiles**
This document contains many learner details, such as his or her name and address, performance, and behaviour. A profile is usually compiled for administrative purposes, such as transfer to another school.
- **Portfolios**
Learners collect their work in portfolios and then share these portfolios with their teachers to show evidence of learning, of growth, of progress, and of achievement. They should be proud of the work they include in their portfolios. They can share this work with their parents or caregivers and other teachers.

Learners can store their portfolios in boxes or bags that are property of the learners.
- **Rubrics**
Rubrics are ways to evaluate the learners' work that indicates, often in a table, the given criteria or characteristics that are needed to achieve satisfactory mastery of each assessment activity.
- **Report cards**
Report cards show individual learners' performances in all areas of learning for a term and/or a year.

How to use this book

The two volumes of this teachers' guide contain 17 units, which have themes central to most of the activities in each unit. Volume 1 contains Units 1–6. Volume 2 contains Units 7–17.

The units in this Standard 1 English teachers' guide correspond to the units in the learners' books. There are thirteen teaching units and four review units. The teaching units comprise 10 lessons, to be taught, one per day, during a two-week period. Lesson 10 of each teaching unit is a revision lesson.

UNIT 1 Lesson planner

UNIT 1 Hello: Week 1

Introduction: Song

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Greet others casually Introduce oneself Sing a song 	<ul style="list-style-type: none"> Give commands Obey commands Bid farewell casually 	<ul style="list-style-type: none"> Greet others formally Sing a song Say good-bye formally 	<ul style="list-style-type: none"> Sing an action song Draw letter patterns 	<ul style="list-style-type: none"> Identify shapes Sing a song Draw shapes
Introduction	Song: <i>Clap your hands</i>	Song: <i>What's your name?</i>	Play a commands game	Play a finger game	Song: <i>Up and down</i>
Learners' book/ Teachers' guide reference	LB Page 1 TG Page 133, Songs 1, 2	LB Pages 2, 5 TG Page 133, Songs 2, 3	LB Page 6 TG Page 133, Song 4	LB Page 4 TG Page 134 Songs 5, 6	LB Page 9 TG Page 134 Songs 6, 7
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Greeting others casually; introducing oneself	LISTENING AND SPEAKING Giving and obeying commands; bid farewell casually	LISTENING AND SPEAKING Greeting others formally; saying good-bye formally	LISTENING AND SPEAKING Singing an action song; drawing patterns while using correct words	LISTENING AND SPEAKING Identifying and drawing shapes; singing a song
Vocabulary	<i>Hello, ____ (name). What is your name? Hello, my name is ____.</i>	<i>Sit down, stand up, clap hands, jump, dance; wave your hand bye-bye</i>	<i>Good morning (name) good-bye</i>	<i>Open, shut them Down, up, round</i>	<i>Circle, triangle, square</i>
Practice	Pairs: Greetings and introducing oneself	Groups: Giving and obeying commands Pairs: Giving and obeying commands Pairs: Saying bye-bye while waving hand	Pairs: Saying good morning Class: Singing <i>Good morning to you</i> Groups: Saying good-bye while waving hands	Class: Singing <i>Up and down</i> Pairs: Drawing patterns	Pairs: Naming shapes Class: Singing <i>Draw a circle in the air</i> Individuals: Drawing shapes
Closing	Song: <i>Clap your hands</i>	Song: <i>Follow the leader</i>	Pairs demonstrate saying good morning and good-bye to each other	Class draws patterns in the air, while saying words <i>down, up, round</i>	Song: <i>Draw a ____ in the air (circle, triangle, square)</i>

Vocabulary

Vocabulary: The important words, by lesson, to be learned in the unit.

The review units comprise five lessons, to be taught during one week. These units give teachers the opportunity to provide remediation to learners who have particular problems and to provide enrichment to learners who are doing well.

Before each unit is a two-page planner that provides an overview of the unit's content, success criteria, and activities.

Page references for learners' book and teachers' guide

UNIT 1 Hello: Week 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Introduce oneself • Play a chain game 	<ul style="list-style-type: none"> • Name objects beginning with a • Draw objects • Sing a song 	<ul style="list-style-type: none"> • Name objects beginning with a • Identify the sound /a/ 	<ul style="list-style-type: none"> • Identify the letter a • Sing a song • Write the letter a 	<ul style="list-style-type: none"> • Show understanding of the unit's skills and strategies • Informal assessment
Introduction	Song: <i>What's your name?</i>	Play a chain game	Song: <i>Draw an apple in the air</i>	Identify the beginning sound / a /	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	TG Page 133, Song 2	LB Page 7 TG Page 134, Song 7	LB Page 7 TG Page 134, Song 7	LB Page 7 TG Page 134, Song 8	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Introducing oneself	LISTENING AND SPEAKING Naming objects beginning with the letter a ; drawing objects; singing a song	PHONICS/ PHONEMIC AWARENESS Naming objects that begin with the letter a ; identifying the initial letter sound / a /	PHONICS/ ALPHABET RECOGNITION Learning the letter a LISTENING AND SPEAKING Saying <i>round, up, down</i> as learners write the letter	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound / a /; writing the letter a Two other oral activities of teacher's choice
Vocabulary	<i>My name is...What is your name?</i> <i>I am a girl/boy/man/woman.</i>	<i>What is this?</i> <i>Apple, axe</i>	<i>Apple, axe, ant</i>	<i>Small a, big A</i> <i>Round, up, down</i>	
Practice	Pairs: Introducing themselves Groups: Playing a chain game	Pairs: Identifying objects beginning with the letter a Individuals: Drawing objects Class: Singing <i>Draw an apple in the air</i>	Pairs: Ask and answer: What is this? Apple/ ant, axe	Individuals: Saying letter name and sound; writing in exercise books Pairs: Identifying small a , big A Class: Singing <i>Show me a</i>	
Closing	Song: <i>What's your name?</i>	Song: <i>Draw an apple in the air</i>	Song: <i>Draw an apple in the air</i>	Song: <i>Show me a</i>	Song: <i>Bye! Bye! Bye!</i>

Closing the lesson: A song or action game that you use to close the unit.

Practice: What students will practise and how they will be grouped.

1

Unit number

UNIT 1 • Hello

Theme or topic: Central message or concept being presented.

Success criteria: Standards that learners will demonstrate to show concept mastery.

Resources: Suggested teaching and learning materials used in the lesson.

Lesson 1

Time needed:
30 minutes

30

Time allocation
is 30 minutes.

Success criteria

- Learners must be able to:
- greet others casually
 - introduce oneself
 - sing a song

Resources

- Charts with pictures of people saying hello
- Learners' book, page 1
- Teachers' guide, page 133, Songs 1 and 2

Introduction: Singing a song: *Clap your hands*

2 minutes

Sing the song: Clap your hands.

If you are happy and you know it
Clap your hands.
If you are happy and you know it
Clap your hands.
If you are happy and you know
And you really want to show
That you are happy and you know it, clap your hands.

Sing also for 'wave your hand and greet your friend' (use gestures to show shaking hands).

Activity 1.1.1 Greeting others casually

10 minutes

Today, we will greet others. I will greet you. We will greet each other. Then you will greet your friends.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Point to the class and say: Hello, children. • Point to yourself and say: Hello, teacher. • Repeat 2 or 3 times. <div data-bbox="459 1458 683 1765"> <p>★ Teacher tip</p> <p>When you introduce the new language, have the learners listen only, that is, without speaking. Children learn by listening and watching. When you get to the second column, have learners practise speaking with you. In the third column, let the learners practise independently.</p> </div>	<ul style="list-style-type: none"> • Hello, children. Let's say together: Hello, teacher (<i>point to yourself</i>). • Repeat 3 or 4 times. Use gestures to help with understanding. • Invite a learner to the front and say: Hello ____ (name). • Point to several learners and repeat. Use gestures to help with understanding. • Invite two learners to the front and have them say: Hello James/Hello Patience. (<i>Use gestures to show how to shake hands.</i>) 	<ul style="list-style-type: none"> • Now be in pairs. (<i>Use gestures to demonstrate pairs</i>). Say hello to each other (<i>learners say hello to each other using each other's names</i>). • Open your books at page 1. (<i>Show learners page 1</i>). Mary and John are saying hello to each other. • Now say hello again to each other.

Activity: An exercise—labelled by unit, lesson, and activity—that learners are going to do. Teachers are free to add their own activities to achieve the unit’s success criteria.

Advance organiser: A way to introduce to learners what they will be doing in each activity.

Lesson 1

Activity 1.1.2 Introducing oneself

10 minutes

Now I will tell you my name. You will tell me your names. Then you will tell each other your names.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Point to yourself and say: My name is Miss./Mrs./Mr. ____. • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Let’s say together. My name is ____ (Jane, John, Mavuto, etc.). • Repeat with learners several times, with whole class and then groups. • Point to individual learners so they can say their names. 	<ul style="list-style-type: none"> • Now it’s your turn. Say your name to your friend.
<ul style="list-style-type: none"> • Say: My name is Miss./Mrs./Mr. ____ . What is your name? 	<ul style="list-style-type: none"> • Let’s say together: My name is ____ . What is your name? • Do this with several learners (can be done in pairs or in a chain). 	<ul style="list-style-type: none"> • Now be in pairs and say: My name is ____ . What is your name? • Make sure learners take turns and give their names when they are asked.

Activity 1.1.3 Singing a song: What’s your name?

5 minutes

Now we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song together.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Sing: What’s your name? • Point to the learners when you sing: What’s your name? • Point to yourself when you sing: Please tell me. 	<ul style="list-style-type: none"> • Let’s sing the song together. • Repeat with learners several times. Make sure that learners mime the actions. 	<ul style="list-style-type: none"> • Now it’s your turn, class. Sing the song together.

Closing the lesson

3 minutes

Repeat the song: Clap your hands.

Closing the lesson: A way to informally assess what your learners have accomplished.

UNIT 2 • My family

Lesson 10 Review

Time needed:
30 minutes

30

Success criteria

This is the last lesson in Unit 2. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 47.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• name family members	26	11
• sing a song	26, 27, 29, 30, 31, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43	
• draw a stick figure of a boy	27	
• give and obey commands	28, 32	
• identify objects of different sizes	28	12, 13
• draw big and small objects	29	
• name objects beginning with b	30	10
• identify the letter sound /b/	31	
• identify the letter b	32	10
• write the letter b	33	
• model the letter b	33	
• introduce themselves and say where they live	34	
• talk about where we live	35	
• greet family members	36	11
• draw family members	37	
• name objects beginning with the letter c	38	
• identify the letter sound /k/	39	
• identify the letter c	40	14
• write the letter c	41	
• identify objects	42	14
• draw a cup	43	
• model the letter c	43	

Teacher tip: Something to think about as you teach the lesson.

★ Teacher tip

Think about the needs of your learners. Choose two or three review activities to practise and revise.

Revising

Choose three activities. Two activities should be identifying the letter sound /b/ and writing the letter **b** (see Activities 2.10.1 and 2.10.2). The other activity should be any of the oral activities that your learners found difficult. To teach these activities again, go back to the relevant pages in your teachers' guide and learners' book.

Informal assessment

As learners work to complete the activities, walk around the class to make sure that they are completing the activities correctly. You can also assess their progress at this time. Write your observation notes as you walk around the class. For more formal assessment, take one group at a time. Assess another group in the next review lesson.

44

Informal assessment:

A suggestion for how you can assess your learners as they complete the review activities.

Introduction: Singing a song

3 minutes

Review one of the songs from the unit.

Activity 2.10.1 Identifying the letter /b/ sound

5 minutes

To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> I am going to say two words. One word begins with /b/ and one word does not. If the word begins with /b/, I will point my thumb up. If the word does not begin with /b/, I will point my thumb down. Boy, boy. I point my thumb up. Axe, axe. I point my thumb down. 	<ul style="list-style-type: none"> Now I am going to say a word. If that word begins with /b/, we point our thumbs up. If it does not begin with /b/, we point our thumbs down. Apple, apple. (Teacher and learners point thumbs down.) Ball, ball. (Teacher and learners point thumbs up.) 	<ul style="list-style-type: none"> Now you say the letter sound (teacher waits for learners to say the sound /b/). Allow learners to say the letter sound several times. Now listen and point your thumbs up or down. Book, book (thumbs up). Car, car (thumbs down). Bus, bus (thumbs up).

Activity 2.10.2 Writing the letter b

5 minutes

To practise letter writing, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> Use the lines on the chalkboard that you prepared earlier to model writing the letter b.  <ul style="list-style-type: none"> Remember how we go: Top, down, up, round. <p>b b b b b</p> <ul style="list-style-type: none"> Write the letter b five times on the lines on the chalkboard for learners to copy. 	<ul style="list-style-type: none"> Now let's write the letter b together. (Teacher and learners write the letter b in the air together, saying: Round, up, down). 	<ul style="list-style-type: none"> Now you will write the letter b on your own. (Learners write in the air, on the floor, on sand, or in their exercise books.)

Lesson 10
Review

Closing the lesson

To end our lesson, let's sing together: *What's your name? Point to your name.*

What's your name?
What's your name?
Please tell me/us.

My name is
My name is
My name is John.

Informal assessment at unit's close:

A way to engage learners at the end of the lesson and for you to monitor learners' progress. It is also a way to prompt learners to share what they learned with their families.

Evaluation tools

Now ask the learners to say:



One or two things they liked in the lesson.



One or two things they will tell their families about the lesson.



Teacher tip

Because this is the second unit, you may use local language to explain these questions. Help learners to think of one or two activities they have enjoyed.

Dear teacher:

What did you learn from teaching this unit? Write yourself some notes for the future.

Assessment of Unit 2 ✓

Use the following checklist to assess the learners. You can refer to this checklist as you observe the learners in class or review their homework.

Is the learner able to:	Excellent	Good	Average	Needs support
name family members?				
sing a song?				
draw a stick figure of a boy?				
give and obey commands?				
identify objects of different sizes?				
draw big and small objects?				
name objects beginning with b ?				
identify the letter sound / b /?				
identify the letter b ?				
write the letter b ?				
model the letter b ?				
introduce themselves and say where they live?				
talk about where we live?				
greet family members?				
draw family members?				
name objects beginning with the letter c ?				
identify the letter sound / k /?				
identify the letter c ?				
write the letter c ?				
identify objects?				
draw a cup?				
model the letter c ?				

Assessment checklist: A way to assess learners as you observe them in class. The checklist lists the success criteria learners need to master.

At the end of each volume of the teachers' guide there are songs that will be used in the lessons of that volume. In Volume 1 are the songs to be used in Units 1–6. In Volume 2 are the songs to be used in Units 7–17. If a song is used more than once, there will be a reference to the placement of the original song.

Songs in Volume 1, English Standard 1

1 Clap your hands

If you are happy and you know it
Clap your hands.
If you are happy and you know it
Clap your hands.
If you are happy and you know
And you really want to show
That you are happy and you know it, clap your hands.

(Source: *Activities with English*)

2 What's your name?

What's your name?
What's your name?
Please tell me/us.

My name is
My name is
My name is John.

3 Follow the leader

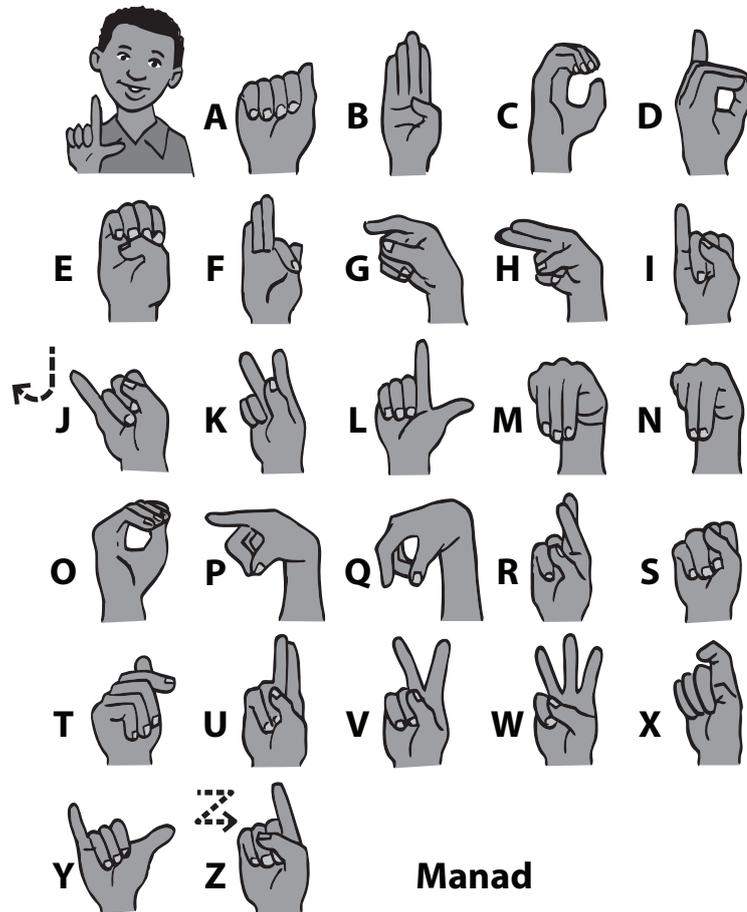
Follow, follow, follow!
Follow the leader!
I jump, I jump, I jump!
I jump, I jump, I jump!

Note: Repeat the song with other commands.

4 Good morning to you

Good morning to you
Good morning, dear children.
Good morning to you.

(Source: *Activities with English*)



**International one hand
alphabet for the deaf**

Play an active role in AIDS prevention

Approximately 53% of Malawi's population comprises children aged between 15 and 24 years of age. The majority of these are sexually active, which puts them at the risk of contracting STIs, including HIV and AIDS.

Recent statistics show that the infection rate is about five times higher for women than men within the age bracket of 15 to 24 years.

Window of hope

The youths are the window of hope for the socio-economic development of Malawi, and so measures need to be taken to control the infection rate among them.

Research shows that teaching youth about their bodies, sexuality and HIV and AIDS could delay their first sexual encounter and instil safer sexual behaviours.

We must create an environment conducive to free discussion about sexuality and HIV and AIDS for both boys and girls.

We must work to pass on knowledge and skills that will equip them with appropriate values and attitudes to make the right choices in order to avoid contracting HIV and AIDS.

Source: Malawi Institute of Education (2004) *Life skills for HIV and AIDS education*

A Child



who lives with criticism
learns to **condemn**

who lives with hostility
learns to **fight**

who lives with ridicule
learns to be **shy**

who lives with **shame**
learns to feel **guilty**



who lives with **tolerance**
learns to be **patient**



who lives with
encouragement learns
to have **confidence**

who lives with **praise**
learns to **appreciate**

who lives with **fairness**
learns **justice**



who lives in **security**
learns to have **faith**

who lives with **acceptance** and **friendship**
learns to find **love** in the world

UNIT 1 Lesson planner

UNIT 1 Hello: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Greet others casually Introduce oneself Sing a song 	<ul style="list-style-type: none"> Give commands Obey commands Bid farewell casually 	<ul style="list-style-type: none"> Greet others formally Sing a song Say good-bye formally 	<ul style="list-style-type: none"> Sing an action song Draw letter patterns 	<ul style="list-style-type: none"> Identify shapes Sing a song Draw shapes
Introduction	Song: <i>Clap your hands</i>	Song: <i>What's your name?</i>	Play a commands game	Play a finger game	Song: <i>Up and down</i>
Learners' book/ Teachers' guide reference	LB Page 1 TG Page 133, Songs 1, 2	LB Pages 2, 5 TG Page 133, Songs 2, 3	LB Page 6 TG Page 133, Song 4	LB Page 4 TG Page 134 Songs 5, 6	LB Page 9 TG Page 134 Songs 6, 7
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Greeting others casually; introducing oneself	LISTENING AND SPEAKING Giving and obeying commands; bid farewell casually	LISTENING AND SPEAKING Greeting others formally; saying good-bye formally	LISTENING AND SPEAKING Singing an action song; drawing patterns while using correct words	LISTENING AND SPEAKING Identifying and drawing shapes; singing a song
Vocabulary	<i>Hello, _____ (name). What is your name? Hello, my name is _____.</i>	<i>Sit down, stand up, clap hands, jump, dance; wave your hand bye-bye</i>	<i>Good morning (name) good-bye</i>	<i>Open, shut them Down, up, round</i>	<i>Circle, triangle, square</i>
Practice	Pairs: Greetings and introducing oneself	Groups: Giving and obeying commands Pairs: Giving and obeying commands Pairs: Saying bye-bye while waving hand	Pairs: Saying good morning Class: Singing <i>Good morning to you</i> Groups: Saying good-bye while waving hands	Class: Singing <i>Up and down</i> Pairs: Drawing patterns	Pairs: Naming shapes Class: Singing <i>Draw a circle in the air</i> Individuals: Drawing shapes
Closing	Song: <i>Clap your hands</i>	Song: <i>Follow the leader</i>	Pairs demonstrate saying good morning and good-bye to each other	Class draws patterns in the air, while saying words <i>down, up, round</i>	Song: <i>Draw a _____ in the air (circle, triangle, square)</i>

UNIT 1 Hello: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Introduce oneself • Play a chain game 	<ul style="list-style-type: none"> • Name objects beginning with a • Draw objects • Sing a song 	<ul style="list-style-type: none"> • Name objects beginning with a • Identify the sound /a/ 	<ul style="list-style-type: none"> • Identify the letter a • Sing a song • Write the letter a 	<ul style="list-style-type: none"> • Show understanding of the unit's skills and strategies • Informal assessment
Introduction	Song: <i>What's your name?</i>	Play a chain game	Song: <i>Draw an apple in the air</i>	Identify the beginning sound / a /	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	TG Page 133, Song 2	LB Page 7 TG Page 134, Song 7	LB Page 7 TG Page 134, Song 7	LB Page 7 TG Page 134, Song 8	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Introducing oneself	LISTENING AND SPEAKING Naming objects beginning with the letter a ; drawing objects; singing a song	PHONICS/ PHONEMIC AWARENESS Naming objects that begin with the letter a ; identifying the initial letter sound / a /	PHONICS/ ALPHABET RECOGNITION Learning the letter a LISTENING AND SPEAKING Saying <i>round, up, down</i> as learners write the letter	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound / a /; writing the letter a Two other oral activities of teacher's choice
Vocabulary	<i>My name is...What is your name?</i> <i>I am a girl/boy/man/woman.</i>	<i>What is this?</i> <i>Apple, axe</i>	<i>Apple, axe, ant</i>	<i>Small a, big A</i> <i>Round, up, down</i>	
Practice	Pairs: Introducing themselves Groups: Playing a chain game	Pairs: Identifying objects beginning with the letter a Individuals: Drawing objects Class: Singing <i>Draw an apple in the air</i>	Pairs: Ask and answer: What is this? Apple/ ant, axe	Individuals: Saying letter name and sound; writing in exercise books Pairs: Identifying small a , big A Class: Singing <i>Show me a</i>	
Closing	Song: <i>What's your name?</i>	Song: <i>Draw an apple in the air</i>	Song: <i>Draw an apple in the air</i>	Song: <i>Show me a</i>	Song: <i>Bye! Bye! Bye!</i>

UNIT 1 • Hello

Lesson 1

Time needed:
30 minutes



Success criteria

Learners must be able to:

- greet others casually
- introduce oneself
- sing a song

Resources

- Charts with pictures of people saying hello
- Learners' book, page 1
- Teachers' guide, page 133, Songs 1 and 2

Introduction: Singing a song: *Clap your hands*

2 minutes

Sing the song: Clap your hands.

If you are happy and you know it
Clap your hands.

If you are happy and you know it
Clap your hands.

If you are happy and you know
And you really want to show

That you are happy and you know it, clap your hands.

Sing also for 'wave your hand and greet your friend' (use gestures to show shaking hands).

Activity 1.1.1 Greeting others casually

10 minutes

Today, we will greet others. I will greet you. We will greet each other. Then you will greet your friends.

 Teacher	 Teacher + Learners  	 Learners  
<ul style="list-style-type: none">• <i>Point to the class and say:</i> Hello, children.• <i>Point to yourself and say:</i> Hello, teacher.• <i>Repeat 2 or 3 times.</i> <div data-bbox="172 1451 507 1906"><p> Teacher tip</p><p>When you introduce the new language, have the learners listen only, that is, without speaking. Children learn by listening and watching. When you get to the second column, have learners practise speaking with you. In the third column, let the learners practise independently.</p></div>	<ul style="list-style-type: none">• Hello, children. Let's say together: Hello, teacher (<i>point to yourself</i>).• <i>Repeat 3 or 4 times. Use gestures to help with understanding.</i>• <i>Invite a learner to the front and say:</i> Hello ____ (name).• <i>Point to several learners and repeat. Use gestures to help with understanding.</i>• <i>Invite two learners to the front and have them say:</i> Hello James/Hello Patience. (<i>Use gestures to show how to shake hands.</i>)	<ul style="list-style-type: none">• Now be in pairs. (<i>Use gestures to demonstrate pairs.</i>) Say hello to each other (<i>learners say hello to each other using each other's names</i>).• Open your books at page 1. (<i>Show learners page 1.</i>) Mary and John are saying hello to each other.• <i>Now say hello again to each other.</i>

Activity 1.1.2 Introducing oneself**10 minutes**

Now I will tell you my name. You will tell me your names. Then you will tell each other your names.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Point to yourself and say: My name is Miss/Mrs./Mr. ____.</i> • <i>Repeat 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's say together. My name is ____ (Jane, John, Mavuto, etc.).</i> • <i>Repeat with learners several times, with whole class and then groups.</i> • <i>Point to individual learners so they can say their names.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Say your name to your friend.</i>
<ul style="list-style-type: none"> • <i>Say: My name is Miss/Mrs./Mr. ____ . What is your name?</i> 	<ul style="list-style-type: none"> • <i>Let's say together: My name is ____ . What is your name?</i> • <i>Do this with several learners (can be done in pairs or in a chain).</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs and say: My name is ____ . What is your name?</i> • <i>Make sure learners take turns and give their names when they are asked.</i>

Activity 1.1.3 Singing a song: What's your name?**5 minutes**

Now we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song together.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Sing: What's your name?</i> • <i>Point to the learners when you sing: What's your name?</i> • <i>Point to yourself when you sing: Please tell me.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat with learners several times. Make sure that learners mime the actions.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn, class. Sing the song together.</i>

Closing the lesson**3 minutes**

Repeat the song: Clap your hands.

Lesson 2

Time needed:
30 minutes



Success criteria

Learners must be able to:

- give commands
- obey commands
- bid farewell casually

Resources

- Learners' book, page 2
- Learners' book, page 5
- Teachers' guide, page 133, Songs 2 and 3

Introduction: Singing a song: *What's your name?*

3 minutes

Sing the song: What's your name?

Activity 1.2.1 Giving and obeying commands

12 minutes

Today, we are going to give and obey commands. I will give and obey commands. We will give and obey commands together. Then you will give and obey commands on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Learners, look at me! (Use gestures.) • <i>Say:</i> Sit down! (Demonstrate the action.) • <i>Say:</i> Stand up! (Demonstrate the action.) • Repeat this 3 or 4 times. • Do the same with the following commands: Clap hands! Jump! Wave your hand! Dance! 	<ul style="list-style-type: none"> • Let's do it together. • Stand up! Sit down! Clap hands! Jump! Dance! • Repeat with learners several times, using actions as you say the commands. • Invite two learners to the front. Help them to take turns in giving and obeying commands. 	<ul style="list-style-type: none"> • Now be in pairs to give and obey commands. (Learners take turns to give and obey commands.) • Ask some pairs to show the class what they were doing. • Now open your books at page 2. What can you see? (If the learners answer in local language, say: Yes. Then help them to say it in English.)

Activity 1.2.2 Bidding farewell casually**12 minutes**

Now we will learn to say bye-bye. I will say bye-bye. We will say bye-bye together. Then you will say bye-bye to your friends.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Pretend to be going out of the class and say: Bye-bye learners! (Wave your hand at learners as you go.)</i> 	<ul style="list-style-type: none"> • <i>Let's wave our hands and say bye-bye together.</i> • <i>Tell one group to pretend to go out. Say: Bye-bye learners! (Wave your hand to these learners.)</i> • <i>Learners say: Bye-bye teacher! (Learners wave their hands to you.)</i> • <i>Repeat with several groups.</i> • <i>Invite two learners to the front. Help them to say bye-bye, mentioning each other's names. For example: Bye-bye Mary! Bye-bye James!</i> 	<ul style="list-style-type: none"> • <i>Now open your books at page 5. What can you see?</i> • <i>Let groups say bye-bye to each other, while waving hands. For example: Bye-bye ____ (group name).</i> • <i>Now be in pairs. Say: Bye-bye to each other.</i>

Closing the lesson**3 minutes**

Sing this song with actions: Follow the leader.

Teacher: Follow, follow, follow!

Learners: Follow the leader!

Teacher: I jump, I jump, I jump!

Learners: I jump, I jump I jump!

Repeat the song with other commands taught in this lesson.

Lesson 3

Time needed:
30 minutes



Success criteria

Learners must be able to:

- greet others formally
- sing a song
- say good-bye formally

Resources

- Pictures of people giving and obeying commands, greeting each other, and bidding farewell
- Learners' book, page 6
- Teachers' guide, page 133, Song 4

Introduction: Playing a commands game

2 minutes

Give these commands in any order for learners to obey: Stand up/sit down/clap hands/jump/dance/wave hands.

Activity 1.3.1 Greeting others formally

10 minutes

Today we will greet others again. I will greet you. We will greet each other. Then you will greet your friends.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Point to the class and say: Good morning, children. • Point to yourself and say: Good morning, teacher. • Repeat two or three times. 	<ul style="list-style-type: none"> • Let's say <i>good morning</i> together. (Repeat with learners several times.) • Let's say: Good morning, teacher. • Open your books at page 6. Point to the picture and say: This is Patrick. This is the teacher. • The teacher says: Good morning, Patrick. • Patrick says: Good morning, teacher. • Call a learner to the front and say: Good morning, (name). Help the learner to say: Good morning, teacher. 	<ul style="list-style-type: none"> • Now be in pairs and say <i>good morning</i> to each other. • Learners take turns saying: Good morning ____ (name). Good morning ____ (name). • Ask some pairs to show the class what they were doing.

Activity 1.3.2 Singing a song**5 minutes**

Now we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song again.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Sing:</i> Good morning to you. • <i>Point to the learners when you sing:</i> Dear learners. • <i>Point to yourself when you sing:</i> Dear teacher. 	<ul style="list-style-type: none"> • Let's sing the song together. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Activity 1.3.3 Saying good-bye formally**10 minutes**

Now we will say good-bye. I will say good-bye. We will say good-bye together. Then you will say good-bye to your friends.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Pretend to be going out of the class and say:</i> Good-bye, learners! (<i>Wave your hand at learners as you go.</i>) 	<ul style="list-style-type: none"> • Let's wave our hands and say together: Good-bye. • <i>Tell one group to pretend to go out. Say:</i> Good-bye, learners! (<i>Wave your hand.</i>) • <i>Learners say:</i> Good-bye, teacher! (<i>Learners wave their hands.</i>) • <i>Repeat with several groups.</i> • <i>Invite two learners to the front. Help them to say good-bye, mentioning each other's names. For example:</i> Good-bye, Mphatso! Good-bye, Tamanda! 	<ul style="list-style-type: none"> • Now open your books at page 8. <i>Ask:</i> What can you see? • <i>Let groups say good-bye to each other, while waving hands. For example:</i> Good-bye _____ (<i>group name</i>). • Now be in pairs. Say good-bye to each other. • <i>Ask some pairs to show the class what they were doing.</i>

Closing the lesson**3 minutes**

Ask a few pairs to come to the front to say good morning and good-bye to each other.

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

- sing an action song
- draw letter patterns

Resources

- Crayons, slates, charts, or posters showing patterns
- Learners' book, page 4
- Teachers' guide, page 134, Songs 5 and 6

Introduction: Playing a finger game

2 minutes

Use gestures to teach learners to open and shut their hands.

Open, shut them, open, shut them, give a little clap.
Open, shut them, open, shut them, put them in your lap.

Activity 1.4.1 Singing an action song: *Up and down*

5 minutes

Today we will sing the song: *Up and down*. I will sing the song. You will sing the song with me. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Use big gestures to draw in the air: <p>Down, down, down we go.</p> <p>Up, up, up we go.</p> <p>Round, round, round we go, and clap your hands.</p> <p>Round, round, round we go.</p> <p>Down, down, down we go.</p> <p>Up, up, up we go, and clap your hands.</p>	<ul style="list-style-type: none"> • Let's sing the song together. • Repeat with learners several times. Make sure that learners mime the actions. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Activity 1.4.2 Drawing patterns**20 minutes**

Now we will draw patterns. I will show you how to draw patterns. We will draw the patterns together. Then you will draw the patterns on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Show the learners how to draw letter patterns (in the air and on the chalkboard). Use the patterns in the Learners' book, page 4. • As you are drawing, use the words <i>down</i>, <i>up</i>, and <i>round</i> from the song. 	<ul style="list-style-type: none"> • Let's draw the patterns together (in the air and on the floor). • As they draw in the air and on the floor, make sure the learners say the words <i>down</i>, <i>up</i>, and <i>round</i>. • Repeat with several individual learners. 	<ul style="list-style-type: none"> • Now it's your turn. In pairs, open your books at page 4. Copy the patterns in your exercise books. • As you draw, say the words <i>down</i>, <i>up</i>, and <i>round</i>.

Closing the lesson**3 minutes**

Tell the whole class to draw the patterns in the air, while saying the words *down*, *up*, and *round*.

Lesson 5

Time needed:
30 minutes



Success criteria

Learners must be able to:

- identify shapes
- sing a song
- draw shapes

Resources

- Crayons, slates, charts with a circle, a triangle, and a square (or real objects in these shapes)
- Teachers' guide, page 134, Songs 6 and 7

Introduction: Singing a song: *Up and down*

3 minutes

Sing with the learners the song: Up and down.

Activity 1.5.1 Identifying shapes

10 minutes

Today we will name shapes. I will name the shapes. We will name the shapes together. Then you will name the shapes on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Show learners the following shapes: circle, triangle, and square.</i> • <i>Take each shape and say: This is a ____ (circle, triangle, square).</i> • <i>Repeat each sentence 3 or 4 times. Learners listen only.</i> 	<ul style="list-style-type: none"> • <i>Let's name the shapes together. This is a ____ (circle, triangle, square).</i> • <i>Repeat each sentence several times (whole class, groups, individually).</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Open your books at page 9.</i> • <i>In pairs, point and name the shapes: circle, triangle, and square.</i>

Activity 1.5.2 Singing a song: *Draw a circle in the air*

5 minutes

Now we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Sing: Draw a circle in the air.</i> • <i>Use gestures to make sure learners understand the word circle.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn, class. Sing the song on your own.</i>

Activity 1.5.3 Drawing shapes**10 minutes**

Now we will draw shapes. I will draw the shapes. We will draw the shapes together. Then you will draw the shapes on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>On the chalkboard and in the air, show learners how to draw the circle. As you draw, say: Round, round, and round.</i> • <i>Then show learners how to draw the triangle. As you draw, say: Down, straight, up.</i> • <i>Then do the same for the square: Down, straight, up, straight.</i> 	<ul style="list-style-type: none"> • <i>Let's draw the shapes together (in the air and on the floor).</i> • <i>As the class draws the circle with you, say: Round, round, and round. As you draw the triangle, say together: Down, straight, up.</i> • <i>As you draw the square, say: Down, straight, up, straight.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Open your books at page 9. Copy the circle, the triangle, and the square in your exercise books.</i>

Closing the lesson**2 minutes**

Sing the song: Draw a circle in the air for all the three shapes: the circle, the triangle, and the square.

Lesson 6

Time needed:
30 minutes



Success criteria

Learners must be able to:

- introduce themselves
- play a chain game

Resources

- Teachers' guide, page 133, Song 2

Introduction: Singing a song: *What's your name?*

3 minutes

Sing together with learners: What's your name?

Activity 1.6.1 Introducing ourselves

12 minutes

Today, we will talk about ourselves. I will talk about myself. We will talk about ourselves. Then you will talk about yourselves.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • My name is (Miss/Mrs./Mr. ____). I am a (man, woman). • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Call one girl and one boy to the front. Point to the girl and say: A girl. • Repeat this 3 or 4 times. • Point to the boy and say: A boy. • Repeat this 3 or 4 times. • Stand by the learners, one at a time, and say: My name is ____ . I am a boy/girl. • Help the learners to say, My name is ____ . I am a girl/boy. • Repeat with groups, pairs, and individuals. 	<ul style="list-style-type: none"> • Now be in pairs to ask: What's your name? Answer: My name is ____ . I am a boy/girl. • Ask some pairs to show the class what they were doing.

Activity 1.6.2 Playing a chain game: What's your name?

12 minutes

Now we will play a chain game. I will show you how to play the game. We will play the game together. Then you will play the game on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Now let's play a chain game. • <i>Call four learners to the front, facing the class.</i> • <i>Say to the first learner: My name is ____ . I am a woman/man. What is your name?</i> • <i>Help the learner to say: My name is ____ . I am a boy/girl. What is your name? (Learner turns to the next learner.)</i> • <i>Repeat this with other sets of four learners.</i> 	<ul style="list-style-type: none"> • Now we will play the game together. <i>Call another four learners to the front, facing the class.</i> • <i>Say to the first learner: My name is ____ . I am a woman/man. What is your name?</i> • <i>Help the learner to say: My name is ____ . I am a boy/girl. What is your name? (Learner turns to the next learner.)</i> • <i>Repeat this with other sets of four learners.</i> 	<ul style="list-style-type: none"> • Now be in groups to play the chain game. • My name is ____ . I am a boy/girl. What is your name? • <i>Call some groups to show how they play the game.</i>

Closing the lesson

3 minutes

Sing with the learners: What's your name? Next have only the girls sing together. Then have only the boys sing together.

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **a**
 - draw objects
 - sing a song

Resources

- Pictures or models of apple, ant, and axe
- Learners' book, page 7

Introduction: Play the chain game

2 minutes

Be in groups to play the chain game. My name is _____. I am a boy/girl. What is your name?

Activity 1.7.1 Naming objects beginning with the letter **a**

10 minutes

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners a picture or model of the objects one at a time. • Ask: What is this? Answer: apple/ant/axe. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: apple/ant/axe. • Ask: What is this? apple/ant/axe. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books to ask and answer: What is this? apple/axe/ant. 	<ul style="list-style-type: none"> • Now open your books at page 7. In pairs, point and ask: What is this? Answer: Apple/ant/axe. • Ask some pairs to show the class what they were doing.

Activity 1.7.2 Drawing objects

10 minutes

Now we will draw objects. I will draw the objects. We will draw the objects together. Then you will draw the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • On the chalkboard, show learners how to draw an apple and an axe. • As you draw each object, say its name: apple, axe. 	<ul style="list-style-type: none"> • Let's draw the objects together in the air. • As they draw, have learners say: apple, apple/axe, axe. 	<ul style="list-style-type: none"> • Now open your books at page 7. • In your exercise books, draw an apple. Then draw an axe. • After they have drawn, have learners show each other and say: apple/axe.

Activity 1.7.3 Singing a song: Draw an apple in the air

5 minutes

Sing this variation on the song: *Draw a circle in the air.*

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none">• <i>Sing:</i> Draw an apple in the air.• <i>Use gestures to make sure they understand that an apple is round, like a circle.</i>	<ul style="list-style-type: none">• Let's sing the song together.	<ul style="list-style-type: none">• Now it's your turn, class. Sing the song.

Closing the lesson

3 minutes

Sing the song: Draw an apple in the air. *Repeat the song for the other objects learned in the lesson (axe, ant, arm).*

Lesson 8

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **a**
 - identify the short /a/ sound

Resources

- Pictures or models of apple, ant, arm, and axe
- Chalkboard, letter cards
- Learners' book, page 7
- Teachers' guide, page 134, Song 7

Introduction: Singing a song

3 minutes

Sing the song: Draw an apple in the air.

Activity 1.8.1 Naming objects beginning with the letter *a*

12 minutes

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners a picture, a model, or a real object one at a time. <div data-bbox="177 1084 507 1352" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Try to show the real item, rather than a picture of it. This attracts attention and helps learners to remember the word.</p> </div> <ul style="list-style-type: none"> • Ask: What is this? • Answer: apple/ant/axe. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: apple/ant/axe. • Ask: What is this? apple/ant/axe. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books to ask and answer: What is this? apple/axe/ant. 	<ul style="list-style-type: none"> • Now open your books at page 7. In pairs, ask: What is this? Answer: apple/ant/arm/axe. • Ask some pairs to show the class what they were doing.

Activity 1.8.2 Identifying the short /a/ sound**12 minutes**

Now we will learn the sound /a/. I will say a word. If it begins with /a/, point thumbs up. If it does not begin with /a/, point thumbs down.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /a/. The first word is <i>apple, apple</i>. <i>Apple</i> begins with /a/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>book, book</i>. <i>Book</i> does not begin with /a/. So I point my thumb down. • The next word is <i>axe, axe</i>. <i>Axe</i> begins with /a/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /a/ together: /a/, /a/. (<i>Repeat with learners several times.</i>) • Now I will say a word. If it begins with /a/, we point our thumbs up. • If it does not begin with /a/, we point our thumbs down: <ul style="list-style-type: none"> - <i>Apple, apple (teacher and learners point thumbs up).</i> - <i>Book, book (teacher and learners point thumbs down),</i> - <i>Continue with other examples (ant, axe, pencil, antelope, banana, etc.).</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /a/, point your thumbs up. • If it does not begin with /a/, point your thumbs down: • <i>Say: ant (learners put thumbs up).</i> • <i>Continue with other examples (apple, pencil, arrow, bottle, antelope, table, axe, cup, etc.).</i>

Closing the lesson**3 minutes**

Sing the song: Draw an apple in the air or any song with the short /a/ sound.

Lesson 9

Time needed:
30 minutes



Success criteria

Learners must be able to:

- identify the letter **a**
- sing a song
- write the letter **a**

Resources

- Letter card with small **a**
- Letter card with small **a** and big **A**
- Chalkboard: Lines for writing the letter **a**, prepared in advance
- Learners' book, page 7
- Teachers' guide, page 134, Song 8

Introduction: Identifying the initial letter sound /a/

2 minutes

Listen! Now I will say a word. If it begins with /a/, point your thumbs up. If it does not begin with /a/, point your thumbs down. Say: ant (thumbs up). Continue with these examples: apple, teacher, arrow, pen.

Activity 1.9.1 Identifying the letter a

15 minutes

Today we will name the letter **a**. I will name the letter. We will name the letter together. Then you will name the letter.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter a to the learners on a letter card. • Say: The letter name is a. • Repeat 3 or 4 times. • Say: The letter sound is /a/ as in cat. • Repeat /a/ 3 or 4 times. • Show the letter card with small a and big A. Point to each and say: small a, big A. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together. Show the letter card with small a. (Teacher and learners say a together). • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /a/ together.) • Repeat this 3 or 4 times. • Show the letter card with small a and big A. Let's say together: small a, big A. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is ____ (learners say a). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /a/). • Now open your books at page 7. Point to small a. Point to big A. Close your books. • In pairs, point to small a and big A in the classroom.

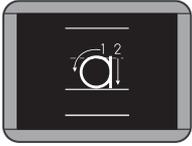
Activity 1.9.2 Singing a song: Show me a**5 minutes**

Now we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Sing: Show me a. • Use gestures to make sure learners understand the words. 	<ul style="list-style-type: none"> • Let's sing the song together. 	<ul style="list-style-type: none"> • Now class, sing the song on your own.

Activity 1.9.3 Writing the letter a**6 minutes**

Now we will write the letter **a**. I will write the letter **a**. We will write the letter **a** together. Then you will write the letter **a** on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter a.  <ul style="list-style-type: none"> • Look at me (use gestures). Write the letter a on the chalkboard while saying as you write: Round, up, down.  <ul style="list-style-type: none"> • Write the letter a several times while saying: Round, up, down. 	<ul style="list-style-type: none"> • Now let's write the letter a in the air together. (Teacher and learners write the letter a in the air together as they say: Round, up, down.) • Repeat this 3 or 4 times. • Learners write the letter on the ground or on slates, saying: Round, up, down. • Go around the class to make sure learners are writing the letter a correctly. 	<ul style="list-style-type: none"> • Now class, it's your turn. Write a in your exercise books. • Write the letter a five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Closing the lesson**2 minutes**

Repeat the song: Show me **a**.

Lesson 10
Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 1. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 23.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• <i>greet others casually</i>	2	1
• <i>introduce oneself</i>	3	
• <i>sing a song</i>	2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19	
• <i>give and obey commands</i>	4	2
• <i>bid farewell casually</i>	5	5
• <i>greet others formally</i>	6	6
• <i>say good-bye formally</i>	7	
• <i>draw patterns</i>	9	4
• <i>identify shapes</i>	10	9
• <i>draw shapes</i>	11	9
• <i>name things beginning with the letter a</i>	14, 16	7
• <i>draw objects</i>	14	7
• <i>identify the letter sound /a/</i>	17	7
• <i>identify the letter a</i>	18	7
• <i>write the letter a</i>	19	

Revising

Choose three activities. Two activities should be identifying the letter sound /a/ and writing the letter a (see Activities 1.10.1 and 1.10.2). The other activity should be any of the oral activities that your learners found difficult. To teach these activities again, go back to the relevant pages in your teachers' guide and learners' book.

Informal assessment

As learners work to complete the activities, walk round the class to make sure that they are completing the activities correctly. You can also assess their progress at this time. Write your observation notes as you walk round the class.

For more formal assessment, take one group at a time. Assess another group in the next review lesson.

Introduction: Singing a song

2 minutes

To start the lesson, review one of the songs from the unit. Because this is the first unit, you might want to start with a simple song such as Good morning to you.

Activity 1.10.1 Identifying the initial letter sound /a/

5 minutes

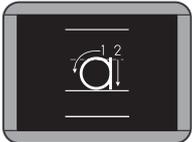
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> I am going to say two words. One word begins with /a/ and one word does not. If the word begins with /a/, I will point my thumb up. If the word does not begin with /a/, I will point my thumb down. I say the word: <i>apple, apple</i>. I point my thumb up. I say the word: <i>book, book</i>. I point my thumb down. 	<ul style="list-style-type: none"> Now I am going to say a word. If that word begins with /a/, we point our thumbs up. If it does not begin with /a/, we point our thumbs down. Say the word: <i>book, book</i>. (Teacher and learners point thumbs down.) Say the word: <i>apple, apple</i>. (Teacher and learners point thumbs up.) 	<ul style="list-style-type: none"> Now you say the letter sound (teacher waits for learners to say the sound /a/). Allow learners to say the letter sound several times. Now, listen and point your thumbs up or down. Say the word: <i>axe, axe</i> (thumbs up). Say the word: <i>pen, pen</i> (thumbs down). Say the word: <i>ambulance, ambulance</i> (thumbs up).

Activity 1.10.2 Writing the letter a

5 minutes

To practise writing letter a, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> Use the lines on the chalkboard that you prepared earlier to model writing the letter a.  <ul style="list-style-type: none"> Let's practise writing the letter a.  <ul style="list-style-type: none"> Remember how we go round, up, down. <p>a a a a a</p> <ul style="list-style-type: none"> Write the letter a five times on the lines on the chalkboard for learners to copy. 	<ul style="list-style-type: none"> Now let's write the letter a together. (Teacher and learners write the letter a in the air together, saying: Round, up, down.) 	<ul style="list-style-type: none"> Now you will write the letter a on your own. (Learners write in the air, on the floor, on sand, or in their exercise books.)

Closing the lesson

To end our lesson, let's sing the good-bye song together. Wave your hand when we say bye-bye.

Bye! Bye! Bye! Bye! But not forever.
Bye! Bye! Bye! Bye! But not forever.
Bye! Bye! Bye! Bye! But not forever.
We know that one day
We shall meet again.

Wave your hand when you say the word bye-bye.

Evaluation tools

Now ask learners:



What did you like in the English lesson this week?



What will you tell your family about the English lessons?



Teacher tip

As this is the first review lesson in this course, use local language to explain these questions. Help learners to think of one or two activities they have enjoyed.

Dear teacher:

What did you learn from teaching this unit? Write yourself some notes for the future.

Assessment of Unit 1

Use the following checklist to assess the learners. You can refer to this checklist as you observe the learners in class or review their homework.

Is the learner able to:	Excellent	Good	Average	Needs support
greet others casually?				
introduce his or herself?				
sing songs?				
give and obey commands?				
bid farewell casually?				
greet others formally?				
say good-bye formally?				
draw patterns?				
identify shapes?				
draw shapes?				
name things beginning with the letter a ?				
draw objects?				
identify the letter sound / a /?				
identify the letter a ?				
write lowercase a ?				

UNIT 2 Lesson planner

UNIT 2 My family: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name family members Sing a song Draw the stick figure of a boy 	<ul style="list-style-type: none"> Identify objects of different sizes Draw big and small objects Sing a song 	<ul style="list-style-type: none"> Name objects beginning with b Identify the sound /b/ Sing a song 	<ul style="list-style-type: none"> Identify the letter b Write the letter b Model the letter b 	<ul style="list-style-type: none"> Introduce oneself and say where one lives Sing a song Talk about where one lives
Introduction	Song: <i>What's your name?</i>	Play a command game	Song: <i>Open the book</i>	Play a command game	Song: <i>Show me b</i>
Learners' book/ Teachers' guide reference	<p>LB Page 11</p> <p>TG Page 133, Song 2</p> <p>TG Page 135, Song 10</p>	<p>LB Pages 12, 13</p> <p>TG Page 135, Song 11</p>	<p>LB Page 10</p> <p>TG Page 135, Song 11</p> <p>TG Page 134, Song 7</p>	<p>LB Page 10</p> <p>TG Page 134, Song 8</p>	<p>TG Page 134, Song 8</p> <p>TG Page 133, Song 2</p>
Listening, speaking, and pre-literacy skills	<p>LISTENING AND SPEAKING</p> <p>Naming family members; singing a song</p>	<p>LISTENING AND SPEAKING</p> <p>Identifying objects of different sizes; singing a song</p>	<p>PHONICS/ PHONEMIC AWARENESS</p> <p>Naming things that begin with the letter b; identifying the initial letter sound /b/; singing a song</p>	<p>PHONICS/ ALPHABET RECOGNITION</p> <p>Identifying the letter b</p> <p>LISTENING AND SPEAKING Saying <i>top, down, up, round</i> as learners write b</p>	<p>LISTENING AND SPEAKING</p> <p>Introducing oneself and saying where one lives; talking about where one lives</p>
Vocabulary	<i>Who is this? This is (father, mother, brother, sister)</i>	<i>Book, ball, boy</i> <i>What is this? This is a big _____. This is a small _____.</i>	<i>Book, ball, bus, boy</i>	<i>Small b, big B</i> <i>Top, down, up, round</i>	<i>What is your name? Where do you live?</i> <i>My name is _____. I live in _____.</i>
Practice	<p>Pairs: Asking and answering: Who is this? This is ____.</p> <p>Class: Singing <i>How many people live in your house?</i></p>	<p>Pairs: Asking and answering: What is this? This is a big/small ____.</p> <p>Individuals: Drawing a big boy and a small boy</p> <p>Class: Singing <i>Open the book</i></p>	<p>Pairs: Asking and answering: What is this? Book/ball/bus/boy</p> <p>Class: Identifying the initial letter sound; singing <i>Draw a ball in the air</i></p>	<p>Pairs: Pointing to small b and big B</p> <p>Individuals: Writing the letter b in exercise books; modelling b with clay or other material</p>	<p>Pairs: Taking turns introducing oneself and saying where one lives</p> <p>Class: Singing <i>What is your name?</i></p>
Closing	Song: <i>How many people live in your house?</i>	Some learners draw big objects and small objects on chalkboard	Learners name objects on page 10 of the learners' book	Song: <i>Show me b</i>	Pairs introduce themselves and say where they live

UNIT 2 My family: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Greet family members • Sing a song • Draw family members 	<ul style="list-style-type: none"> • Name objects beginning with c • Identify the /k/ sound • Sing a song 	<ul style="list-style-type: none"> • Identify the letter c • Write the letter c • Sing a song 	<ul style="list-style-type: none"> • Identify objects • Draw a cup • Model the letter c 	<ul style="list-style-type: none"> • Show understanding of the unit's skills and strategies • Informal assessment
Introduction	Song: <i>Good morning to you</i>	Song: <i>Good morning to you</i>	Song: <i>How many people live in your house?</i>	Song: <i>Draw a car in the air</i>	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	LB Page 11 TG Page 133, Song 4	TG Page 133, Song 4 TG Page 134, Song 7	LB Page 14 TG Page 135, Song 10 TG Page 134, Song 8	LB Page 14 TG Page 134, Song 7	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Greeting family members; singing a song	LISTENING AND SPEAKING Saying words that begin with c ; identifying the / k / sound; singing a song	PHONICS/ PHONEMIC AWARENESS Identifying the letter c LISTENING AND SPEAKING Singing a song	LISTENING AND SPEAKING Identifying objects	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound / b /; writing the letter b Two other oral activities of teacher's choice
Vocabulary	<i>Good morning</i> ____ (<i>mother, father, sister, brother, daughter, son</i>)	<i>Cat, cup, canoe, car</i>	<i>Small c, big C</i> <i>Round, round</i>	<i>Cat, cup, canoe, car</i>	
Practice	Groups: Greeting family members Class: Singing <i>Good morning to you</i> ; drawing family members	Pairs: Asking and answering: What is this? Cat/canoe/cup/car Class: Identifying the / k / sound; singing <i>Draw a cup in the air</i>	Pairs: Pointing to small c and big C Individuals: Writing the letter c in exercise books Class: Sing <i>Show me c</i>	Pairs: Asking and answering: What is this? It is a ____ (cat, cup, canoe, car). Individuals: Drawing a cup in exercise books; modelling the letter c	
Closing	Practise commands in groups of four: mother, father, daughter, son	Some learners draw cups on the chalkboard	Some learners name objects on page 14 of their learners' books	Song: <i>Show me c</i>	Song: <i>What's your name?</i>

UNIT 2 • My family

Lesson 1

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name family members
 - sing: *How many people live in your house?*
 - draw a stick figure of a boy

Resources

- Learners' book, page 11
- Teachers' guide, pages 133 and 135, Songs 2 and 10

Introduction: Singing a song

2 minutes

Sing: *What's your name?*

Activity 2.1.1 Naming family members

10 minutes

Today we will name the family members. I will name family members. We will name family members. Then you will name family members on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Class, look at me. • Open the learners' book at page 11. Point to the picture of the man and ask: Who is this? • Then answer: This is father. • Repeat 3 to 4 times. • Do the same with mother, brother, and sister. 	<ul style="list-style-type: none"> • Let's say together. • Point to the family members one at a time and say, This is father. Then ask: Who is this? • Learners answer: This is father. • Repeat 3 to 4 times for each family member. • Ask: Who is this? • Learners answer: This is father, mother, brother, sister. • Repeat 3 to 4 times, one at a time. • Call two learners to the front and help them to ask: Who is this?, and answer: This is father/mother/ brother/sister (one at a time). 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 11. Ask: Who is this?, and answer: This is ____. • Make sure learners use the correct words when they point to family members. • Ask some pairs to show the class what they were doing.

Activity 2.1.2 Singing a song: *How many people live in your house?*

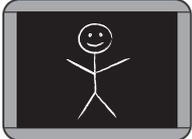
5 minutes

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Sing: How many people live in your house? • Repeat 3 to 4 times. 	<ul style="list-style-type: none"> • Let's sing together. • Repeat with learners several times. 	<ul style="list-style-type: none"> • Now class, sing the song on your own.

Activity 2.1.3 Drawing a stick figure of a boy**10 minutes**

Now we will draw a boy. I will draw a boy. We will draw the boy together. Then you will draw the boy on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Demonstrate on the chalkboard how to draw a stick figure of a boy.</i>  <ul style="list-style-type: none"> • <i>Repeat 3 to 4 times.</i> • <i>Demonstrate drawing a stick figure of a boy to the learners in the air.</i> • <i>Repeat 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's draw the boy together in the air. (Have learners copy you as you draw the stick figure of a boy in the air.)</i> • <i>Now let's draw the boy on the floor.</i> • <i>Invite some learners to draw the boy on the chalkboard.</i> 	<ul style="list-style-type: none"> • <i>Now class, draw the boy on your slates or in your exercise books.</i>

Closing the lesson**3 minutes**

Repeat the song: How many people live in your house?

UNIT 2 • My family

Lesson 2

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify objects of different sizes
 - draw big and small objects
 - sing a song: *Open the book*

Resources

- A big book and a small book
- A big ball and a small ball
- Learners' book, pages 12 and 13
- Teachers' guide, page 135, Song 11

Introduction: Playing a command game

2 minutes

Give these commands in any order for learners to obey: Stand up/sit down/clap hands/jump/dance/wave hands.

Activity 2.2.1 Identifying objects of different sizes

10 minutes

Today we will name big and small objects. I will name big and small objects. We will name big and small objects together. Then you will name big and small objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Hold a big book and ask: What is this? Say: It is a big book. • Repeat 3 to 4 times. • Hold a small book and ask: What is this? Say: It is a small book. • Repeat 3 to 4 times. • Then hold a big ball and ask: What is this? Say: It is a big ball. • Repeat 3 or 4 times. • Hold a small ball and ask: What is this? Say: It is a small ball. • Repeat 3 or 4 times. • Call a big and a small boy to the front. Point to the big boy and say: This is a big boy. • Repeat 3 or 4 times • Point to the small boy and say: This is a small boy. • Repeat 3 to 4 times. 	<ul style="list-style-type: none"> • Let's do this together. Show the learners a big book and say with them: This is a big book. • Repeat 3 to 4 times (whole class, in groups, and individually). • Show the learners a small book and say with them: This is a small book. • Repeat 3 to 4 times (whole class, in groups, and individually). • Call two learners to the front and help them to ask: What is this? Answer: This is a big book/ball. This is a small book/ball. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at pages 12 and 13. Point to the pictures and ask and answer: What is this? It is a ____. • Ask some pairs to show the class what they were doing.

Activity 2.2.2 Drawing big and small objects**10 minutes**

Now we will draw big objects and small objects. I will draw big objects and small objects. We will draw big objects and small objects together. Then you will draw big and small objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Demonstrate on the chalkboard how to draw a big ball and a small ball.</i> • <i>Point to each item and say: A big ball/a small ball.</i> • <i>Repeat 3 to 4 times.</i> • <i>Do the same with a big boy and a small boy, a big book and a small book.</i> • <i>Repeat 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's draw a big ball and a small ball together in the air. (Have learners copy as you draw a big ball and a small ball in the air.)</i> • <i>As you draw in the air, say: Big ball, small ball.</i> • <i>Now let's draw a big ball and a small ball on the floor.</i> • <i>Invite some learners to draw a big ball and small ball on the chalkboard. As they draw, help them to say: Big ball/small ball.</i> • <i>Do the same with a big boy and a small boy, a big book and a small book.</i> 	<ul style="list-style-type: none"> • <i>Now class, draw a big boy and a small boy on your slates or in your exercise books.</i> • <i>Ask some learners to show their drawings to the class.</i>

Activity 2.2.3 Singing a song: Open the book**5 minutes**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Sing the song: Open the book.</i> • <i>Repeat 2 to 3 times.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat with learners 2 to 3 times.</i> 	<ul style="list-style-type: none"> • <i>Now class, sing the song on your own.</i>

Closing the lesson**3 minutes**

Ask some learners to draw big objects and small objects on the chalkboard.

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **b**
 - identify the letter sound /b/
 - sing a song: *Draw a ball in the air*

Resources

- Pictures or models of book, ball, bus, and boy
- Learners' book, page 10
- Teachers' guide, pages 134 and 135, Songs 7 and 11

Introduction: Singing a song

2 minutes

Sing with the class: Open the book.

Activity 2.3.1 Naming objects beginning with the letter b

10 minute

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners  	 Learners  
<ul style="list-style-type: none"> • Show learners a picture or model of the objects one at a time. • Ask: What is this? Answer: book/ball/bus/boy. • Repeat for each object 3 to 4 times. 	<ul style="list-style-type: none"> • Let's say together: book/ball/bus/boy. • What is this? book/ball/bus/boy. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books to ask: What is this? Answer: book/ball/bus/boy. 	<ul style="list-style-type: none"> • Now open your books at page 10. In pairs, ask: What is this? Answer: book/ball/bus/boy.

Activity 2.3.2 Identifying the initial letter sound /b/

10 minutes

Now we will learn the sound /b/. I will say a word. If it begins with /b/, point thumbs up. If it does not begin with /b/, point thumbs down.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /b/. The first word is <i>book, book</i>. <i>Book</i> begins with /b/. So, I point my thumb up. (<i>Demonstrate this action.</i>) • The next word is <i>car, car</i>. <i>Car</i> does not begin with /b/. So I point my thumb down. • The next word is <i>ball, ball</i>. <i>Ball</i> begins with /b/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /b/ together, /b/, /b/. • <i>Repeat with learners several times.</i> • Now I will say a word. If it begins with /b/, we point our thumbs up. • If it does not begin with /b/, we point our thumbs down: <ul style="list-style-type: none"> - <i>Say: book, book. (Teacher and learners point thumbs up.)</i> - <i>Say: Car, car. (Teacher and learners point thumbs down.)</i> - <i>Continue with other examples (bus, axe, boy, ant, banana, girl, etc.).</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /b/, point your thumbs up. • If it does not begin with /b/, point your thumbs down. • <i>Say: book (learners put thumbs up).</i> • <i>Continue with other examples (bus, axe, car, boy, ant, banana, girl, etc.).</i>

Activity 2.3.3 Singing a song: Draw a ball in the air

5 minutes

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song as a class.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Sing the song: Draw a ball in the air.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. • <i>Sing the song together with the learners: Draw a ball in the air.</i> 	<ul style="list-style-type: none"> • Now class, sing the song: <i>Draw a ball in the air.</i>

Closing the lesson

3 minutes

Ask learners to name the objects on page 10 of their learners' books.

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

- identify the letter **b**
- write the letter **b**
- model the letter **b**

Resources

- Chalkboard: Lines for writing the letter **b**, prepared in advance
- Clay or other modelling material, such as stones, string, or seeds
- Letter card with small letter **b**
- Letter card with small **b** and big **B**
- Learners' book, page 10
- Teachers' guide, page 134, Song 8

Introduction: Playing a command game

2 minutes

Give these commands in any order for learners to obey: Stand up/jump/clap hands/say good morning/shake hands/wave hands/sit down.

Activity 2.4.1 Identifying the letter **b**

10 minutes

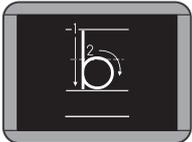
Today we will name the letter **b**. I will name the letter **b**. We will name the letter **b** together. Then you name the letter **b** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter b to the learners on a letter card. • Say: The letter name is b. • Repeat 3 or 4 times. • Say: the letter sound is /b/. • Repeat 3 or 4 times. • Show the letter card with small b and big B. Point to each and say: small b, big B. • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together (show the letter card with small b). Teacher and learners say b together. • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /b/ together.) • Repeat this 3 or 4 times. • Show the letter card with small b and big B. Let's say together: Small b, big B. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is ____ . (Learners say b.) • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ . (Learners say /b/.) • Now open your books at page 10. Point to small b. Point to big B. Close your books. • In pairs, point to small b and big B in the classroom.

Activity 2.4.2 Writing the letter **b**

10 minutes

Now we will write the letter **b**. I will write the letter **b**. We will write the letter **b** together. Then you will write the letter **b** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> Use the lines on the chalkboard that you prepared earlier to model writing the letter b.  <ul style="list-style-type: none"> Look at me (use gestures). Write the letter b on the chalkboard, while saying: Top, down, up, round, as you write b.  <ul style="list-style-type: none"> Write letter b several times while saying: Top, down, up, round. 	<ul style="list-style-type: none"> Now let's write the letter b in the air together. (Teacher and learners write the letter b in the air together as they say: Top, down, up, round.) Repeat this 3 or 4 times. Then teacher and learners write the letter on the ground or on slates, saying: Top, down, up, round. Go around the class to make sure learners are writing the letter b correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write b in your exercise books. Write the letter b five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Activity 2.4.3 Modelling the letter **b**

5 minutes

Now we will model the letter **b**. I will model the letter **b**. We will model the letter **b** together. Then you will model the letter **b** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> Demonstrate to the learners how to model the letter b with clay or any other materials. 	<ul style="list-style-type: none"> Let's model the letter b together. Model the letter b together with the learners, using clay or any other materials. 	<ul style="list-style-type: none"> Now class, you will model the letter b on your own, using clay (or other locally available materials, if you do not have clay). Ask some learners to show their models to the class.

Closing the lesson

3 minutes

Sing the song: Show me **b**.

UNIT 2 • My family

Lesson 5

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- introduce themselves and say where they live
 - sing a song: *What is your name?*
 - talk about where they live

Resources

- Teachers' guide, pages 133 and 134, Songs 2 and 8

Introduction: Singing a song

2 minutes

Sing *Show me b* with the learners.

Activity 2.5.1 Introducing yourself and saying where you live

10 minutes

Today we will say where we live. I will say where I live. We will say where we live. Then you will say where you live.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Point to yourself and say:</i> My name is Mrs./Mr./Miss ____ . I live in ____ . • <i>Repeat 3 to 4 times.</i> 	<ul style="list-style-type: none"> • Now let's say together: <i>Point to yourself and help the learners to point to themselves and say:</i> My name is ____ . I live in ____ . • <i>Repeat with the learners 3 to 4 times.</i> • <i>Call two learners to the front. Help them to take turns to say:</i> My name is ____ . I live in ____ . 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to say: My name is ____ . I live in ____ . • <i>Ask some pairs to show the class what they were doing.</i>

Activity 2.5.2 Singing: *What's your name?*

5 minutes

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Sing:</i> What's your name? 	<ul style="list-style-type: none"> • Let's sing together: What is your name? • <i>Repeat with learners several times.</i> 	<ul style="list-style-type: none"> • Now it's your turn. Sing together the song: <i>What is your name?</i>

Activity 2.5.3 Saying where we live**10 minutes**

Now we will say where we live. I will say where I live. We will say together where we live. Then you will say where you live.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: Where do you live? <i>Point to yourself and answer: I live in ____.</i> • Repeat 3 to 4 times. 	<ul style="list-style-type: none"> • Let's say together where we live. <i>Point to yourself and let the learners point to themselves and say: I live in ____.</i> • Repeat with the learners 3 to 4 times. • Call two learners to the front. <i>Help them to take turns to ask and answer: Where do you live? I live in ____.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Ask: Where do you live? Answer: I live in ____. • Ask some pairs to show the class what they were doing.

Closing the lesson**3 minutes**

Ask some pairs to come to the front to introduce themselves and say where they live.

UNIT 2 • My family

Lesson 6

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- greet family members
 - sing a song: *Good morning dear mother/father/sister/brother*
 - draw family members

Resources

- Learners' book, page 11
- Teachers' guide, page 133, Song 4

Introduction: Singing a song

2 minutes

Sing the Good morning song.

Activity 2.6.1 Greeting family members

10 minutes

Today we will greet family members. I will greet family members. We will greet family members together. Then you will greet family members.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show a chart of a family, or tell learners to look at page 11 of the learners' book. • Point to the mother and say: Good morning, mother. • (Pretend mother is speaking.) Good morning Miss/Mrs./Mr. ____ (your name). • Repeat 3 to 4 times. • Point to the father and say: Good morning, father. • (Pretend father is speaking.) Good morning Miss/Mrs./Mr. ____ (your name). • Repeat 3 to 4 times. • Repeat the greeting for sister/brother/daughter/son. 	<ul style="list-style-type: none"> • Let's greet the family together. • Point to the mother and say: Good morning, mother. • Pretend to be mother and say: Good morning, children. • Repeat this greeting 3 to 4 times. • Repeat the greeting for father/sister/brother. • Call a boy and a girl to the front. Help them to greet each other using the words brother/sister/mother/father: <ul style="list-style-type: none"> - Good morning, sister (for a girl). - Good morning, brother (for a boy). 	<ul style="list-style-type: none"> • Now be in groups of four—2 boys and 2 girls. One boy is father, one boy is brother, one girl is mother, and one girl is sister. • Say: Good morning, mother. Good morning, father. • Good morning, son. Good morning, daughter. Good morning, sister. Good morning, brother. • Ask some groups to show the class what they were doing.

Activity 2.6.2 Singing a song: Good morning to you**5 minutes**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song as a class.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Sing the song: Good morning to you, using names of family members—father/mother/sister/brother.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. • <i>Sing the song with the learners.</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the <i>Good morning</i> song, using the names of family members—father/mother/sister/brother.

Activity 2.6.3 Drawing family members**10 minutes**

Now we will draw our families. I will draw my family. We will draw our families together. Then you will draw your family on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Demonstrate on the chalkboard how to draw stick figures of your family.</i> • <i>Point to each figure and say: Father/mother/sister/brother/me.</i> • <i>Repeat these words 3 to 4 times.</i> 	<ul style="list-style-type: none"> • Let's draw our families together in the air. (<i>Have learners copy you as you draw the stick figures of a family in the air.</i>) • As we draw, let's say together father/mother/sister/brother/me. • Now let's draw the family on the floor. • <i>Invite 2 learners to draw the family on the chalkboard.</i> 	<ul style="list-style-type: none"> • Now class, draw your family on your slates or in your exercise books. • Ask some learners to show the class their drawings, while saying; father, mother, sister, brother, me.

Closing the lesson**3 minutes**

Say: Be in groups of four: 2 boys and 2 girls. One girl should take the role of a mother, and the other learners that of a father, daughter, and son. *Say:* Mothers stand up, sons hop up and down, fathers dance, daughters clap hands, etc.

UNIT 2 • My family

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with **c**
 - identify letter sound /**k**/
 - sing a song: *Draw a cup in the air*

Resources

- Pictures or models of a cat, canoe, cup, and car
- Teachers' guide, pages 133 and 134, Songs 4 and 7

Introduction: Singing a song

2 minutes

Sing together with the learners: Good morning to you.

Activity 2.7.1 Naming objects beginning with the letter **c**

10 minutes

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners a picture, a model or real objects, one at a time. • Ask: What is this? Answer: cat/canoe/cup/car. • Repeat for each object 3 to 4 times. 	<ul style="list-style-type: none"> • Let's say together: cat/canoe/cup/car. • Hold up each picture or model and ask: What is this? cat/canoe/cup/car. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books. Help one learner to ask: What is this? and the other to answer: cat/canoe/cup/car. 	<ul style="list-style-type: none"> • Now open your books at page 14. In pairs, ask: What is this? and answer: It is a cat/canoe/car. • Ask some pairs to show the class what they were doing.

Activity 2.7.2 Identifying the initial letter sound /k/

10 minutes

Now we will learn the sound /k/. I will say a word. If it begins with /k/, point thumbs up. If it does not begin with /k/, point thumbs down.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /k/. The first word is <i>cat, cat</i>. <i>Cat</i> begins with /k/. So, I point my thumb up. (<i>Demonstrate this action.</i>) • The next word is <i>book, book</i>. <i>Book</i> does not begin with /k/. So I point my thumb down. • The next word is <i>canoe, canoe</i>. <i>Canoe</i> begins with /k/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /k/ together: /k/, /k/. • <i>Repeat with learners several times.</i> • Now I will say a word. If it begins with /k/, we point our thumbs up. • If it does not begin with /k/, we point our thumbs down: • <i>Say: Cup, cup. (Teacher and learners point thumbs up.)</i> • <i>Say: Book, book. (Teacher and learners point thumbs down.)</i> • <i>Continue with other examples (cat, axe, canoe, apple, boy, car arm, etc.).</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /k/, point your thumbs up. • If it does not begin with /k/, point your thumbs down. • <i>Say: cat. (Learners put thumbs up.)</i> • <i>Continue with other examples (axe, canoe, car, apple, boy, can, arm, cup, etc.).</i>

Activity 2.7.3 Singing a song: Draw a cup in the air

5 minutes

Now we will sing a song. I will sing the song to you. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Sing the song: Draw a cup in the air.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. • <i>Sing the song with the learners.</i> 	<ul style="list-style-type: none"> • Now sing the song on your own. • <i>Ask some learners to sing the song to the class.</i>

Closing the lesson

3 minutes

Ask some learners to draw a cup on the chalkboard and say: This is a cup.

Lesson 8

Time needed:
30 minutes



Success criteria

Learners must be able to:

- identify the letter **c**
- write the letter **c**
- sing a song: *Show me c*

Resources

- Letter card with small letter **c**
- Letter card with small **c** and big **C**
- Chalkboard: Lines for writing the letter **c**, prepared in advance
- Learners' book, page 14
- Teachers' guide, pages 134 and 135, Songs 8 and 10

Introduction: Singing a song

2 minutes

Sing with the learners: How many people live in your house?

Activity 2.8.1 Identifying the letter **c**

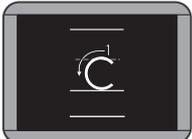
10 minutes

Today we will name the letter **c**. I will name the letter **c**. We will name the letter **c** together. Then you will name the letter **c** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter c to the learners on a letter card. • Say: The letter name is c. • Repeat 3 or 4 times. • Say, the letter sound is /k/. • Repeat /k/ 3 or 4 times. • Show the letter card with small c and big C. Point to each and say: Small c, big C. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together (show the letter card with small c). Teacher and learners say c together. • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /k/ together.) • Repeat this 3 or 4 times. • Show the letter card with small c and big C. Let's say together: Small c, big C. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is _____. (Learners say c.) • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is _____. (Learners say /k/.) • Now open your books at page 14. Point to small c. Point to big C. Close your books. • In pairs, point to small c and big C in the classroom.

Activity 2.8.2 Writing the letter C**10 minutes**

Now we will write the letter **c**. I will show you how to write the letter **c**. We will write the letter **c** together. Then you will write the letter **c** on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Use the lines on the chalkboard that you prepared earlier to model writing the letter c.  <ul style="list-style-type: none"> Look at me (use gestures). Write letter c on the chalkboard while saying as you write: Round, round.  <ul style="list-style-type: none"> Write the letter c several times while saying: Round, round. 	<ul style="list-style-type: none"> Now let's write the letter c in the air together. (Teacher and learners write the letter c in the air together as they say: Round, round.) Repeat this 3 or 4 times. Learners write the letter on the ground or on slates, saying: Round, round. Go around the class to make sure learners are writing the letter c correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write letter c in your exercise books. Write the letter c five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Activity 2.8.3 Singing a song: Show me c**5 minutes**

Now we will sing a song. I will first sing the song. You will sing the song with me. Then you will sing the song on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Sing the song: Show me c. 	<ul style="list-style-type: none"> Let's sing the song together. Sing the song together with the learners: Show me c. 	<ul style="list-style-type: none"> Now it's your turn, class. Sing together the song: Show me c.

Closing the lesson**3 minutes**

Ask some learners to name the objects on page 14 of their learners' books.

Lesson 9

Time needed:
30 minutes



Success criteria

Learners must be able to:

- identify objects
- draw a cup
- model the letter c

Resources

- A cup
- Clay or other modelling material, such as stones, string, or seeds
- Learners' book, page 14
- Teachers' guide, page 134, Song 7

Introduction: Singing a song

2 minutes

Sing: Draw a car in the air.

Activity 2.9.1 Identifying objects

10 minutes

Today we will talk about objects beginning with the sound /k/. I will talk about objects beginning with /k/. We will talk about objects beginning with /k/ together. Then you will talk about objects beginning with /k/.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Open the learners' book at page 14. Point to the cat and ask: What is this? Say: It is a cat.</i> • <i>Repeat 3 to 4 times.</i> • <i>Point to the canoe and ask: What is this? Say: It is a canoe.</i> • <i>Repeat 3 to 4 times.</i> • <i>Repeat with cup and car.</i> 	<ul style="list-style-type: none"> • <i>Let's do this together. Open your books at page 14. Point to the first picture, and check that all learners are pointing to the first picture. Let's ask together: What is this? Let's answer together: It is a cat.</i> • <i>Repeat 3 to 4 times (whole class, in groups, and individually).</i> • <i>Repeat the same question and answer for canoe, cup, and car.</i> • <i>Call two learners to the front and help them to ask: What is this? Answer: This is a cat/canoe/cup/car.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Open your books at page 14. Point to the pictures and ask: What is this? Answer: It is a ____ .</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 2.9.2 Drawing a cup**10 minutes**

Now we will draw a cup. I will draw a cup. We will draw a cup together. Then you will draw a cup on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Show the learners a cup and say: This is a cup.</i> • <i>Demonstrate on the chalkboard how to draw a cup.</i> • <i>When you have finished, say: This is a cup.</i> 	<ul style="list-style-type: none"> • <i>Let's draw a cup in the air together and say what it is.</i> • <i>Draw a cup with the learners in the air and say: This is a cup.</i> • <i>Say: Let's draw a cup on the ground. Draw a cup on the ground. Let's say together: This is a cup.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Draw a cup in your exercise books. When you have finished, show your friends what you have drawn and say: This is a cup.</i>

Activity 2.9.3 Modelling the letter c**5 minutes**

Now we will model the letter **c**. I will show how to model the letter **c**. We will model the letter together. Then you will model the letter on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Demonstrate to the learners how to model the letter c with clay or any other materials.</i> 	<ul style="list-style-type: none"> • <i>Let's model the letter c together.</i> • <i>Model the letter c together with the learners using clay or any other materials.</i> 	<ul style="list-style-type: none"> • <i>Say: Now it's your turn. Model the letter c on your own.</i> • <i>Ask several learners to show their models to the class.</i>

Closing the lesson**3 minutes**

Sing the song: Show me c.

Lesson 10 Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 2. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 47.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• name family members	26	11
• sing a song	26, 27, 29, 30, 31, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43	
• draw a stick figure of a boy	27	
• give and obey commands	28, 32	
• identify objects of different sizes	28	12, 13
• draw big and small objects	29	
• name objects beginning with b	30	10
• identify the letter sound /b/	31	
• identify the letter b	32	10
• write the letter b	33	
• model the letter b	33	
• introduce themselves and say where they live	34	
• talk about where we live	35	
• greet family members	36	11
• draw family members	37	
• name objects beginning with the letter c	38	
• identify the letter sound /k/	39	
• identify the letter c	40	14
• write the letter c	41	
• identify objects	42	14
• draw a cup	43	
• model the letter c	43	

★ Teacher tip

Think about the needs of your learners. Choose two or three review activities to practise and revise.

Revising

Choose three activities. Two activities should be identifying the letter sound /b/ and writing the letter **b** (see Activities 2.10.1 and 2.10.2). The other activity should be any of the oral activities that your learners found difficult. To teach these activities again, go back to the relevant pages in your teachers' guide and learners' book.

Informal assessment

As learners work to complete the activities, walk around the class to make sure that they are completing the activities correctly. You can also assess their progress at this time. Write your observation notes as you walk around the class. For more formal assessment, take one group at a time. Assess another group in the next review lesson.

Introduction: Singing a song

3 minutes

Review one of the songs from the unit.

Activity 2.10.1 Identifying the letter /b/ sound

5 minutes

To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /b/ and one word does not. • If the word begins with /b/, I will point my thumb up. • If the word does not begin with /b/, I will point my thumb down. • <i>Boy, boy.</i> I point my thumb up. • <i>Axe, axe.</i> I point my thumb down. 	<ul style="list-style-type: none"> • Now I am going to say a word. If that word begins with /b/, we point our thumbs up. If it does not begin with /b/, we point our thumbs down. • <i>Apple, apple.</i> (Teacher and learners point thumbs down.) • <i>Ball, ball.</i> (Teacher and learners point thumbs up.) 	<ul style="list-style-type: none"> • Now you say the letter sound (teacher waits for learners to say the sound /b/). • Allow learners to say the letter sound several times. • Now listen and point your thumbs up or down. • <i>Book, book</i> (thumbs up). • <i>Car, car</i> (thumbs down). • <i>Bus, bus</i> (thumbs up).

Activity 2.10.2 Writing the letter **b**

5 minutes

To practise letter writing, use the following routine.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter b. <div data-bbox="296 1451 488 1599" data-label="Image"> </div> <ul style="list-style-type: none"> • Remember how we go: Top, down, up, round. <p data-bbox="220 1688 389 1733">b b b b b</p> <ul style="list-style-type: none"> • Write the letter b five times on the lines on the chalkboard for learners to copy. 	<ul style="list-style-type: none"> • Now let's write the letter b together. (Teacher and learners write the letter b in the air together, saying: Round, up, down). 	<ul style="list-style-type: none"> • Now you will write the letter b on your own. (Learners write in the air, on the floor, on sand, or in their exercise books.)

Closing the lesson

To end our lesson, let's sing together: *What's your name? Point to yourself when you say your name.*

What's your name?
What's your name?
Please tell me/us.

My name is
My name is
My name is John.

Evaluation tools

Now ask the learners to say:

 One or two things they liked in the lesson.

 One or two things they will tell their families about the lesson.

 **Teacher tip**

Because this is the second unit, you may use local language to explain these questions. Help learners to think of one or two activities they have enjoyed.

 **Dear teacher:**

What did you learn from teaching this unit? Write yourself some notes for the future.

Assessment of Unit 2 ✓

Use the following checklist to assess the learners. You can refer to this checklist as you observe the learners in class or review their homework.

Is the learner able to:	Excellent	Good	Average	Needs support
name family members?				
sing a song?				
draw a stick figure of a boy?				
give and obey commands?				
identify objects of different sizes?				
draw big and small objects?				
name objects beginning with b ?				
identify the letter sound / b /?				
identify the letter b ?				
write the letter b ?				
model the letter b ?				
introduce themselves and say where they live?				
talk about where we live?				
greet family members?				
draw family members?				
name objects beginning with the letter c ?				
identify the letter sound / k /?				
identify the letter c ?				
write the letter c ?				
identify objects?				
draw a cup?				
model the letter c ?				

UNIT 3 Lesson planner

UNIT 3 My home: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Sing a song • Make requests politely • Respond to requests politely 	<ul style="list-style-type: none"> • Introduce oneself • Tell one's age 	<ul style="list-style-type: none"> • Name objects beginning with d • Identify the sound /d/ 	<ul style="list-style-type: none"> • Identify the letter d • Sing a song • Write the letter d 	<ul style="list-style-type: none"> • Count objects • Sing a number song • Match objects with numbers
Introduction	Play a command game	Play a chain game	Song: <i>Happy birthday to you. How old are you now?</i>	Identify the initial sound / d /	Write the letter d in the air saying: <i>Round, up, up, down</i>
Learners' book/ Teachers' guide reference	TG Page 133, Song 4	TG Page 133, Song 2 TG Page 135, Song 12	LB Pages 15 and 16 TG Page 135, Song 12	LB Page 15 TG Page 134, Song 8	LB Page 17 TG Page 136, Song 13
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Singing a song; making and responding to requests politely	LISTENING AND SPEAKING Introducing oneself; saying one's age	PHONICS/ PHONEMIC AWARENESS Identifying objects that begin with the letter d ; identifying the initial letter sound / d /	PHONICS/ ALPHABET RECOGNITION Identifying the letter d LISTENING AND SPEAKING Saying <i>round, up, up, down</i> as learners write the letter d	LISTENING AND SPEAKING Counting objects; singing a song
Vocabulary	<i>May I go out please? Yes, you may. May I sit down, please? May I stand up, please? May I sit on the chair, please?</i>	<i>What is your name? My name is _____. How old are you? I am x years old.</i>	<i>Door, driver, doctor, dog</i>	<i>Small d, big D Round, up, up, down</i>	<i>How many are there? There is/ are (one, two, three, four five).</i>
Practice	Pairs: Asking and answering: May I ____? Yes, you may.	Pairs: Introducing themselves and saying their ages	Pairs: Asking and answering: What is this? Dog/door/driver/doctor/duster/desk/dress	Pairs: Pointing to small d and big D Class: Singing <i>Show me d</i> Individuals: Writing the letter d in exercise books	Pairs: Counting objects in each set Class: Singing <i>One, two, three, four, five</i> Groups: Matching objects with numbers
Closing	Song: <i>Good morning to you</i>	Song: <i>Happy birthday to you</i>	Learners identify objects beginning with the sound / d /	Song: <i>Show me d</i>	Song: <i>One, two, three, four, five</i>

UNIT 3 My home: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Sing a song • Give commands • Obey commands 	<ul style="list-style-type: none"> • Introduce oneself • Say one's age • Say where one lives 	<ul style="list-style-type: none"> • Name objects beginning with e • Identify the sound /e/ 	<ul style="list-style-type: none"> • Identify the letter e • Sing a song • Write the letter e 	<ul style="list-style-type: none"> • Show understanding of the unit's skills and strategies • Informal assessment
Introduction	Say: Good morning ____ (name).	Song: <i>What's your name?</i>	Song: <i>What's your name?</i>	Identify the initial sound / e /	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	TG Page 135, Song 11	TG Page 133, Song 2	LB Page 18 TG Page 133, Song 2 TG Page 134, Song 7	LB Page 18 TG Page 134, Song 8	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Singing a song; giving and obeying commands	LISTENING AND SPEAKING Saying your name and age; saying where you live	PHONICS/ PHONEMIC AWARENESS Naming things that begin with the letter e ; identifying the initial letter sound / e /	PHONICS/ ALPHABET RECOGNITION Identifying the letter e LISTENING AND SPEAKING Singing a song: saying <i>line, round, down, bend</i> as learners write the letter e	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound / d /; writing the letter d Two other oral activities of teacher's choice
Vocabulary	<i>Open/close your eyes.</i> <i>Open/close your book.</i> <i>Point to the ____.</i> <i>Touch your ____.</i> <i>Keep quiet.</i>	<i>What is your name? How old are you?</i> <i>My name is ____.</i> <i>I am x years old.</i> <i>Where do you live?</i> <i>I live at ____.</i>	<i>Egg, elephant, elbow</i>	<i>Small e, big E</i> <i>Line, round, down, bend</i>	
Practice	Class: Singing <i>Open the book</i> Groups: Playing Mrs. Phiri says Pairs: Giving and obeying commands	Pairs: Asking and answering: What's your name? My name is ____ . How old are you? I am ____ years old. Where do you live? I live at ____ .	Pairs: Asking and answering: What is this? Egg/ elephant/elbow Class: Identifying the / e / sound	Pairs: Pointing to small e and big E Class: Singing Show me e Individuals: Writing the letter e in exercise books	
Closing	Play Mrs. Phiri says	Song: <i>What is your name?</i>	Song: <i>Draw an ____ in the air</i> (egg, elephant, elbow)	Song: <i>Show me e</i>	Song: <i>Show me d</i>

UNIT 3 • My home

Lesson 1

Time needed:
30 minutes



Success criteria

Learners must be able to:

- sing a song
- make requests politely
- respond to requests politely

Resources

- Teachers' guide, page 133, Song 4

Introduction: Playing a command game

3 minutes

Give these commands in any order for learners to listen and obey: Clap hands/put up your hand/stand up/sit down.

Activity 3.1.1 Singing a song: *Good morning to you*

5 minutes

Today we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none">• <i>Sing:</i> Good morning to you.• <i>Point to the learners when you sing:</i> Dear learners.• <i>Point to yourself when you sing:</i> Dear teacher.	<ul style="list-style-type: none">• Let's sing the song together.	<ul style="list-style-type: none">• Now it's your turn, class. Sing the song on your own.

Activity 3.1.2 Making and responding to requests politely**20 minutes**

Now we will ask and answer some questions. I will ask and answer some questions. We will ask and answer some questions together. Then you will ask and answer some questions on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: May I go out, please? Answer: Yes, you may. (<i>Pretend to be going out.</i>) • Repeat this 3 or 4 times. • Say: May I sit down, please? Answer: Yes, you may. (<i>Sit on the chair.</i>) • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say: May I go out, please? • Repeat 3 or 4 times. • Let's say: Yes, you may. • Repeat 3 or 4 times. • Now say the question and answer together: May I go out, please? Yes, you may. • Continue with other similar requests, such as May I stand up, please? May I sit down, please? • Call a learner to the front and help him/her to say: May I go out, please? or another of the request phrases (use gestures to communicate the selected request). • Answer him/her: Yes, you may. • Repeat with 3 or 4 learners. • Invite two learners to the front and help them to ask and answer: May I sit down, please? Yes, you may. (<i>Help the learner to do the requested action.</i>) 	<ul style="list-style-type: none"> • Now be in pairs and say: May I go out, please? Yes, you may. • Learners should take turns to ask and answer. The one who asks should pretend to complete the action after being told: Yes, you may. • Ask some pairs to show the class what they were doing.

Closing the lesson**2 minutes**

Repeat the song: Good morning to you.

UNIT 3 • My home

Lesson 2

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- introduce themselves
 - say their ages

Resources

- Teachers' guide, pages 133 and 135, Songs 2 and 12

Introduction: Playing a chain game: Introducing oneself

2 minutes

Say: My name is ____ . I am a woman/man. What's your name? *Point to one learner and help him/her to say to the next learner:* My name is ____ . I am a boy/girl. What is your name?

Activity 3.2.1 Singing a song

5 minutes

Today we will sing: *What's your name?* I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Sing <i>What's your name?</i> • Point to learners as you sing the phrase: <i>What's your name?</i> • Point to yourself when you sing the phrase: <i>Please tell me.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. • Repeat with learners several times, making sure that learners use gestures to point to themselves and to others. 	<ul style="list-style-type: none"> • Now class, sing the song together. • Ask different groups to sing the song (e.g., boys, girls, Group A, girls wearing the colour blue, etc.).

Activity 3.2.2 Introducing oneself

10 minutes

Now we will introduce ourselves. I will introduce myself. We will introduce ourselves. Then you will introduce yourselves.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Point to yourself and say: <i>What is your name?</i> • Answer: <i>My name is Miss/Mrs./Mr. ____ (insert your own name).</i> • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: <i>What is your name?</i> • Let's answer together: <i>My name is ____ . (The learners should say their own names.)</i> • Repeat this question and answer 3 or 4 times, as a whole class, in groups, and individually. • Then use a chain/line to practise. One learner says: <i>My name is ____ . He/she then points to another learner and says: What is your name?</i> • Repeat this question/answer chain with several learners. 	<ul style="list-style-type: none"> • Now class, be in pairs. Ask: <i>What is your name?</i> • Answer: <i>My name is ____ (say your name).</i> • The first learner asks: <i>What's your name? The other learner says: My name is ____ . What is your name?</i> • Ask and answer with a chain of several learners around the class.

Activity 3.2.3 Saying one's age**10 minutes**

Now we will say our ages. I will say my age. We will say our ages. Then you will say your age.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Point to yourself and Say:</i> How old are you? • <i>Answer:</i> I'm ____ years old. • <i>Repeat 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's say:</i> How old are you? Let's say: I am ____ years old. • <i>Repeat 3 to 4 times.</i> • <i>Repeat 3 to 4 times with the whole class, groups, and individuals.</i> • <i>Invite two learners to the front to demonstrate how to ask and answer:</i> How old are you? I am ____ years old. 	<ul style="list-style-type: none"> • <i>Now class, be in pairs to ask and answer:</i> How old are you? I am ____ years old. • <i>Allow learners to take turns to ask and answer.</i> • <i>Ask some pairs to show the class what they were saying.</i>

Closing the lesson**3 minutes**

Sing the birthday song: Happy birthday to you, happy birthday to you, happy birthday dear (name), happy birthday to you. *Include the verse:* How old are you now?

UNIT 3 • My home

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **d**
 - identify the letter sound /d/

Resources

- Pictures or models of dog, door, driver, and doctor
- Learners' book, pages 15 and 16
- Teachers' guide, page 135, Song 12

Introduction: Singing a song

2 minutes

Sing the song: Happy birthday to you. *Then sing the verse:* How old are you now?

Activity 3.3.1 Naming objects beginning with the letter d

10 minutes

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners a picture, a model, or a real object beginning with the letter d, one at a time. • Ask: What is this? And answer: dog/door/doctor/duster/desk/dress. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Hold up the object/picture of the object. Ask: What is this? • Answer together with the learners. Say: dog/door/duster. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books to ask and answer. • What is this? Dog/door/duster. 	<ul style="list-style-type: none"> • Now open your books at pages 15 and 16. • In pairs, point to an object and then ask: What is this? • Answer: dog/door/driver/doctor/duster/desk/dress. • Ask some pairs to show the class what they were doing.

Activity 3.3.2 Identifying the initial letter sound /d/**10 minutes**

Now we will learn the sound /d/. I will say a word. If it begins with /d/, point thumbs up. If it does not begin with /d/, point thumbs down.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /d/. The first word is <i>dog, dog</i>. <i>Dog</i> begins with /d/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>table, table</i>. <i>Table</i> does not begin with /d/. So I point my thumb down. • The next word is <i>driver, driver</i>. <i>Driver</i> begins with /d/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /d/ together: /d/, /d/. (<i>Repeat with learners several times.</i>) • Now I will say a word. If it begins with /d/, we point our thumbs up. • If it does not begin with /d/, we point our thumbs down: <ul style="list-style-type: none"> - Door, door (<i>teacher and learners point thumbs up</i>). - Book, book (<i>teacher and learners point thumbs down</i>). - <i>Continue with other examples (doctor, boy, doom, driver, car, apple, etc.)</i>. 	<ul style="list-style-type: none"> • Now class, you will do this on your own. I will say a word. If it begins with /d/, point your thumbs up. • If it does not begin with /d/, point your thumbs down. • <i>Say: dog (learners put thumbs up)</i>. • <i>Continue with other examples (doctor, boy, driver, pencil, arrow, donkey, etc.)</i>.

Closing the lesson**3 minutes**

Show the learners some objects beginning with the letter sound /d/ and ask them to name the objects.

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

- identify the letter **d**
- sing a song
- write the letter **d**

Resources

- Letter card with small letter **d**
- Letter card with small **d** and big **D**
- Chalkboard: Lines for writing the letter **d**, prepared in advance
- Learners' book, page 15
- Teachers' guide, page 134, Song 8

Introduction: Identifying the initial letter sound /d/

2 minutes

Listen! Now I will say a word. If it begins with /d/, point thumbs up. If it does not begin with /d/, point thumbs down. Use these examples: dog, apple, door, teacher, arrow, doctor, driver, ball.

Activity 3.4.1 Identifying the letter d

15 minutes

Today we will name the letter **d**. I will name the letter. We will name the letter together. Then you will name the letter **d** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter d to the learners on a letter card. • Say: The letter name is d. • Repeat d 3 or 4 times. • Say: The letter sound is /d/. • Repeat /d/ 3 or 4 times. • Show the letter card with small d and big D. Point to each and say: Small d, big D. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together (show the letter card with small d). Teacher and learners say d together. • Repeat this 3 or 4 times. • Let's say the letter sound together (teacher and learners say /d/ together). • Repeat this 3 or 4 times. • Show the letter card with small d and big D. Let's say together: Small d, big D. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is ____ (learners say d). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /d/). • Now open your books at page 15. Point to small d. Point to big D. Close your books. • In pairs, point to small d and big D in the classroom.

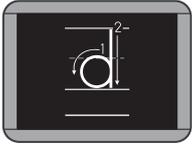
Activity 3.4.2 Singing a song: Show me d**5 minutes**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Sing: Show me d. • Use gestures to make sure learners understand the words. 	<ul style="list-style-type: none"> • Let's sing the song together. 	<ul style="list-style-type: none"> • Now class, sing the song on your own.

Activity 3.4.3 Writing the letter d**5 minutes**

Now we will write the letter **d**. I will write the letter **d**. We will write the letter **d** together. Then you will write the letter **d** on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter d.  <ul style="list-style-type: none"> • Look at me (use gestures). Write the letter d on the chalkboard while saying: Round, up, up, down.  <ul style="list-style-type: none"> • Write the letter d several times while saying: Round, up, up, down. 	<ul style="list-style-type: none"> • Now let's write the letter d in the air together. (Teacher and learners write the letter d in the air together as they say: Round, up, up, down.) • Repeat this 3 or 4 times. • Then learners write the letter on the ground or on slates, saying: Round, up, up, down. • Go around the class to make sure learners are writing the letter d correctly. 	<ul style="list-style-type: none"> • Now class, it's your turn. Write the letter d in your exercise books. • Write the letter d five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Closing the lesson**3 minutes**

Sing the song: Show me **d**.

Lesson 5

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- count objects
 - sing a number song
 - match objects with numbers

Resources

- Stones and sticks, brought by learners in advance of the lesson
- Number cards 1–5 (1 set per group)
- Learners' book, page 17
- Teachers' guide, page 136, Song 13

Introduction: Writing the letter **d**

2 minutes

Review writing the letter **d** in the air as a whole class and as individuals. As you write the letter **d**, say: Round, up, up, down.

Activity 3.5.1 Counting objects

10 minutes

Today we will count objects. I will count the objects. We will count the objects together. Then you will count the objects on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Put stones in sets of 2, 3, 4, and 5. • Point to one set and say: How many stones are there? Answer: There are 2, 3, 4, 5 stones. • Do the same with the sticks. 	<ul style="list-style-type: none"> • Let's say: How many stones are there? Let's answer: There are 2, 3, 4, 5 stones. • Repeat with learners several times. • Do the same with the sticks (as a whole class, in groups, and individually). • Let's turn to page 17. How many hands are there? There is one hand. • Repeat 3 to 4 times. • Do the same with the other objects on the page. • Invite two learners to the front. Help them to ask and answer: How many shoes/cars are there? • There are 2 shoes. There are 3 cars. 	<ul style="list-style-type: none"> • Now be in pairs. Look at the pictures on page 17. Ask: How many cars are there? Answer: There are 3 cars. • Ask and answer for hand, boxes, flowers, and shoes. • Ask some learners to show the class what they were doing.

Activity 3.5.2 Singing a number song**5 minutes**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Sing: One, two, three, four, five.</i> • <i>Point to the sets when you sing.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> 	<ul style="list-style-type: none"> • <i>Now class, sing the song on your own.</i>

Activity 3.5.3 Matching objects with numbers**10 minutes**

Now we will match objects with numbers. I will match objects with numbers. We will match objects with numbers together. Then you will match objects with numbers on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Show the number cards and objects.</i> • <i>Pick two stones and a corresponding number card. Show learners and say: Two stones.</i> • <i>Repeat with other objects and number cards.</i> 	<ul style="list-style-type: none"> • <i>Now let's do it together.</i> • <i>Pick two stones and a corresponding number card. Show the learners and together say: Two stones.</i> • <i>Repeat with learners in groups or individually.</i> • <i>Call a learner to the front. Show him/her a number card. Let the learner match the number of objects with the number on the card, and say: Three books / two stones, etc.</i> • <i>Repeat this with several other learners.</i> 	<ul style="list-style-type: none"> • <i>Now be in groups. Match the objects with the numbers.</i> • <i>Hand out to each group the sets of number cards and equal numbers of the same objects (beans, stones, sticks, etc.).</i> • <i>Ask learners to take turns to match number cards with the objects.</i>

Closing the lesson**3 minutes**

Repeat the number song: One, two, three, four, five.

UNIT 3 • My home

Lesson 6

Time needed:
30 minutes



Success criteria

Learners must be able to:

- sing a song
- give commands
- obey commands

Resources

- Teachers' guide, page 135, Song 11

Introduction: Saying Good morning

2 minutes

Be in pairs and say to each other: Good morning ____ . Good morning, ____ .

Activity 3.6.1 Singing a song: *Open the book*

5 minutes

Today we will sing a song. I will sing the song. You will sing with me. Then you will sing the song again.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none">• <i>Sing the song:</i> Open the book.• <i>Perform the actions as you sing the song.</i>	<ul style="list-style-type: none">• Let's sing together the song: <i>Open the book.</i> We open our books as we sing.	<ul style="list-style-type: none">• Now it's your turn, class. Sing the song on your own.

Activity 3.6.2 Playing a command game: Mrs. Phiri says

10 minutes

Today we will play a game. I will explain how to play the game. You will play the game with me. Then you will play the game again in groups.

★ Teacher tip

As this is the first time to play this game, you may need to explain first in local language. Then explain in English.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: I am going to give you several commands. • Obey my commands only if they begin with, "Mrs. Phiri says," such as, "Mrs. Phiri says: Stand up." • If the commands do not begin with: "Mrs. Phiri says," do not do what I say. 	<ul style="list-style-type: none"> • Let's play the game together. Sit in a circle and listen very closely. • Mrs. Phiri says: Stand up! (Learners stand up.) • Mrs. Phiri says: Jump. (Learners jump.) • Mrs. Phiri says: Stop. (Learners stop jumping.) • Say: Hop on one foot. (Learners stand still.) • If learners hop on one foot, show them why they should not have done the action. • Invite a group of learners to the front. Help learners to play the game until one player remains. He/she is the winner. 	<ul style="list-style-type: none"> • Now it's your turn. In groups, play, Mrs. Phiri says. • Divide the learners into groups. Have each group sit in a circle. • Say: Choose one player to stand in the centre and be Mrs. Phiri. Only do the commands that start, "Mrs. Phiri says." • Continue playing until there is only one player left in each group. That player is the winner.

Activity 3.6.3 Giving and obeying commands

10 minutes

Now we will give and obey commands. I will give and obey commands. We will give and obey commands together. Then you will give and obey commands.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Look at me (use gestures). • Say: Open your book (while opening the book). • Say: Close your book (while closing the book). • Repeat with open your eyes/ close your eyes/touch your head/point to the window/point to the roof. 	<ul style="list-style-type: none"> • Now, let's do it together. • Call one learner to the front of the class. Tell her/him to open the book/close the book. • Call two learners to the front. Tell one learner to say: Open the book. Tell the other learner to obey the commands. Then tell the second learner to say: Close the book, and the other learner to obey. • Repeat with the whole class and with individuals. 	<ul style="list-style-type: none"> • Now be in pairs to give and obey commands. One learner gives a command and the other learner obeys. • Say: Close your eyes/open your eyes. • Say: Stand up/sit down. • Ask some pairs to show the class what they were doing.

Closing the lesson

3 minutes

Repeat the Mrs. Phiri says game. Remind learners that they must not obey commands that do not begin with "Mrs. Phiri says"! Continue play until there is only one learner left.

UNIT 3 • My home

Lesson 7

Time needed:
30 minutes



Success criteria

Learners must be able to:

- introduce themselves
- say their age
- say where they live

Resources

- Teachers' guide, page 133, Song 2

Introduction: Singing the song: *What's your name?*

3 minutes

Sing the *What's your name?* song together and in small groups.

Activity 3.7.1 Saying your name and age

12 minutes

Now we will say our names and ages. I will say my name and age. We will say our names and ages together. Then you will say your names and ages.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: What's your name? Answer: My name is Miss/Mrs./Mr. ____. • Repeat 3 to 4 times. • Say: How old are you? Answer: I am ____ years old. 	<ul style="list-style-type: none"> • Let's say: What's your name? • Let's answer: My name is ____ (learners should say their own names). • Let's say: How old are you? • Let's answer: I am ____ years old (learners should give their own ages). • Repeat these questions and answers 3 or 4 times as a whole class, in groups, and individually. • Invite two learners to the front. Help one learner to ask: What is your name? How old are you? and the other to answer: My name is ____ . I am ____ years old. 	<ul style="list-style-type: none"> • Now be in pairs to ask and answer: What's your name? My name is ____ . How old are you? I am ____ years old. • Now be in pairs to ask: What's your name? and answer: I am ____ years old. Then ask: How old are you? and answer: I am ____ years old. • Ask some pairs to show the class what they were doing.

Activity 3.7.2 Saying where you live

12 minutes

Today we will say where we live. I will say where I live. We will say where we live. Then you will say where you live.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: Where do you live? Answer: I live at ____ . • Explain that learners must name their villages or streets. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say: Where do you live? • Repeat this 3 or 4 times. • Let's say: I live at ____ . • Repeat this 3 or 4 times. • Remind learners that they must name their own villages or streets. • Repeat several times as a whole class, in groups, and individually. • Invite two learners to the front. Help them to ask and answer: Where do you live? I live at ____ . 	<ul style="list-style-type: none"> • Now be in pairs to ask and answer: Where do you live? I live at ____ .

Closing the lesson

3 minutes

Repeat the song: What's your name?

Lesson 8

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects with the letter **e**
 - identify the sound /**e**/

Resources

- Pictures or models of egg, elephant, and elbow
- Learners' book, page 18
- Teachers' guide, pages 133 and 134, Songs 2 and 7

Introduction: Singing a song

2 minutes

Sing the song, What's your name?

Activity 3.8.1 Naming objects beginning with the letter e

12 minutes

Today we are going to name some objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners a picture, a model, or real objects one at a time. • Ask: What is this? Answer: egg/elephant/elbow. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: egg/elephant/elbow. • What is this? egg/elephant/elbow. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books to ask: What is this? and answer: egg/elephant/elbow. 	<ul style="list-style-type: none"> • Now open your books at page 18. Be in pairs to ask and answer: What is this? egg/elephant/elbow. • Ask some pairs to show the class what they were doing.

Activity 3.8.2 Identifying the initial short /e/ sound**12 minutes**

Now we will learn the sound /e/. I will say a word. If it begins with /e/, point thumbs up. If it does not begin with /e/, point thumbs down.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /e/. The first word is <i>egg, egg</i>. <i>Egg</i> begins with /e/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>dog, dog</i>. <i>Dog</i> does not begin with /e/. So I point my thumb down. • The next word is <i>elephant, elephant</i>. <i>Elephant</i> begins with /e/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /e/ together; /e/, /e/. (<i>Repeat with learners several times.</i>) • Now I will say a word. If it begins with /e/, we point our thumbs up. • If it does not begin with /e/, we point our thumbs down. • Say: <i>Elephant, elephant</i> (<i>teacher and learners point thumbs up</i>). • Say: <i>Doctor, doctor</i> (<i>teacher and learners point thumbs down</i>). • <i>Continue with other examples</i> (<i>boy, pencil, egg, banana, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /e/, point your thumbs up. • If it does not begin with /e/, point your thumbs down. • Say: <i>elephant</i> (<i>learners put thumbs up</i>). • <i>Continue with other examples</i> (<i>elbow, book, egg, ball, car, envelope cup, etc.</i>).

Closing the lesson**4 minutes**

Sing the song together: Draw an egg in the air. *Sing three verses to include elephant and elbow.*

Lesson 9

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify the letter **e**
 - sing a song: Show me **e**
 - write the letter **e**

Resources

- Letter card with small letter **e**
- Letter card with small **e** and big **E**
- Chalkboard: Lines for writing the letter **e**, prepared in advance
- Learners' book, page 18
- Teachers' guide, page 134, Song 8

Introduction: Identifying the initial sound /e/

2 minutes

I will say a word. If it begins with /e/, point your thumbs up. If it does not begin with /e/, point your thumbs down. Say: egg (thumbs up). Use other examples (boy, teacher, elbow, pen).

Activity 3.9.1 Identifying the letter e

10 minutes

Today we will name the letter **e**. I will name the letter **e**. We will name the letter **e** together. Then you will name the letter **e** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter e to the learners on a letter card. • Say: The letter name is e. • Repeat 3 or 4 times. • Say, the letter sound is /e/. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>The letter sound is short /e/; as in egg or bed, etc.</p> </div> <ul style="list-style-type: none"> • Repeat /e/ 3 or 4 times. • Show the letter card with small e and big E. Point to each and say: Small e, big E. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together. Show the letter card with small e. (Teacher and learners say e together). • Repeat this 3 or 4 times. • Let's say the letter sound together (teacher and learners say /e/ together). • Repeat this 3 or 4 times. • Show the letter card with small e and big E. Let's say together: Small e, big E. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is ____ (learners say e). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /e/). • Now open your books at page 18. Point to small e. Point to big E. Close your books. • In pairs, point to small e and big E in the classroom.

Activity 3.9.2 Singing a song: Show me e**5 minutes**

Now we will sing the song: *Show me e*. I will sing the song. You will sing with me. Then you will sing the song again and stand up and point to **e** in the classroom.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Sing: Show me e. • Use gestures to make sure learners understand the words. 	<ul style="list-style-type: none"> • Let's sing the song together. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Activity 3.9.3 Writing the letter e**10 minutes**

Now we will write the letter **e**. I will write the letter **e**. We will write the letter **e** together. Then you will write the letter **e** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter e.  <ul style="list-style-type: none"> • Look at me (use gestures). Write letter e on the chalkboard lines several times, while saying: Line, round, down, bend. 	<ul style="list-style-type: none"> • Now let's write the letter e in the air together. (Teacher and learners write the letter e in the air together as they say: Line, round, down, bend.) • Repeat this 3 or 4 times. • Then learners write on the ground, in sand, or on slates, saying: Line, round, down, bend. • Go around the class to check and correct learners, as needed. 	<ul style="list-style-type: none"> • Now class, it's your turn. Write the letter e in your exercise books. • Write the letter e five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Closing the lesson**3 minutes**

Repeat the song: Show me **e**, while pointing to classroom objects with the letter.

Lesson 10 Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 3. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 71.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• <i>make requests politely</i>	51	
• <i>respond to requests politely</i>	51	
• <i>sing a song</i>	50, 51, 52, 53, 54, 56, 57, 59, 60, 62, 63, 64, 65, 67	
• <i>introduce themselves</i>	52	2
• <i>tell their ages</i>	53	
• <i>name objects beginning with the letters d and e</i>	54, 64	15–16, 18
• <i>identify the letter sounds for /d/ and /e/</i>	55, 65	15–16, 18
• <i>identify the letters d and e</i>	56, 66	15–16, 18
• <i>write the letters d and e</i>	57, 58, 67	15–16, 18
• <i>count objects</i>	58	17
• <i>match objects with numbers</i>	59	17
• <i>play a command game</i>	60	
• <i>give and obey commands</i>	61	2
• <i>say their name and age</i>	62	
• <i>say where they live</i>	63	

★ Teacher tip

Think about the needs of your learners. Choose two or three review activities to practise and revise.

Revising

Choose three activities. Two activities should be identifying the letter sound /d/ and writing the letter **d** (see Activity 3.10.1 and 3.10.2). The other activity should be any of the oral activities that your learners found difficult. To teach these activities again, go back to the relevant pages in your teachers' guide and learners' book.

Informal assessment

As learners work to complete the activities, walk around the class to make sure that they are completing the activities correctly. You can also assess their progress at this time. Write your observation notes as you walk around the class.

For more formal assessment, take one group at a time. Assess another group in the next review lesson.

Introduction: Singing a song

Review one of the songs from the unit.

3 minutes

Activity 3.10.1 Identifying the initial letter sound /d/

5 minutes

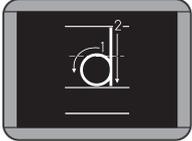
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /d/ and one word does not. • If the word begins with /d/, I will point my thumb up. • If the word does not begin with /d/, I will point my thumb down. • Dog, dog. I point my thumb up. • Boy, boy. I point my thumb down. 	<ul style="list-style-type: none"> • Now I am going to say a word. If that word begins with /d/, we point our thumbs up. If it does not begin with /d/, we point our thumbs down. • apple, apple (teacher and learners point thumbs down). • doctor, doctor (teacher and learners point thumbs up). 	<ul style="list-style-type: none"> • Now you say the letter sound (teacher waits for learners to say the sound /d/). • Learners say the letter sound several times. • Now listen and point your thumbs up or down. • door, door (thumbs up). • car, car (thumbs down). • driver, driver (thumbs up).

Activity 3.10.2 Writing the letter d

5 minutes

To practise letter writing, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter d.  <ul style="list-style-type: none"> • Let's practise writing the letter d.  <ul style="list-style-type: none"> • Remember how we go: Round, up, up, down. <p>d, d, d, d, d</p> <ul style="list-style-type: none"> • Write the letter d five times on the lines on the chalkboard for learners to copy. 	<ul style="list-style-type: none"> • Now let's write the letter d together. (Teacher and learners write the letter d in the air together, saying: Round, up, up, down.) 	<ul style="list-style-type: none"> • Now you will write the letter d on your own. (Learners write in the air, on the floor, on sand, or in their exercise books.)

Assessment of Unit 3

Use the following checklist to assess the learners. You can refer to this checklist as you observe the learners in class or review their homework.

Is the learner able to:	Excellent	Good	Average	Needs support
make requests politely?				
respond to requests politely?				
sing a song?				
introduce themselves?				
tell their ages?				
tell where they live?				
name objects with the letter d ?				
identify the / d / sound?				
identify big D and small d ?				
write the letter d ?				
count objects?				
match objects with numbers?				
play a command game?				
give and obey commands?				
name objects with the letter e ?				
identify the / e / sound?				
identify big E and small e ?				
write the letter e ?				

UNIT 4 Lesson planner

UNIT 4 My classroom: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name classroom objects Draw classroom objects 	<ul style="list-style-type: none"> Name animals Identify animal sounds Sing a song 	<ul style="list-style-type: none"> Name objects beginning with f Identify the sound /f/ 	<ul style="list-style-type: none"> Identify the letter f Write the letter f Sing a song 	<ul style="list-style-type: none"> Identify colours Sort according to colour Sing a song
Introduction	Sing: <i>Good morning to you</i>	Play a command game	Song: <i>Mr. Phiri has a farm</i>	Recognise the initial sound f	Song: <i>Draw a fish in the air</i>
Learners' book/ Teachers' guide reference	LB Page 19 TG Page 133, Song 4 TG Page 134, Song 7	LB Page 20 TG Page 136, Song 14	LB Page 22 TG Page 136, Song 14 TG Page 134, Song 7	TG Page 134, Song 7	LB Page 21 TG Page 134, Song 7 TG Page 136, Song 15
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Naming classroom objects	LISTENING AND SPEAKING Naming animals; identifying animal sounds; singing a song	PHONICS/ PHONEMIC AWARENESS Naming things that begin with the letter f ; identifying the initial letter sound / f /	PHONICS/ ALPHABET RECOGNITION Learning the letter f LISTENING AND SPEAKING Saying <i>round, down, line</i> as learners write the letter	LISTENING AND SPEAKING Identifying colours; singing a song
Vocabulary	<i>What is this? This is a table, book, bell, duster, ruler</i>	<i>cow (moo), cat (meow), goat (maa), duck (quack), chicken (cluck), dog (woof)</i>	<i>Frog, floor, fish, fork, fan</i>	<i>Small f, big F</i> <i>Round, down, line</i>	<i>yellow, white, black, green, red</i>
Practice	Pairs: Asking and answering: What is this? It is a ____ (table/ chair/duster/etc.). Individuals: Drawing book/ bell/duster/ruler, etc.	Pairs: Saying the names of the animals and their sounds Class: Singing <i>Mr. Phiri has a farm</i>	Pairs: Asking and answering: What is this? frog/floor/ fish/fork/fan Class: Identifying the sound / f /	Pairs: Pointing to small f and big F Individuals: Writing the letter f in their exercise books Class: Singing <i>Draw a fish in the air</i>	Groups: Identifying colours Class: Singing <i>There's a green girl in the ring</i>
Closing	Song: <i>Draw a table in the air</i>	Song: <i>Mr. Phiri has a farm</i>	Song: <i>Draw a fish in the air</i>	Play <i>Mrs. Phiri says</i>	Learners name colours of objects

UNIT 4 My classroom: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Ask and respond to questions • Sing a song 	<ul style="list-style-type: none"> • Identify shapes • Draw shapes • Sing a song 	<ul style="list-style-type: none"> • Name objects beginning with g • Identify the sound /g/ • Sing a song 	<ul style="list-style-type: none"> • Identify the letter g • Write the letter g 	<ul style="list-style-type: none"> • Show understanding of the unit's skills and strategies • Informal assessment
Introduction	Song: <i>There's a green girl in the ring</i>	Song: <i>Where are the lions?</i>	Play <i>Mrs. Phiri says</i>	Play the command game	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	TG Page 136, Song 15 TG Page 137, Song 16	TG Page 137, Song 16 TG Page 134, Song 8	LB Page 23 TG Page 134, Song 8	LB Page 23 TG Page 134, Song 8	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Asking and responding to questions; singing a song	LISTENING AND SPEAKING Singing a song; identifying shapes	PHONICS/ PHONEMIC AWARENESS Identifying objects that begin with the letter g ; identifying the initial letter sound / g /	PHONICS/ ALPHABET RECOGNITION Identifying the letter g LISTENING AND SPEAKING Saying <i>round, up, down, down, bend</i> as learners write the letter g	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound / f /; writing the letter f Two other oral activities of teacher's choice
Vocabulary	<i>What are you doing? I am _____ (running, jumping, walking, clapping, etc.).</i>	<i>Circle, triangle, rectangle, square</i>	<i>Goat, girl, gate, gun</i>	<i>Small g, big G</i> <i>Round, up, down, down, bend</i>	
Practice	Pairs: Asking and answering questions Class: Singing <i>Where are the lions?</i>	Groups: Identifying shapes Individuals: Drawing shapes Class: Singing <i>Draw a circle in the air</i>	Pairs: Asking and answering: What is this? Goat/girl/gate/gun Class: Identifying the sound / g /; singing <i>Show me g</i>	Pairs: Pointing to small g and big G Individuals: Writing the letter g in their exercise books Class: Singing <i>Show me g</i>	
Closing	Play <i>Mrs. Phiri says</i>	Learners name shapes and find them on charts or in the classroom	Learners name objects on page 23 of their learners' books	Some learners point to small g and big G in the classroom.	Song: <i>Show me f</i>

Lesson 1

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name classroom objects
 - draw classroom objects

Resources

- Objects in the classroom—e.g., table, books, chalk, pencil, duster, bell, rulers, balls, keys, chair, desk
- Learners' book, page 19
- Teachers' guide, pages 133 and 134, Songs 4 and 7

Introduction: Singing a song

3 minutes

Sing the song *Good morning with the learners*. Point to the learners when you sing: dear learners, and point to yourself when you sing: dear teacher.

Activity 4.1.1 Naming classroom objects

12 minutes

Today we will name classroom objects. I will name the classroom objects. We will name the classroom objects together. Then you will name the classroom objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show learners a table and say: It is a table. • Repeat with other objects, such as a book, bell, duster, and ruler. • Show learners the objects again one at a time and ask: What is this? Answer: It is a table. • Repeat with other objects, such as a book, bell, duster, and ruler. 	<ul style="list-style-type: none"> • Show objects to learners. Say: Let's say together this is a table. • Repeat with other objects. • Show learners an object and ask: What is this? • Let's say together: It is a table. • Repeat with other objects. • Invite two learners to the front and ask them to bring their books. • Say: Open your books at page 19. Help them to take turns to point to the classroom objects to ask: What is this? Answer: It is a table, a chair, a duster, etc. 	<ul style="list-style-type: none"> • Now class, be in pairs. Open your books at page 19. • Point to an object and ask: What is this? Answer: It is a ____. • Ask some pairs to show the class what they were saying.

Activity 4.1.2 Drawing classroom objects**12 minutes**

Now we will draw classroom objects. I will draw the classroom objects. We will draw the classroom objects together. Then you will draw the classroom objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>On the chalkboard, show learners how to draw a table.</i> • <i>As you draw, say: It is a table.</i> • <i>Repeat with 1 or 2 other classroom objects.</i> 	<ul style="list-style-type: none"> • <i>Let's draw a table together in the air.</i> • <i>As we draw, let's say: table.</i> • <i>Repeat with 1 or 2 other classroom objects. Say: As we draw, let's say together what we are drawing.</i> 	<ul style="list-style-type: none"> • <i>Now open your books at page 19.</i> • <i>In your exercise books, draw a table. Then draw a duster.</i> • <i>Let learners copy the table and the duster. After they have drawn their pictures, they should show each other and say: table/duster.</i>

Closing the lesson**3 minutes**

Sing: Draw a table in the air, drawing in the air while you sing.

UNIT 4 • My classroom

Lesson 2

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name animals
 - identify animal sounds
 - sing a song: *Mr. Phiri has a farm*

Resources

- Pictures of animals
- Learners' book, page 20
- Teachers' guide, page 136, Song 14

Introduction: Playing the command game

2 minutes

Play the command game. Give these commands in any order for learners to listen and to obey: Clap hands/point to the chalkboard/point to the door/stand up/sit down, etc.

Activity 4.2.1 Naming animals

10 minutes

Today we will name some animals. I will name the animals. We will name the animals together. Then you will name the animals on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none">• Say: Class, open your books at page 20.• Point to the first animal and ask: What is this? Answer: It is a cow.• Repeat with all pictures on the page. It is a _____. (cat, goat, duck, hen, dog)	<ul style="list-style-type: none">• Let's name the animals together.• Point to the cow and ask: What is this?• Answer: It is a cow. (Teacher and learners say together.)• Repeat with all pictures on the page.• Invite two learners to the front with their learners' books. Help one learner to ask: What is this? Help the other learner to answer: It is a _____ (cat, goat, duck, hen, dog).	<ul style="list-style-type: none">• Now be in pairs. Take turns to point to a picture and ask: What is this? Your partner should answer: It is a _____.• Ask some pairs to show the class what they were doing.

Activity 4.2.2 Identifying animal sounds

10 minutes

Now we will learn about animal sounds. I will make the animal sounds. We will make the animal sounds together. Then you will make the animal sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Open the learners' book at page 20. Point to the cow and say: A cow says moo (make a mooing sound).</i> • <i>Point to the duck and say: A duck says quack (make a quacking sound).</i> • <i>Point to the cat and say: A cat says meow (make the sound of a cat).</i> • <i>Repeat with all animals.</i> 	<ul style="list-style-type: none"> • Now we will say the animal sounds together. • <i>Point to the cow and say: Let's say together, a cow says moo (make the mooing sound).</i> • <i>Repeat with the other animals.</i> • <i>Invite two learners to the front with their learners' books. Help them to point to each animal and say: A ____ says ____ . (A cat says meow, a goat says baa, etc.)</i> 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to point to the animal and say: A cow says ____ . <i>The other learner makes the sound.</i> • Repeat this with the other animals and their sounds. • <i>Ask some pairs to come to the front to name the animals and make their sounds.</i>

Activity 4.2.3 Singing a song: Mr. Phiri has a farm

5 minutes

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Sing: Mr. Phiri has a farm.</i> • <i>For each verse, use the animals on page 20 of the learners' book.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. Look at me as I point to each animal. • <i>Listen to be sure learners are making the correct sounds.</i> 	<ul style="list-style-type: none"> • Now, class, it's your turn. Sing the song and point to the picture of the animals in the song.

Closing the lesson

3 minutes

Repeat the song Mr. Phiri has a farm, with actions for each animal.

UNIT 4 • My classroom

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **f**
 - identify the letter sound **/f/**

Resources

- Pictures or models of frog, floor, fish, fan, and fork
- Learners' book, page 22
- Teachers' guide, pages 134 and 136, Songs 7 and 14

Introduction: Singing a song

3 minutes

Sing: Mr. Phiri had a farm.

Activity 4.3.1 Naming objects that start with the initial sound /f/

12 minutes

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show learners, one at a time, a picture, a model, or a real object beginning with the letter f. • Ask: What is this? Answer: It is a (frog, floor, fish, fan, fork). <div data-bbox="172 1167 507 1400" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If your learners have never seen a fan before, you may need to explain in local language.</p> </div> <ul style="list-style-type: none"> • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Hold up an object or picture of the object. Ask: What is this? Let's answer together. • Answer together with the learners. Say: It is a ____ (frog, floor, fish, fan, fork). • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books to ask and answer: What is this? It is a (frog, floor, fish, fan, fork). 	<ul style="list-style-type: none"> • Now open your books at page 22. • In pairs, point to an object then ask: What is this? Answer: It is a ____ (frog, floor, fish, fan, fork). • Ask some pairs to show the class what they were doing.

Activity 4.3.2 Identifying the initial letter sound /f/**12 minutes**

Now we will learn the sound /f/. I will say a word. If it begins with /f/, point thumbs up. If it does not begin with /f/, point thumbs down.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /f/. The first word is <i>fish, fish</i>. <i>Fish</i> begins with /f/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>cat, cat</i>. <i>Cat</i> does not begin with /f/. So I point my thumb down. • The next word is <i>fork, fork</i>. <i>Fork</i> begins with /f/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /f/ together: /f/, /f/. (<i>Repeat with learners several times.</i>) • Now I will say a word. If it begins with /f/, we point our thumbs up. • If it does not begin with /f/, we point our thumbs down. <ul style="list-style-type: none"> - Say: <i>Fish, fish.</i> (<i>Teacher and learners point thumbs up.</i>) - Say: <i>Book, book.</i> (<i>Teacher and learners point thumbs down.</i>) - <i>Continue with other examples</i> (frog, book, fish, doctor, floor, boy, fork, elephant, fan, etc.). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /f/, point your thumbs up. • If it does not begin with /f/, point your thumbs down. • Say: <i>frog.</i> (<i>Learners put thumbs up.</i>) • <i>Continue with other examples</i> (book, fish, doctor, floor, boy, fork, elephant, fan, etc.).

Closing the lesson**3 minutes**

Let's sing *Draw a fish in the air*. As we sing, we draw a big fish in the air.

Lesson 4

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify the letter **f**
 - write the letter **f**
 - sing a song: *Draw a fish in the air*

Resources

- Letter card with small **f**
- Letter card with small **f** and big **F**
- Chalkboard: Lines for writing the letter **f**, prepared in advance
- Teachers' guide, page 134, Song 7

Introduction: Recognising the initial sound /f/

2 minutes

Listen! Now I will say a word. If it begins with **/f/**, point your thumbs up. If it does not begin with **/f/**, point your thumbs down. *Use these examples:* floor, apple, car, frog, teacher, fork.

Activity 4.4.1 Identifying the letter **f**

10 minutes

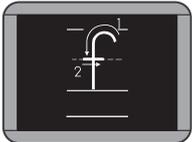
Today we will name the letter **f**. I will name the letter. We will name the letter together. Then you will name the letter.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the small letter f to the learners on a letter card. • Say: The letter name is f. • Repeat 3 or 4 times. • Say, the letter sound is /f/. • Repeat /f/ 3 or 4 times. • Show the letter card with small f and big F. Point to each and say: Small f, big F. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together. Show the letter card with small f. (Teacher and learners say f together.) • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /f/ together.) • Repeat this 3 or 4 times. • Show the letter card with small f and big F. Let's say together: Small f, big F. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is _____. (Learners say f.) • Repeat this 3 or 4 times. • Show the letter card and say, the letter sound is _____. (Learners say /f/.) • Now open your books at page 22. Point to small f. Point to big F. Close your books. • In pairs, point to small f and big F in the classroom.

Activity 4.4.2 Writing the letter **f**

10 minutes

Now we will write the letter **f**. I will write the letter **f**. We will write the letter **f** together. Then you will write the letter **f** on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> Use the lines on the chalkboard that you prepared earlier to model writing the letter f.  <ul style="list-style-type: none"> Look at me (use gestures). Write letter f on the chalkboard while saying as you write f: Round, down, line.  <ul style="list-style-type: none"> Write letter f several times while saying: Round, down, line. 	<ul style="list-style-type: none"> Now let's write the letter f in the air together. Teacher and learners write the letter f in the air together as they say: Round, down, line. Repeat this 3 or 4 times. Now, let's write the letter on the ground or on slates, saying: Round, down, line. Go around the class to make sure learners are writing the letter f correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write f in your exercise books. Write the letter f five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Activity 4.4.3 Singing a song: *Draw a fish in the air*

5 minutes

Now we will sing a song, I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> This is a variation on the song Draw a circle in the air. Sing: Draw a fish in the air. As you sing, draw a big fish in the air. 	<ul style="list-style-type: none"> Let's sing the song together. As we sing, we draw a fish in the air. Use gestures to reinforce what you are saying. 	<ul style="list-style-type: none"> Now it's your turn, class. Sing the song on your own while you draw a fish in the air.

Closing the lesson

3 minutes

Play the game: Mrs. Phiri says, practising the vocabulary learned in this lesson.

Lesson 5

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify colours
 - sort objects according to colour
 - sing a song: *There's a green girl in the ring*

Resources

- Objects coloured white, yellow, and black (enough for each group to have objects to sort)
- Pieces of cloth in various colours
- Learners' book, page 21
- Teachers' guide, pages 134 and 136, Songs 7 and 15

Introduction: Singing a song

2 minutes

Sing the song: Draw a fish in the air. *Then sing more verses with the words fork, frog and fan.*

Activity 4.5.1 Identifying colours

10 minutes

Today we will name colours. I will name the colours. We will name the colours together. Then you will name the colours on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Hold up one of the objects and ask: What colour is this? Then answer: It is white.</i> • <i>Show another object, and ask and answer: What colour is this? It is yellow.</i> • <i>With another object, ask and answer: What colour is this? It is black.</i> • <i>Repeat this with all the objects.</i> 	<ul style="list-style-type: none"> • <i>Let's say together: What colour is this? (Teacher and learners ask together.)</i> • <i>Let's answer: It is white. (Teacher and learners respond together.)</i> • <i>Repeat with other objects or pictures.</i> • <i>Repeat with learners several times (whole class, groups, individually).</i> • <i>Invite two learners to the front with their learners' books. Say: Open your books at page 21. Help one to ask: What colour is this? Help the other to answer: It is ____ (white, black, yellow).</i> 	<ul style="list-style-type: none"> • <i>Now class, open your books at page 21.</i> • <i>Be in pairs. Take turns to point and ask: What colour is this? Answer: It is ____ .</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 4.5.2 Sorting objects by colour

10 minutes

Now we will sort objects by colour. I will sort the objects. We will sort the objects together. Then you will sort the objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: First I will sort objects by colour. Then I will name the colours. • Put all the white objects together and say: These are white. • Repeat 3 to 4 times. • Do the same with the black and yellow objects. 	<ul style="list-style-type: none"> • Let's group the objects by colour. • Ask some learners to help you put the objects in groups of the same colour. Let's say together: These objects are _____. (Teacher and learners should say together the colours of the objects.) • Repeat with several groups and then with the whole class. 	<ul style="list-style-type: none"> • Now in your groups, put together all the yellow objects and say: yellow. • Put together all the white objects and say: white. • Put together all the black objects and say: black. • Note that you can paint paper in different colours if you do not have enough objects to pass around. • Ask some groups to show their grouped objects and say the colours of each group of objects.

Activity 4.5.3 Singing a song: *There's a green girl in the ring*

10 minutes

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Sing: <i>There's a green girl in the ring.</i> • Replace the colours and the gender as appropriate. 	<ul style="list-style-type: none"> • Let's sing together. <i>Teacher and learners sing together.</i> <div data-bbox="651 1429 986 1617" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip For other colours, choose the colours of the clothes that learners are wearing.</p> </div> <ul style="list-style-type: none"> • Then sing, <i>There's a brown boy in the ring/there's a red girl in the ring, and let the learners wearing that particular colour get into the ring.</i> 	<ul style="list-style-type: none"> • Now class, it's your turn. Be in groups to sing: <i>There's a green girl in the ring</i> and continue with other colours. • If needed, help the learners to choose different colours. Let the learners wearing the new colour get into the ring.

Closing the lesson

3 minutes

Point to different objects in the class and ask learners to name the colours.

UNIT 4 • My classroom

Lesson 6

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- ask questions and respond to questions
 - sing a song: *Where are the lions?*

Resources

- Assorted classroom objects, such as dusters, chalk, brooms
- Teachers' guide, pages 136 and 137, Songs 15 and 16

Introduction: Singing a song

5 minutes

Sing: There's a green girl in the ring *and another verse for a boy with a different colour.*

Activity 4.6.1 Asking and responding to questions

15 minutes

Today we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Walk up and down in front of the class. Ask yourself: What are you doing? Then answer: I am walking.</i> • <i>Repeat this 3 to 4 times.</i> • <i>Write on the chalkboard and ask: What are you doing? Then answer: I am writing.</i> • <i>Repeat this 3 to 4 times.</i> • <i>Do one more activity (dance/sing/run) and ask: What are you doing? Then answer: I am ____.</i> 	<ul style="list-style-type: none"> • <i>Let's walk together. Tell the learners to walk on the spot and with them say: What are you doing?</i> • <i>Repeat this action and question 3 to 4 times.</i> • <i>Let's answer together: I am walking.</i> • <i>Repeat this 3 to 4 times.</i> • <i>Repeat with another action 3 to 4 times (whole class, in groups, and individually).</i> • <i>Invite two learners to the front. One learner walks/dances. The other learner says: What are you doing? The first learner answers, I am walking/dancing.</i> 	<ul style="list-style-type: none"> • <i>Now class, be in pairs. Take turns to ask: What are you doing? Answer: I am ____ (walking, writing, or running).</i> • <i>Make sure only the learner who is answering is doing the action.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 4.6.2 Singing a song: *Where are the lions?***5 minutes**

Now we are going to sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Sing: Where are the lions?</i> • <i>Mime the lions' action, and then replace with different actions.</i> 	<ul style="list-style-type: none"> • <i>Let's sing together. (Teacher sings together with learners.)</i> • <i>Let's show the lions' actions together.</i> • <i>Repeat the song, with different actions.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Sing: <i>Where are the lions?</i> Perform the actions as you sing.</i>

Closing the lesson**5 minutes**

Play Mrs. Phiri says, using the action words you have taught in this lesson (walk/run/dance/write, etc.).

UNIT 4 • My classroom

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify shapes
 - draw shapes
 - sing a song: *Draw a circle in the air*

Resources

- Assorted objects in different shapes (examples: coin, book, ruler, block)
- Teachers' guide, pages 134 and 137, Songs 7 and 16

Introduction: Singing a song

2 minutes

Sing with the learners: Where are the lions?

Activity 4.7.1 Identifying shapes

10 minutes

Today we will name shapes. I will name the shapes. We will name the shapes together. Then you will name the shapes on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show learners, one at a time, a picture, a model, or a real circle. • Ask: What shape is this? Answer: It is a circle. • Repeat this with the other shapes, such as triangle, square, and rectangle. • Repeat with each shape 3 or 4 times. 	<ul style="list-style-type: none"> • Let's name the shapes together. This is a ____ (triangle, circle, square, rectangle). • Show the learners one shape at a time. Let's say together: What shape is this? • Repeat this 3 to 4 times. • Now, let's answer together: It is a ____ . • Repeat several times with the learners as a whole class, in groups, and individually. 	<ul style="list-style-type: none"> • Now it's your turn. Work in groups and take turns to ask: What is this? Answer: This is a ____ . • Distribute different objects to the groups. • Let some groups show what they were doing.

Activity 4.7.2 Drawing shapes**10 minutes**

Now we will draw shapes. I will draw the shapes. We will draw the shapes together. Then you will draw the shapes on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>On the chalkboard, show learners how to draw a circle. As you draw, say: Round and round and round.</i> • <i>Then on the chalkboard draw a triangle. As you draw, say: Down, straight, up.</i> • <i>Then do the same for the square: Down, straight, up, straight.</i> • <i>Then do the same for the rectangle: Down, straight, up, straight.</i> 	<ul style="list-style-type: none"> • <i>Let's draw the shapes together (in the air and on the floor).</i> • <i>As the class draws the circle with you, say: Let's say together round and round and round. As you draw the triangle, say: Let's say together down, straight, up.</i> • <i>As you draw the square, say: Let's say together down, straight, up, straight.</i> • <i>As you draw the rectangle, say: Let's say together down, straight, up, straight.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Look at the shapes on the chalkboard.</i> • <i>Draw the shapes in your exercise books.</i> • <i>Ask learners to show one another the shapes they have drawn.</i>

Activity 4.7.3 Singing a song: Draw a circle in the air**5 minutes**

Now we are going to sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Sing Draw a circle in the air.</i> • <i>Draw the circle while singing.</i> • <i>Repeat with the other shapes.</i> 	<ul style="list-style-type: none"> • <i>Let's draw the shapes together in the air as we sing the song. First, let's draw a circle.</i> • <i>Repeat with other shapes. (Teacher and learners sing the song as they draw shapes in the air.)</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Sing the song as a class, and draw the shapes in the air.</i>

Closing the lesson**2 minutes**

Show the learners some shapes and ask them to name them. Then have learners find those shapes on charts or as objects in the classroom.

Lesson 8

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **g**
 - identify letter sound /g/
 - sing a song: *Show me g*

Resources

- Pictures or models of goat, girl, gate, and gun
- Learners' book, page 23
- Teachers' guide, page 134, Song 8

Introduction: Mrs. Phiri says

2 minutes

Play the game, using the actions that you taught in Lesson 6 (e.g., Mrs. Phiri says: Walk/run/clap hands/dance/laugh, etc.).

Activity 4.8.1 Naming objects

10 minutes

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners a picture, a model, or a real object, one at a time, beginning with the letter g. • Ask: What is this? Answer: It is a goat. • Repeat this 3 to 4 times. • Ask: What is this? Answer: It is a girl. • Repeat this 3 to 4 times. • Repeat for the other two objects: gate and gun. 	<ul style="list-style-type: none"> • Hold up an object or picture of the object. Ask: What is this? • Answer together with the learners: goat/girl/gate/gun. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books to ask: What is this? Answer: goat/girl/gate/gun. 	<ul style="list-style-type: none"> • Now open your books at page 23. • In pairs, point to an object to ask: What is this? Answer: It is a goat/girl/gate/gun. • Ask some pairs to show the class what they were doing.

Activity 4.8.2 Identifying the initial letter sound /g/**10 minutes**

Now we will learn the sound /g/. I will say a word. If it begins with /g/, point thumbs up. If it does not begin with /g/, point thumbs down.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> The sound is /g/. The first word is <i>goat/goat</i>. <i>Goat</i> begins with /g/. So, I point my thumb up. <i>(Demonstrate this action.)</i> The next word is <i>door, door</i>. <i>Door</i> does not begin with /g/. So I point my thumb down. The next word is <i>girl, girl</i>. <i>Girl</i> begins with /g/. So I point my thumb up. 	<ul style="list-style-type: none"> Let's say /g/ together: /g/, /g/. <i>(Repeat with learners several times.)</i> Now I will say a word. If it begins with /g/, we point our thumbs up. If it does not begin with /g/, we point our thumbs down. <ul style="list-style-type: none"> - Say: goat, goat. <i>(Teacher and learners point thumbs up.)</i> - Say: Book, book. <i>(Teacher and learners point thumbs down.)</i> - Continue with other examples (door, girl, boy, gun, apple, garden, etc.). 	<ul style="list-style-type: none"> Now I will say a word. If it begins with /g/, point your thumbs up. If it does not begin with /g/, point your thumbs down. Say: girl. <i>(Learners put thumbs up.)</i> Continue with other examples (door, girl, boy, gun, apple, garden, etc.).

Activity 4.8.3 Singing a song: Show me g**5 minutes**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song as a class.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> Sing Show me g. 	<ul style="list-style-type: none"> Say: Let's sing the song together. 	<ul style="list-style-type: none"> Now, it's your turn, class. Sing together <i>Show me g</i>.

Closing the lesson**3 minutes**

Ask the learners to name the objects on page 23 of their learners' books.

Lesson 9

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify the letter **g**
 - write the letter **g**

Resources

- Letter card with small **g**
- Letter card with small **g** and big **G**
- Chalkboard: Lines for writing the letter **g**, prepared in advance
- Learners' book, page 23

Introduction: Playing a command game

2 minutes

Play the command game. Give these commands in any order for learners to listen and obey: Clap hands/put up your hand/stand up/sit down/point thumbs up/point thumbs down, etc.

Activity 4.9.1 Identifying the letter **g**

10 minutes

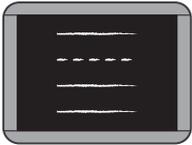
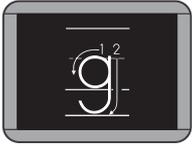
Now we will name the letter **g**. I will name the letter. We will name the letter together. Then you will name the letter on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the small letter g to the learners on a letter card. • Say: The letter name is g. • Repeat 3 or 4 times. • Say: the letter sound is /g/. • Repeat /g/ 3 or 4 times. • Show the letter card with small g and big G. Point to each and say: Small g, big G. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together Show the letter card with small g. (Teacher and learners say g together.) • Repeat this 3 or 4 times. • Let's say the letter sound together. Teacher and learners say /g/ together. • Repeat this 3 or 4 times. • Show the letter card with small g and big G. Let's say together: Small g, big G. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is ____ . (Learners say g.) • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ . (Learners say /g/.) • Now open your books at page 23. Point to small g. Point to big G. Close your books. • In pairs, point to small g and big G in the classroom.

Activity 4.9.2 Writing the letter **g**

10 minutes

Now we will write the letter **g**. I will write the letter **g**. We will write the letter **g** together. Then you will write the letter **g** on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Use the lines on the chalkboard that you prepared earlier to model writing the letter g.  <ul style="list-style-type: none"> Look at me (use gestures). Write letter g on the chalkboard while saying as you write: Round, up, down, down, bend.  <ul style="list-style-type: none"> Write the letter g several times while saying: Round, up, down, down, bend. 	<ul style="list-style-type: none"> Now let's write the letter g in the air together. (Teacher and learners write the letter g in the air together as they say: Round, up, down, down, bend.) Repeat this 3 or 4 times. Then learners write the letter on the ground or on slates, saying: Round, up, down, down, bend. Go around the class to make sure learners are writing the letter g correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write the letter g in your exercise books. Write the letter g five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Activity 4.9.3 Singing a song: *Show me g*

3 minutes

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song as a class.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Sing the song: Show me g. Write g in the air as you sing. 	<ul style="list-style-type: none"> Let's sing together the song: <i>Show me g</i>. As we sing, write the letter in the air. 	<ul style="list-style-type: none"> Now, it's your turn, class. Sing together: <i>Show me g</i>, and write the letter in the air.

Closing the lesson

3 minutes

Ask some learners to point at small **g** and big **G** in the classroom.

Lesson 10 Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 4. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 95.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• <i>sing a song</i>	74, 75, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 89, 91	
• <i>name classroom objects</i>	74	19
• <i>draw classroom objects</i>	75	19
• <i>name animals</i>	76	20
• <i>identify animal sounds</i>	77	20
• <i>name objects that begin with the letters f and g</i>	78, 88	22, 23
• <i>identify the letter sounds /f/ and /g/</i>	79, 80, 89	
• <i>identify the letters f and g</i>	80, 90	22, 23
• <i>write the letters f and g</i>	81, 91	
• <i>identify colours</i>	82	21
• <i>sort objects according to colour</i>	83	
• <i>ask questions and respond to questions</i>	84	
• <i>identify shapes</i>	86	
• <i>draw shapes</i>	87	

★ Teacher tip

Think about the needs of your learners. Choose two or three review activities to practise and revise.

Revising

Choose three activities. Two activities should be identifying the letter sound /f/ and writing the letter **f** (see Activity 4.10.1 and 4.10.2). The other activity should be any of the oral activities that your learners found difficult. To teach these activities again, go back to the relevant pages in your teachers' guide and learners' book.

Informal assessment

As learners work to complete the activities, walk around the class to make sure that they are completing the activities correctly. You can also assess their progress at this time. Write your observation notes as you walk around the class. For more formal assessment, take one group at a time. Assess another group in the next review lesson.

Introduction: Singing a song

3 minutes

To start the lesson, review one of the songs from the unit.

Activity 4.10.1 Identifying words that start with the letter **f**

5 minutes

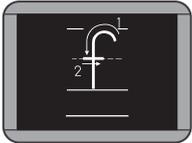
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /f/ and one word does not. • If the word begins with /f/, I will point my thumb up. • If the word does not begin with /f/, I will point my thumb down. • <i>Frog, frog.</i> I point my thumb up. • <i>Girl, girl.</i> I point my thumb down. 	<ul style="list-style-type: none"> • Now I am going to say a word. If that word begins with /f/, we point our thumbs up. If it does not begin with /f/, we point our thumbs down. • <i>Car, car.</i> (Teacher and learners pointing thumbs down.) • <i>Fan, fan</i> (Teacher and learners point thumbs up.) 	<ul style="list-style-type: none"> • Now you say the letter sound. (Teacher waits for learners to say the sound /f/.) • Now say it again two more times. (Learners say the letter sound several times.) • Now listen and point your thumbs up or down. • <i>Fish, fish</i> (thumbs up). • <i>Boy, boy</i> (thumbs down). • <i>Floor, floor</i> (thumbs up).

Activity 4.10.2 Writing the letter **f**

5 minutes

To practise letter writing, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter f.  <ul style="list-style-type: none"> • We go round, down, down, line. • Write the letter f five times on the chalkboard, saying as you write: Round, down, down, line. f f f f f • Write the letter f five times on the lines on the chalkboard for learners to copy. 	<ul style="list-style-type: none"> • Now let's write the letter f in the air together. (Teacher and learners write the letter f in the air together, saying: Round, down, down, line.) 	<ul style="list-style-type: none"> • Now you will write the letter f on your own. (Learners write in the air, on the floor, on sand, or in their exercise books.)

Assessment of Unit 4 ✓

Use the following checklist to assess the learners. You can refer to this checklist as you observe the learners in class or review their homework.

Is the learner able to:	Excellent	Good	Average	Needs support
sing songs?				
name classroom objects?				
draw classroom objects?				
name animals?				
identify animal sounds?				
name objects beginning with the letter f ?				
identify the letter sound / f /?				
identify the letter f ?				
write the letter f ?				
identify colours?				
sort objects according to colour?				
ask questions and respond to questions?				
identify shapes?				
draw shapes?				
name objects beginning with the letter g ?				
identify the letter sound / g /?				
identify the letter g ?				
write the letter g ?				

UNIT 5 Lesson planner

UNIT 5 I can do it: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Greet others formally Say good morning, sir/ madam 	<ul style="list-style-type: none"> Sing a song Ask for and give information 	<ul style="list-style-type: none"> Name objects beginning with h Identify the sound /h/ 	<ul style="list-style-type: none"> Identify the letter h Sing a song Write the letter h 	<ul style="list-style-type: none"> Sing a song Count objects
Introduction	Song: <i>Good morning to you</i>	Play: <i>Mrs. Phiri says</i>	Song: <i>This is the way</i>	Play: <i>What am I doing?</i>	Write the letter h
Learners' book/ Teachers' guide reference	TG Page 133, Song 4	TG Page 137, Song 14	LB Page 24 TG Page 137, Song 17 TG Page 134, Song 7	LB Page 24 TG Page 134, Song 8	TG Page 137, Song 18
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Greeting others formally: Good morning. How are you?	LISTENING AND SPEAKING Singing a song; asking and answering questions about doing things	PHONICS/ PHONEMIC AWARENESS Naming things that begin with the letter h ; identifying the initial letter sound / h /	PHONICS/ ALPHABET RECOGNITION Learning the letter h LISTENING AND SPEAKING Singing a song; saying <i>down, down, up, round, down</i> as learners write the letter h	LISTENING AND SPEAKING Singing a counting song; counting objects
Vocabulary	<i>Good morning, sir/ madam.</i> <i>How are you?</i> <i>I am very well, thank you.</i>	<i>What am I doing?</i> <i>I am walking, sweeping, jumping, sitting, reading.</i>	<i>House, hat, hoe, hand</i>	<i>Small h, big H</i> <i>Down, down, up, round, down</i>	<i>One, two, three, four, five</i> <i>Sticks</i> <i>How many are there? There are ____.</i>
Practice	Pairs: Taking turns greeting each other formally	Class: Singing <i>This is the way</i> Pairs: Taking turns asking for and giving information (doing different actions)	Pairs: Asking and answering: What is this? house/hat/ hoe/hand	Pairs: Pointing to small h and big H Individuals: Writing the letter h in their exercise books Class: Singing <i>Show me h</i>	Pairs: Singing the song <i>One, two, three, four, five</i> ; asking how many and counting objects in sets
Closing	Groups practise greeting each other formally	Song: <i>This is the way</i>	Song: <i>Draw a hat in the air</i>	Song: <i>Show me h</i>	Song: <i>One, two, three, four, five</i>

UNIT 5 I can do it: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Count assorted objects Match objects with numbers 	<ul style="list-style-type: none"> Make polite requests Respond to polite requests Sing a song Reject requests politely 	<ul style="list-style-type: none"> Name objects beginning with i Identify the sound /i/ 	<ul style="list-style-type: none"> Identify the letter i Write the letter i 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies Informal assessment
Introduction	Song: <i>One, two, how are you?</i>	Song: <i>Clap your hands</i>	Song: <i>This is the way</i>	Song: <i>Show me i</i>	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	LB Page 25 TG Page 137, Song 18 TG Page 136, Song 13	TG Page 137, Song 18	LB Page 26 TG Page 137, Song 17 TG Page 134, Song 7	LB Page 26 TG Page 134, Song 8	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Counting objects; matching objects with numbers	LISTENING AND SPEAKING Making and responding to polite requests; singing a song; rejecting requests politely	PHONICS/ PHONEMIC AWARENESS Identifying objects that begin with the letter i ; identifying the initial letter sound /i/	PHONICS/ ALPHABET RECOGNITION Learning the letter i LISTENING AND SPEAKING Saying <i>down and dot</i> as learners write the letter i	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound /h/; writing the letter f Two other oral activities of teacher's choice
Vocabulary	<i>Six, seven, eight, nine, ten</i> <i>Stars</i>	<i>May I go out (sit down, stand up, clap my hands, etc.), please? Yes, you may. No, you may not.</i>	<i>Ink, iron, insect</i>	<i>Small i, big I</i> <i>Down and dot</i>	
Practice	Pairs: Matching the objects with the numbers	Pairs: Taking turns making and rejecting requests politely; saying <i>One, two, three, four, five</i>	Pairs: Asking and answering: What is this? ink/iron	Pairs: Pointing to small i and big I Individuals: Writing the letter I in their exercise books	
Closing	Song: <i>One, two, three, four, five</i>	Groups take turns making and rejecting requests politely	Song: <i>Draw an insect in the air</i>	Song: <i>Show me i</i>	Song: <i>Clap your hands</i>

Lesson 1

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- greet others formally
 - say: Good morning, sir/madam

Resources

- A male or female teacher (ask a colleague of the opposite sex to be in class for activity 5.1.1)
- Teachers' guide, page 133, Song 4

Introduction: Singing a song

2 minutes

Sing the song: Good morning to you.

Activity 5.1.1 Greeting others formally: Good morning

10 minutes

Today we will greet others formally. I will greet you. We will greet each other. Then you will greet teachers.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>(Female) teacher says:</i> Good morning, learners. <i>Then she answers:</i> Good morning, madam. • <i>Repeat 3 or 4 times.</i> • <i>(Male) teacher says:</i> Good morning, learners. <i>Then he answers:</i> Good morning, sir. • <i>Repeat 3 or 4 times.</i> 	<ul style="list-style-type: none"> • Let's say together: Good morning, madam (<i>female teacher steps forward</i>). Good morning, sir (<i>male teacher steps forward</i>). • <i>Repeat each version (madam/sir) 3 or 4 times with whole class, groups, and with individuals.</i> 	<ul style="list-style-type: none"> • Now be in pairs of one boy and one girl. Take turns being the teacher and the learner. • <i>Female teacher:</i> Good morning, learner. • <i>Learner replies:</i> Good morning, madam. • <i>Male teacher:</i> Good morning, learner. • <i>Learner replies:</i> Good morning, sir.

Activity 5.1.2 Greeting others formally: How are you?**15 minutes**

Now we will ask and answer: How are you? I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: How are you? • Answer: I am very well, thank you. • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: How are you? • Repeat 3 or 4 times with whole class, groups, and individuals. • Let's say together: I am very well, thank you. • Repeat 3 or 4 times with whole class, groups, and individuals. • Call two learners to the front. Help one learner ask: How are you? • The other learner answers: I am very well, thank you. How are you? • The first learner answers: I am very well, thank you. • Repeat with at least two other learners. 	<ul style="list-style-type: none"> • Now it's your turn. Be in pairs. • One learner asks: How are you? The other learner says: I am very well, thank you. How are you? The first learner answers: I am very well, thank you. • Ask several pairs to show the class what they were doing.

Closing the lesson**3 minutes**

Divide the class into two groups. Let one-half say: How are you? Let the other half reply: I am very well, thank you. Then have the groups swap roles.

Lesson 2

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- sing a song: *This is the way*
 - ask for and give information about doing things

Resources

- Teachers' guide, page 137, Song 17

Introduction: Mrs. Phiri says

2 minutes

Use the game to review the classroom vocabulary. Mrs. Phiri says: Point to the chalkboard/point to the door/touch the floor/point to the desk, etc.

Activity 5.2.1 Singing a song: *This is the way*

5 minutes

Now we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Sing: This is the way.</i> • <i>Use gestures to make sure learners understand the words.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat with learners several times. Make sure that learners mime the actions.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn, class. Sing the song on your own.</i>

Activity 5.2.2 Asking and answering questions about doing things**20 minutes**

Today we will ask for and give information. I will ask for and give information. We will do this together. Then you will ask for and give information.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Walk back and forward a few times in front of the class.</i> • <i>As you are walking, ask:</i> • <i>What am I doing? Answer: I am walking (while doing the action).</i> • <i>Repeat this 3 or 4 times.</i> • <i>Do the same with sweeping, jumping, sitting, and reading.</i> 	<ul style="list-style-type: none"> • <i>Walk in place together with the learner. Now let's say together: What am I doing? Let's answer together: I am walking.</i> • <i>Repeat this 3 or 4 times with the whole class, in groups, and individually.</i> • <i>Do the same with sweeping, jumping, sitting, and reading.</i> • <i>Call two learners to the front. Have one learner walk in place. Help the learner to say: What am I doing? Help the other learner to answer: You are walking.</i> • <i>Repeat this 3 or 4 times.</i> • <i>Repeat with two other learners and another action such as jumping.</i> 	<ul style="list-style-type: none"> • <i>Now class, be in pairs. Take turns asking:</i> • <i>What am I doing?</i> • <i>And answer: You are walking, writing, or jumping.</i> • <i>Make sure only the learner who is asking is doing the action.</i> • <i>Change roles so the second learner has a chance to practise asking.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Closing the lesson**3 minutes**

Repeat the song: This is the way.

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with **h**
 - identify the letter sound /h/

Resources

- Pictures or models of house, hat, hoe, hand, and hook
- Learners' book, page 24
- Teachers' guide, pages 134 and 137, Songs 7 and 17

Introduction: Singing a song

2 minutes

Sing with the learners: This is the way.

Activity 5.3.1 Naming objects beginning with the letter **h**

12 minutes

Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show learners a picture, a model, or a real object beginning with the letter h. • Ask: What is this? Answer: house. • Repeat this 3 or 4 times. • Ask: What is this? Answer: hat. • Repeat this 3 or 4 times. • Repeat for the other two objects: hoe, hand. 	<ul style="list-style-type: none"> • Hold up the object or picture of the object. Ask: What is this? • Answer together with the learners. Say: hat, house, hoe, hand. • Repeat with learners several times (whole class, in groups, and individually). • Invite two learners to the front with their learners' books open to page 24 to ask: What is this? Answer: house, hat, hoe, hand. 	<ul style="list-style-type: none"> • Now open your books to page 24. • In pairs, point to an object. Then ask: What is this? And answer: house, hat, hoe, hand. • Ask some pairs to show the class what they were doing.

Activity 5.3.2 Identifying the initial letter sound /h/**12 minutes**

Now we will learn the sound /h/. I will say a word. If it begins with /h/, point thumbs up. If it does not begin with /h/, point thumbs down.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /h/. The first word is <i>hat, hat</i>. <i>Hat</i> begins with the sound /h/, so I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>table, table</i>. <i>Table</i> does not begin with the sound /h/, so I point my thumb down. • The next word is <i>house, house</i>. <i>House</i> begins with the sound /h/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say the sound together: /h/, /h/. (<i>Repeat with learners several times.</i>) • Now I am going to say a word. If it begins with /h/, we point our thumbs up. <i>Hat, hat</i> (<i>thumbs up</i>). • If it does not begin with /h/ sound, we point our thumbs down. <i>Book, book</i> (<i>thumbs down</i>). • <i>Continue with several other words</i> (<i>hoe, gate, boy, hand, arm, house, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /h/, point your thumb up. • If it does not begin with /h/, point your thumbs down. • <i>Say: hat</i> (<i>learners put their thumbs up</i>). • <i>Continue with other examples</i> (<i>hoe, gate, boy, hand, arm, house, etc.</i>).

Closing the lesson**4 minutes**

Sing the song: Draw a hat in the air. *Sing other verses, drawing the other /h/ words in the air.*

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

- identify the letter **h**
- sing a song: *Give me h*
- write the letter **h**

Resources

- Letter card with small letter **h**
- Letter card with small **h** and big **H**
- Chalkboard: Lines for writing the letter **h**, prepared in advance
- Numbers 1–10 written on the chalkboard before the lesson
- Learners' book, page 24
- Teachers' guide, page 134, Song 8

Introduction: Playing the game: *What am I doing?*

2 minutes

Say: Look at me! Walk in front of the class and say: What am I doing? Learners say: Walking. Repeat with 3 or 4 other actions (such as dancing, clapping, writing, etc.).

Activity 5.4.1 Identifying the letter **h**

10 minutes

Today we will identify the letter **h**. I will name the letter. We will name the letter together. Then you will name the letter on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter h to the learners on a letter card. • Say: The letter name is h. • Repeat 3 or 4 times. • Say: The letter sound is /h/. • Repeat /h/ 3 or 4 times. • Show the letter card with small h and big H. Point to each and say: Small h, big H. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together (show the letter card). Teacher and learners say h together. • Repeat this 3 or 4 times. • Let's say the letter sound together (teacher and learners say /h/ together). • Repeat this 3 or 4 times. • Show the letter card with small h and big H. Let's say together: Small h, big H. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now class, say the letter name. Show the letter card. Learners in groups, pairs, and individually say: The letter name is h. • Now class, say the letter sound. Show the letter card. Groups and individuals say: The letter sound is /h/. • In pairs, open your books to page 24. Point to small h. Point to big H. Go and point to small h and big H in the classroom.

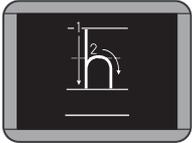
Activity 5.4.2 Singing a song: Show me h**5 minutes**

Now we will sing a song, I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Sing: Show me h. 	<ul style="list-style-type: none"> • Let's sing the song together. • <i>Teacher and learners sing the song together as a whole class, in groups, and individually.</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Activity 5.4.3 Writing the letter h**10 minutes**

Now we will write the letter **h**. I will write the letter **h**. We will write the letter **h** together. Then you will write the letter **h** on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter h.  <ul style="list-style-type: none"> • Look at me. Write the letter h on the chalkboard while saying: Down, down, up, round, down.  <ul style="list-style-type: none"> • Write the letter h several times while saying: Down, down, up, round, down. 	<ul style="list-style-type: none"> • Now let's write the letter h in the air together. <i>Teacher and learners write the letter h in the air together as they say: Down, down, up, round, down.</i> • Repeat this 3 or 4 times. • Then learners write the letter on the ground or on slates, saying: Down, down, up, round, down. • Go around the class to make sure learners are writing the letter h correctly. 	<ul style="list-style-type: none"> • Now class, it's your turn. Write the letter h in your exercise books. • Write the letter h five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Closing the lesson**3 minutes**

Repeat the song: Show me **h**.

Lesson 5

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- sing a song: *One, two, how are you?*
 - count from 1 to 10
 - count assorted objects

Resources

- Assorted objects: seeds, bottle tops, books, chairs, etc. There should be at least 5 of each for counting up to 5.
- Teachers' guide, page 137, Song 18

Introduction: Writing the letter **h**

2 minutes

Revise writing in the air the letter **h** as a whole class and then as individuals. As you write, say: Down, down, up, round, down.

Activity 5.5.1 Singing a song: *One, two, how are you?*

10 minutes

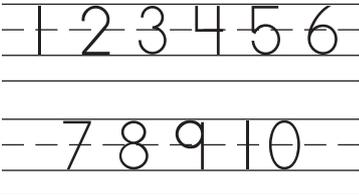
Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song again.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Sing the song: One, two, how are you?</i> • <i>Count, while doing the actions of shutting the door, picking up sticks, and laying them straight.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. • <i>Repeat with learners several times, making sure that learners model the actions of the song.</i> 	<ul style="list-style-type: none"> • Now class, it's your turn. Sing the song on your own. Do the actions as you sing the song.

Activity 5.5.2 Counting 1 to 10

10 minutes

Now I will count from 1 to 10. We will count from 1 to 10 together. Then you will count from 1 to 10.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Write the numbers 1 to 10 on the chalkboard.</i> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • <i>Point to each number as you count.</i> • <i>Repeat this 3 to 4 times.</i> 	<ul style="list-style-type: none"> • Now let's count together. • <i>Point to each number and count with the learners, 1 to 10.</i> • <i>Repeat 3 to 4 times with the whole class, in groups, and individually.</i> • <i>Call a group of 5 to 10 learners to the front. Help them to point to the numbers on the chalkboard and count from 1 to 10.</i> 	<ul style="list-style-type: none"> • Now it's your turn. Be in groups. Each group should come to the front to count from 1 to 10.

Activity 5.5.3 Counting objects**15 minutes**

Today we will count various objects. I will count the objects. We will count objects together. Then you will count the objects on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Hold up 3 books and ask: How many books are there?</i> • <i>Repeat this 3 or 4 times.</i> • <i>Answer (while counting aloud): 1, 2, 3. There are 3 books.</i> • <i>Repeat this 3 or 4 times.</i> <div data-bbox="220 748 555 902" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip Use large objects so all the children can see and count.</p> </div> <ul style="list-style-type: none"> • <i>Do the same with 4 sticks, 2 chairs, etc.</i> 	<ul style="list-style-type: none"> • <i>Hold up 3 books. Now let's say together: How many books are there?</i> • <i>Repeat this 2 or 3 times.</i> • <i>Let's count 1, 2, 3. There are 3 books.</i> • <i>Repeat this 2 or 3 times.</i> • <i>Do the same with other objects.</i> • <i>Call two learners to the front. Give one learner 4 sticks. Help him/her to ask: How many sticks are there? Help the other learner to count and answer: 1, 2, 3, 4. There are 4 sticks.</i> • <i>Repeat with two other learners.</i> 	<ul style="list-style-type: none"> • <i>Now class, be in pairs. Take turns asking:</i> • <i>How many sticks are there? 1, 2, 3, 4. There are 4 sticks.</i> • <i>Repeat with a different number of sticks.</i> • <i>Ask some learners to show the class what they were doing.</i>

Closing the lesson**3 minutes**

Repeat the song: One, two, how are you?

Lesson 6

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- count assorted objects
 - match objects with numbers

Resources

- Assorted objects (sticks, seeds, stones, pictures)
- Number cards
- Learners' book, page 25
- Teachers' guide, pages 136 and 137, Songs 13 and 18

Introduction: Singing the song: *One, two, how are you?*

3 minutes

Sing together the song: One, two, how are you?

Activity 5.6.1 Counting objects

12 minutes

We will now count objects. I will count the objects. We will count the objects together. Then you will count the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Prepare sticks in sets of 6, 7, 8, 9, and 10.</i> • <i>Show one set and say: How many sticks are there?</i> • <i>Count and answer: 1, 2, 3, 4, 5, 6. There are 6 sticks.</i> • <i>Repeat this 3 or 4 times.</i> • <i>Show another set and ask: How many sticks are there?</i> • <i>Count and answer: 1, 2, 3, 4, 5, 6, 7, 8. There are 8 sticks.</i> • <i>Repeat 3 or 4 times.</i> • <i>Do the same with different sets of the same item.</i> 	<ul style="list-style-type: none"> • <i>Hold up 6 sticks. Now let's say together: How many sticks are there?</i> • <i>Repeat this 2 to 3 times</i> • <i>Let's count: 1, 2, 3, 4, 5, 6. There are 6 sticks.</i> • <i>Repeat this 2 or 3 times.</i> • <i>Do the same with other objects as a whole class, in groups, and individually.</i> • <i>Call two learners to the front. Give one learner 4 sticks. Help him/her to ask: How many sticks are there? Help the other learner to count and answer: 1, 2, 3, 4. There are 4 sticks.</i> • <i>Repeat with two other learners and the other objects on page 25.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Be in pairs. Look at page 25.</i> • <i>One learner asks: How many stars are there? The other learner answers: 1, 2, 3, 4, 5, 6, 7. There are 7 stars.</i> • <i>Now ask and answer for crosses, leaves, and hoes.</i> • <i>Ask one pair to show the class what they were doing.</i>

Activity 5.6.2 Matching objects with numbers**12 minutes**

Now we will match objects with numbers. I will match the objects with numbers. We will match the objects with numbers. Then you will match the objects with numbers.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Have number cards and objects ready on your table. • Pick 7 sticks and a 7 number card. Show learners and say: Seven (display the number card) sticks (display the sticks). • Repeat 3 or 4 times. • Then repeat with other objects and numbers. 	<ul style="list-style-type: none"> • Let's do it together. • Call a learner to the front. Show her/him a set of 8 sticks. Help the learner to choose the correct number card, and say with him/her: 8 sticks. • Repeat 3 or 4 times. • Repeat with 3 or 4 different learners, using other sets of objects and other numbers. 	<ul style="list-style-type: none"> • Now class, it's your turn. Be in groups to match objects and numbers. • Hand out sets of number cards and 8 sticks, beans, books, or other objects to each group. • Learners must match the number 6 with 6 beans and say: Six beans. • Learners must match the number 7 with 7 sticks and say: Seven sticks. • Help learners to match 9 and 10 objects.

Closing the lesson**3 minutes**

Sing the song: One, two, three, four, five.

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- make polite requests
 - respond to polite requests
 - sing a song
 - reject requests politely

Resources

- Teachers' guide, pages 133 and 137, Songs 1 and 18

Introduction: Singing a song

2 minutes

Sing with the class: Clap your hands. Sing also for wave your hand/greet your friend (demonstrate shaking hands).

Activity 5.7.1 Making and responding to polite requests

10 minutes

Today we will make requests politely. I will make requests politely. We will make requests politely together. Then you will make requests politely with each other.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Listen! (Cup ears.) Now ask: May I go out, please? Pretend to go out to show the meaning of the request.</i> • <i>Then answer: Yes, you may.</i> • <i>Repeat this 3 or 4 times.</i> • <i>Do the same for other requests: May I stand up/sit down (do the action to show the meaning).</i> • <i>Repeat this 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's say together: May I go out, please?</i> • <i>Repeat 1 or 2 times.</i> • <i>Let's answer: Yes, you may.</i> • <i>Repeat 1 or 2 times</i> • <i>Do the same with other requests: May I stand up, sit down, etc.?</i> • <i>Call two learners to the front. Help one to ask: May I go out, please? (The first learner should pretend to go out.)</i> • <i>Help the other learner answer: Yes, you may.</i> • <i>Call two more learners to the front and help them to do the same for: May I sit down or stand up, please?</i> 	<ul style="list-style-type: none"> • <i>Now class, be in pairs. One learner asks: May I go out, please? He/she pretends to go out.</i> • <i>The other learner answers: Yes, you may.</i> • <i>Do the same for:</i> <ul style="list-style-type: none"> - <i>May I sit down, please?</i> - <i>May I stand up, please?</i> • <i>Ask some pairs to show what they were doing.</i>

Activity 5.7.2 Singing a song: One, two, how are you?**5 minutes**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: One, two, how are you? • Point to the learners when you say: How are you? 	<ul style="list-style-type: none"> • Let's sing the song together. • Repeat with learners as a whole class, in groups, and individually. • Make sure learners point to someone else when they say: How are you? 	<ul style="list-style-type: none"> • Now it's your turn. In pairs, sing the song. • Ask some pairs to show what they were doing.

Activity 5.7.3 Rejecting requests politely**10 minutes**

Now we will reject requests politely. I will reject requests politely. We will reject requests politely together. Then you will reject requests politely.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen! (Cup ears.) Now ask: May I go out, please? • Answer: No, you may not! (Shake your head or hand to show the request is rejected.) • Repeat this 3 or 4 times. • Do the same for other requests: May I stand up or sit down? • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: May I go out, please? • Repeat 1 or 2 times. • Let's answer: No, you may not! (Encourage learners to shake their heads or hands to show the request is rejected.) • Repeat 1 or 2 times. • Do the same with other requests such as: May I stand up or sit down? • Call two learners to the front. Help one to ask: May I go out, please? • Help the other learner to answer: No, you may not! (Help the learner to use gestures.) • Repeat procedure for: May I sit down or stand up, please? 	<ul style="list-style-type: none"> • Now class, be in pairs. One learner asks: May I go out, please? • The other learner says: No, you may not! (The learner uses gestures to show refusal.) • Do the same for: • May I sit down please? • May I stand up please? • Ask some pairs to show what they were doing.

Closing the lesson**3 minutes**

Divide the class into two groups. Tell one group to make the request: May I go out, please? The other group responds: No, you may not! Groups change roles. Repeat using other requests.

Lesson 8

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects beginning with **i**
 - identify the /i/ sound

Resources

- Pictures or models of ink, insect, ill, and iron
- Learners' book, page 26
- Teachers' guide, pages 134 and 137, Songs 7 and 17

Introduction: Singing a song

3 minutes

Sing while doing actions: This is the way.

Activity 5.8.1 Naming objects

12 minutes

Today we will name objects that begin with /i/. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners a picture, a model, or a real object, beginning with the letter i. • Say, as you point to each object: ink, insect, iron. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Hold up the object or picture of the object. Ask: What is this? • Answer together with the learners. Say: ink, insect, iron. • Repeat with learners several times as a whole class, in groups, and individually. • Invite two learners to the front with their learners' books to ask: What is this? Answer: Ink, iron. 	<ul style="list-style-type: none"> • Now class, open your books to page 26. • In pairs, point to an object then ask and answer: What is this? Ink, iron. • Ask some pairs to show the class what they were doing.

Activity 5.8.2 Identifying the initial letter sound /i/**12 minutes**

Now we are going to learn the sound /i/. I will say a word. If the word begins with /i/, point thumbs up. If the word does not begin with /i/, point thumbs down.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /i/. The first word is <i>ink, ink</i>. <i>Ink</i> begins with /i/, so I point my thumb up (<i>demonstrate the action</i>). • The next word is <i>dog, dog</i>. <i>Dog</i> does not begin with /i/, so I point my thumb down. • The next word is <i>insect, insect</i>. <i>Insect</i> begins with /i/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /i/ together, /i/, /i/. <i>Repeat with learners several times</i>. • Now I will say a word. If it begins with /i/, we point our thumbs up. • If it does not begin with /i/, we point our thumbs down. <ul style="list-style-type: none"> - Say: <i>Insect, insect</i> (<i>teacher and learners point thumbs up</i>). - Say: <i>Girl, girl</i> (<i>teacher and learners point thumbs down</i>). - <i>Continue with other examples</i> (<i>inside, boy, door, hat, impala, ink, cat, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /i/, point your thumbs up. • If it does not begin with /i/, point your thumbs down. • Say: <i>insect</i> (<i>learners point thumbs up</i>). • <i>Continue with other examples</i> (<i>inside, boy, door, hat, impala, ink, cat, etc.</i>).

Closing the lesson**3 minutes**

Sing the song: Draw an insect in the air.

Lesson 9

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify the letter **i**
 - write the letter **i**

Resources

- Letter cards with small letter **i**
- Letter cards with small **i** and big **I**
- Chalkboard: Lines for writing the letter **i**, prepared in advance
- Learners' book, page 26
- Teachers' guide, page 134, Song 8

Introduction Singing a song: Show me **i**

3 minutes

Sing the song: *Show me i*. Tell learners to stand up and point to **i** in the classroom as they sing the song.

Activity 5.9.1 Identifying the letter **i**

12 minutes

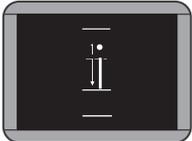
Today we will name the letter **i**. I will name the letter **i**. We will name the letter **i** together. Then you will name the letter **i** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter i to the learners on a letter card. • Say: The letter name is i. • Repeat 3 or 4 times. • Say, the letter sound is /i/. • Repeat /i/ 3 or 4 times. • Show the letter card with small i and big I. Point to each and say: Small i, big I. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say the letter name together (show the letter card with small i). Teacher and learners say i together). • Repeat this 3 or 4 times. • Let's say the letter sound together (teacher and learners say /i/ together). • Repeat this 3 or 4 times. • Show the letter card with small i and big I. Let's say together: Small i, big I. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card and say: The letter name is ____ (learners say i). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /i/). • Now open your books to page 26. Point to small i. Point to big I. Close your books. • In pairs, point to small i and big I in the classroom.

Activity 5.9.2 Writing the letter **i**

12 minutes

Now we will write the letter **i**. I will write the letter **i**. We will write the letter **i** together. Then you will write the letter **i** on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> Use the lines on the chalkboard that you prepared earlier to model writing the letter i.  <ul style="list-style-type: none"> Look at me. Write letter i on the chalkboard while saying: Down and dot!  <ul style="list-style-type: none"> Write letter i several times while saying: Down and dot! Down and dot! 	<ul style="list-style-type: none"> Now let's write the letter i in the air together. (Teacher and learners write the letter i in the air together as they say: Down and dot!) Repeat this 3 or 4 times. Learners write the letter on the ground or on slates, saying: Down and dot! Go round the class to make sure learners are writing the letter i correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write the letter i in your exercise books. Write the letter i five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)

Closing the lesson

3 minutes

Repeat the song: Show me **i**.

Lesson 10
Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 5. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 119.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• <i>greet each other formally</i>	98	
• <i>say: How are you?</i>	99	
• <i>sing a song</i>	98, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115	
• <i>ask for and give information about doing things</i>	101	
• <i>name objects beginning with the letters h and i</i>	102, 112	24, 26
• <i>identify the letter sounds for /h/ and /i/</i>	103, 113	24, 26
• <i>identify the letters h and i</i>	104, 114	24, 26
• <i>write the letters h and i</i>	105, 106, 115	24, 26
• <i>count assorted objects</i>	107, 108	25
• <i>match objects with numbers</i>	109	25
• <i>make polite requests</i>	110	
• <i>respond to polite requests</i>	110	
• <i>reject requests politely</i>	111	

Revising

Choose three activities. Two activities should be identifying the letter sound /h/ and writing the letter **h** (see Activities 5.10.1 and 5.10.2). The other activity should be any of the oral activities that your learners found difficult. To teach these activities again, go back to the relevant pages in your teachers' guide and learners' book.

Informal assessment

As learners work to complete the activities, walk round the class to make sure that they are completing the activities correctly. You can also assess their progress at this time. Write your observation notes as you walk round the class.

For more formal assessment, take one group at a time. Assess another group in the next review lesson.

Introduction: Singing a song

3 minutes

To start the lesson, review one of the songs from the unit.

Activity 5.10.1 Identifying the initial letter sound /h/

5 minutes

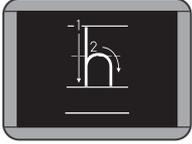
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /h/ and one word does not. • If the word begins with /h/, I will point my thumb up. • If the word does not begin with /h/, I will point my thumb down. • Say: Hat, hat. I point my thumb up. • Say: Boy, boy. I point my thumb down. 	<ul style="list-style-type: none"> • Now I am going to say a word. If that word begins with /h/, we point our thumbs up. If it does not begin with /h/, we point our thumbs down. • Say: Girl, girl (teacher and learners point thumbs down). • Say: Hand, hand (teacher and learners point thumbs up). 	<ul style="list-style-type: none"> • Now you say the letter sound (teacher waits for learners to say the sound /h/). • Learners say the letter sound several times. • Now listen and point your thumbs up or down. • Say: Hoe, hoe (thumbs up). • Say: Goat, goat (thumbs down). • Say: House, house (thumbs up).

Activity 5.10.2 Writing the letter h

5 minutes

To practise letter writing, use the following routine.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Use the lines on the chalkboard that you prepared earlier to model writing the letter h.  <ul style="list-style-type: none"> • Let's practise writing the letter h.  <ul style="list-style-type: none"> • We go: Down, down, up, round, and down. <p>h h h h h</p> <ul style="list-style-type: none"> • Write the letter h five times on the lines on the chalkboard for learners to copy. 	<ul style="list-style-type: none"> • Now let's write the letter h together. (Teacher and learners write the letter h in the air together, saying: down, down, up, round, and down.) 	<ul style="list-style-type: none"> • Now you will write the letter h on your own. (Learners write in the air, on the floor, on sand, or in their exercise books.)

Closing the lesson

3 minutes

To end our lesson, let's sing *Clap your hands* together. Use gestures to demonstrate the actions in the song.

If you are happy and you know it,
Clap your hands (clap, clap),
If you are happy and you know,
And you really want to show,
That you are happy and you know it clap your hands,

Sing also for wave your hand and greet your friend (demonstrate shaking hands).

Evaluation tools

Now ask learners:



What did you like in English lesson this week?



What will you tell your family about the English lessons?

Dear teacher:

What did you learn from teaching this unit? Write yourself some notes for the future.

Assessment of Unit 5

Use the following checklist to assess the learners. You can refer to this checklist as you observe the learners in class or review their homework.

Is the learner able to:	Excellent	Good	Average	Needs support
greet others formally?				
say: Good morning, sir/madam?				
sing a song?				
ask for and give information about doing things?				
name objects beginning with the letter h ?				
identify the /h/ sound?				
identify big H and small h ?				
write the letter h ?				
count objects?				
match objects with numbers?				
make polite requests?				
respond to polite requests?				
reject requests politely?				
name objects beginning with the letter i ?				
identify the sound /i/ ?				
identify big I and small i ?				
write the letter i ?				

UNIT 6 Lesson planner

UNIT 6 Let us do it again: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Give and obey commands • Introduce oneself • Draw patterns • Model the letters a and b 	<ul style="list-style-type: none"> • Say where they live • Draw shapes • Model the letters b and c 	<ul style="list-style-type: none"> • Make and respond to polite requests • Name classroom objects • Draw classroom objects • Model the letters d and e 	<ul style="list-style-type: none"> • Ask and respond to questions • Name colours • Draw objects • Model the letters f and g 	<ul style="list-style-type: none"> • Count objects • Draw objects • Match objects with numbers • Model the letter h • Obey commands • Say their names
Introduction	Review as a class one of the songs in Units 1–5	Review as a class one of the songs in Units 2	Review as a class one of the songs in Unit 3	Review as a class one of the songs in Units 4–5	Review as a class one of the songs in Units 1–5
Learners' book/ Teachers' guide reference	LB Pages 2, 4 TG Page 134, Song 8	LB Page 9	LB Page 30 TG Page 134, Song 8	LB Page 28	LB Page 29
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Giving and obeying commands; introducing oneself	LISTENING AND SPEAKING Saying where they live; naming shapes; naming the letters b and c	LISTENING AND SPEAKING Making and responding to requests politely; naming objects; naming the letters d and e	LISTENING AND SPEAKING Asking and responding to questions; naming colours; modelling the letters f and g	LISTENING AND SPEAKING Counting objects; naming the letter h ; responding to commands and saying their names
Vocabulary	Choose difficult vocabulary from Units 1–5	Choose difficult vocabulary from Unit 2	Choose difficult vocabulary from Unit 3	Choose difficult vocabulary from Units 4–5	
Practice	Pairs: Giving and obeying commands; taking turns introducing themselves; drawing patterns Individuals: Modelling the letters a and b	Pairs: Taking turns saying their names and where they live Pairs: Drawing shapes Individuals: Modelling the letters b and c	Pairs: Asking and answering: May I ____? Yes, you may. Pairs: Naming and drawing classroom objects Individuals: Modelling the letters d and e	Pairs: Asking and answering: What am I doing? I am ____. Pairs: Naming colours Individuals: Modelling the letters f and g	Groups: Counting objects Individuals: Modelling the letter h ; responding to commands; saying their names
Closing	Song: <i>Show me a, show me b</i>	Play <i>Mrs. Phiri says</i>	Song: <i>Show me a-b-c-d-e</i>	Play <i>Mrs. Phiri says</i>	Play <i>Mrs. Phiri says</i>

Success criteria

- Learners must be able to:
- give and obey commands
 - introduce oneself
 - draw patterns
 - model the letters **a** and **b**

Resources

- Observation checklist
- Local resources for modelling the letters
- Learners' book, pages 2, 4
- Teachers' guide, page 134, Song 8

Time needed:
30 minutes



★ Teacher tip

If 80 percent of learners are struggling with a certain skill, reteach the original lesson to the whole class.

★ Teacher tip

Remember to rotate the role of group leader so that weaker learners also get a chance.

★ Teacher tip

Choose difficult vocabulary from Units 1–5 to revise. You might want to use shape names and vocabulary words.

★ Teacher tip

You may need to use local language to explain to learners that this is a review week.

Revising

In the next five lessons, you will revise the work done in Units 1–5. Each day, revise some activities from one of these units. Learners will work in groups to practise activities in order to master the skills.

Grouping

Identify those learners who are struggling. Place them into one group. Evenly divide the remaining learners into groups and give them group names, such as names of mountains, rivers, animals, or plants. Choose group leaders for all the groups.

Review lesson structure

Start the lesson as usual with a short song or game.

Then do an oral activity with the whole class that the learners had found difficult. This activity has been chosen for you in Lesson 1 (see Activity 6.1.1).

Activities

Choose two more activities for independent work for the other groups. The groups can either do one or both of these group activities, while you are working with the remediation group.

For each lesson, options have been given, but you are free to choose to revise any other activities from Units 1–5, depending on the needs of your learners.

Assessing in Lesson 5

In the last lesson of this unit, assess the remediation group learners to check if they have mastered any of the skills revised in Lessons 1–4.

Introduction: Singing a song

2 minutes

Sing one of the songs from Units 1–5. Choose a song that reinforces one of the skills learned in these units.

Activity 6.1.1 Whole class: Giving and obeying commands**10 minutes**

Today we will give and obey commands. I will give and obey commands. We will give and obey commands together. Then you will give and obey commands on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Learners, look at me! (Use gestures.) • Say: Sit down! (Demonstrate the action.) • Say: Stand up! (Demonstrate the action.) • Repeat this 3 or 4 times. • Do the same with the following: Clap hands! Jump! Wave your hand! Dance! 	<ul style="list-style-type: none"> • Let's do it together. • Stand up! Sit down! Clap hands! Jump! Dance! (Teacher and learners do the actions as the teacher says the commands.) • Repeat with learners several times, using actions as you say the commands. • Invite two learners to the front. Help them to take turns in giving and obeying commands. 	<ul style="list-style-type: none"> • In pairs, give and obey commands. (Learners take turns to give and obey commands.) • Ask some pairs to show the class what they were doing. • Now open your books to page 2. What can you see? If the learners answer in local language, say: Yes. Then help them to say what they see in English.

Activity 6.1.2 Group revision activities**15 minutes**

Take a few minutes to explain all the activities to the groups. Train group leaders to tell you when their groups have finished their first activity so you can quickly check their work and instruct them to continue with the next activity.

 **Teacher tip**

If the following activities are not the ones that your learners found difficult, choose other activities from Unit 1.

Group activity 1 Drawing patterns

 Learners 
<ul style="list-style-type: none"> • Open your books at page 4. • Work with a partner to draw the patterns on page 4. • Draw the patterns in the air with your partner. • Draw the patterns on your partner's back. • Draw the patterns in your exercise book. • Ask your partners to check your work.

Group activity 2 Modelling the letters *a* and *b*

 Learners 
<ul style="list-style-type: none"> • Here is clay/stone/paper/maize pith/sand/grass. • Model the letters a and b. • As you model the letters, say the letter names: a and b. • Show your letters to your group. • Now write the letters a and b in your exercise books.

Group activity 3 Remediation: Introducing oneself

Now we will introduce ourselves. I will say my name. We will say our names together. Then you will say your names.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Point to yourself and say: My name is Miss/Mrs./Mr. ____ . (Insert your name.)</i> • <i>Repeat 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's say together. My name is ____ (Jane, John, Mavuto, etc.).</i> • <i>Repeat several times with the learners.</i> • <i>Point to individual learners for them to say their names.</i> • <i>Call two learners to the front. Help them to demonstrate by taking turns pointing to themselves and saying their names.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs and take turns saying your names.</i> • <i>Ask some pairs to show what they were doing.</i>

Closing the lesson

3 minutes

*Sing the song: Show me **a**, show me **b**.*

UNIT 6 • Let us do it again

Day 2 review

Time needed:
30 minutes



Success criteria

Learners must be able to:

- say where they live
- draw shapes
- model the letters **b** and **c**

Resources

- Observation checklist
- Local resources for modelling the letters
- Learners' book, page 9

Say to all learners: Today we will revise some of the work from Unit 2. You will practise with the learners in your group.

★ Teacher tip

If 80 percent of learners are struggling with a certain skill, reteach the original lesson to the whole class.

★ Teacher tip

Choose difficult vocabulary from Unit 2 to revise. For example, you can revise shape names and vocabulary words beginning with **b** and **c**.

Introduction: Singing a song

2 minutes

Sing one of the songs from Unit 2.

Activity 6.2.1 Whole class: Saying where you live

10 minutes

Today we will say our names and where we live. I will say my name and where I live. We will say our names and where we live. Then you will say your names and where you live.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Point to yourself and say:</i> My name is Mrs./Mr./Miss ____ . I live in ____ . • <i>Repeat 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Point to yourself and help the learners point to themselves and say:</i> Now let's say together: My name is ____ . live in ____ . • <i>Repeat with the learners 3 or 4 times.</i> • <i>Call two learners to the front. Help them to take turns to say:</i> My name is ____ . I live in ____ . 	<ul style="list-style-type: none"> • Now be in pairs. Take turns saying: My name is ____ . I live in ____ . • <i>Ask some pairs to show the class what they were doing.</i>

Activity 6.2.2 Group revision activities**15 minutes** **Teacher tip**

If the following activities are not the ones that your learners found difficult, choose other activities from Units 1 or 2.

Group activity 1 Drawing shapes**Learners**

- Open your books at page 9.
- Work with partner to draw the shapes on page 9.
- Draw the shapes in the air.
- Draw a shape on your partner's back. Have your partner name that shape. Then your partner draws another shape on your back. You must name that shape.
- Draw the shapes in your exercise books.
- Ask your partner to check your work.

Group activity 2 Modelling the letters *b* and *c***Learners**

- Here is clay/stone/paper/maize pith/sand/grass.
- Model the letters **b** and **c**.
- As you model the letters, say the letter names: **b** and **c**.
- Show your letters to your group.
- Now write the letters **b** and **c** in your exercise books.

Group activity 3 Remediation: Saying where you live

Follow the guidelines in Activity 6.2.1 to practise again the oral work that you did with the whole class. Make sure that each learner gets a chance to practise with you and with a partner.

 **Teacher tip**

If the remediation group has already mastered this activity, choose another one from Unit 2.

Closing the lesson**3 minutes**

Play Mrs. Phiri says with the whole class. Use the vocabulary words that have been taught in Units 1 and 2. If they are able to give commands, choose different learners to take turns being Mrs. Phiri.

UNIT 6 • Let us do it again

Day 3 review

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- make and respond to polite requests
 - name classroom objects
 - draw classroom objects
 - model the letters **d** and **e**

Resources

- Observation checklist
- Local resources for modelling the letters
- Learners' book, page 30
- Teachers' guide, page 134, Song 8

Introduction: Singing a song

2 minutes

Sing one of the songs from Unit 3.

Say to all learners: Today we will revise some of the work from Unit 3. You will practise with the learners in your group.

★ Teacher tip

If 80 percent of learners are struggling with a certain skill, reteach the original lesson to the whole class.

★ Teacher tip

Choose difficult vocabulary from Unit 3 to revise. For example, you can revise shape names and vocabulary words beginning with **d**.

Activity 6.3.1 Whole class: Making and responding to requests politely

10 minutes

Now we will make and respond to requests. I will make and respond to requests. We will make and respond to requests together. Then you will make requests and respond to requests.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Listen! (Cup ears.) Now ask: May I go out, please? (Pretend to go out to show the meaning of the request.) • Then answer: Yes, you may. • Repeat this 3 or 4 times. • Do the same for other requests: Stand up/sit down (do the action to show the meaning). • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: May I go out, please? • Repeat 1 or 2 times. • Let's answer: Yes, you may. • Repeat 1 or 2 times. • Do the same with other requests (stand up, sit down, etc.). • Call two learners to the front. Help one to ask: May I go out, please? (The first learner pretends to go out.) • The other answers: Yes, you may. • Call two more learners to the front and help them to do the same for: May I sit down or stand up, please? 	<ul style="list-style-type: none"> • Now class, be in pairs. One asks: May I go out, please? (The first learner pretends to go out.) • The other says: Yes, you may. • Do the same for: May I sit down please? May I stand up please? • Ask some pairs to show what they were doing.

Activity 6.3.2 Group revision activities**15 minutes** **Teacher tip**

If the following activities are not the ones that your learners found difficult, choose other activities from Unit 3.

Group activity 1 Naming and drawing classroom objects**Learners**

- Open your books at page 30.
- Work with partners to name the nine objects on this page.
- Draw a chair and a desk in the air.
- Draw a chair and a desk in your exercise books.
- Write the letter **d** near the desk.
- Ask your partner to check your work.

Group activity 2 Modelling the letters d and e

Model the letters **d** and **e**, using locally available materials. As you model the letters, say their names. Show the learners in your group how you modelled these letters, and say the names of the letters. Then write the letters in your exercise books.

**Learners**

- Here is clay/stone/paper/maize pith/sand/grass.
- Model the letters **d** and **e**.
- As you model the letters, say the letter names **d** and **e**.
- Show your letters to your group.
- Now write the letters **d** and **e** in your exercise books.

Group activity 3 Remediation: Making and responding to requests politely

Follow the guidelines in Activity 6.3.1 to practise again the oral work that you did with the whole class. Make sure each learner gets a chance to practise with you and with a partner.

 **Teacher tip**

If the remediation group has already mastered this activity, choose another one from Unit 3.

Closing the lesson

Sing together: Show me a-b-c-d-e. Learners point at the letters on the classroom walls as they sing.

UNIT 6 • Let us do it again

Day 4 review

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- ask and respond to questions
 - name colours
 - draw objects
 - model the letters **f** and **g**

Resources

- Observation checklist
- Local resources for modelling the letters
- Learners' book, page 28

Say to all learners: Today we will revise some of the work from Units 4 and 5. You will practise with the learners in your group. On Friday, you will show what you have learned.

★ Teacher tip

If 80 percent of learners are struggling with a certain skill, reteach the original lesson to the whole class.

★ Teacher tip

Choose difficult vocabulary from Units 4 and 5 to revise. For example, you can revise matching objects with numbers and vocabulary words beginning with **f**, **g**, and **h**.

Introduction: Singing a song

2 minutes

To start the lesson, sing one of the songs from Units 4–5.

Activity 6.4.1 Whole class: Asking and responding to questions

15 minutes

Today we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Walk in front of the class. Pretend to be two people, and ask: What are you doing? Then answer: I am walking. • Repeat this 3 or 4 times. • Write on the chalkboard and ask: What are you doing? Then answer: I am writing. • Repeat this 3 or 4 times. • Do one more activity (dance/sing/run) and ask: What are you doing? Then answer: I am _____. 	<ul style="list-style-type: none"> • Let's walk together. Tell the learners to walk on the spot and with them say: What are you doing? • Repeat the action and question 3 or 4 times. Answer together: I am walking. • Repeat this 3 to 4 times. • Repeat with another action 3 to 4 times. • Invite two learners to the front. One learner walks or dances. The other learner says: What are you doing? The first learner answers: I am walking (or dancing). 	<ul style="list-style-type: none"> • Now class, be in pairs. Take turns to ask and answer: What are you doing? I am walking (or writing or running). • Make sure only the learner who is answering is doing the action. • Ask some pairs to show the class what they were doing.

Activity 6.4.2 Group revision activities**15 minutes** **Teacher tip**

If the following activities are not the ones that your learners found difficult, choose other activities from Units 4 and 5.

Group activity 1 Naming colours**Learners**

- Open your books at page 28.
- Work with a partner to name the colours.
- Draw the bottle and the jacket in the air.
- Draw the bottle and the jacket in your exercise books.
- Ask your partner to check your work.

Group activity 2 Modelling the letters f and g**Learners**

- Here is clay/stone/paper/maize pith/sand/grass.
- Model the letters **f** and **g**.
- As you model the letters, say the letter names: **f** and **g**.
- Show your letters to your group.
- Now write the letters **f** and **g** in your exercise books.

Group activity 3 Remediation: Asking and responding to questions

Follow the guidelines in Activity 6.4.1 to practise again the oral work that you did with the whole class. Make sure each learner gets a chance to practise with you and with a partner.

 **Teacher tip**

If the remediation group has already mastered this activity, choose another one from Unit 4 or Unit 5.

Closing the lesson**3 minutes**

Play "Mrs. Phiri says" with the whole class. Use the vocabulary words that have been taught in Unit 1–5.

UNIT 6 • Let us do it again

Day 5 review

Time needed:
30 minutes



Success criteria

Learners must be able to:

- count objects
- draw objects
- match objects with numbers
- model the letter **h**
- obey commands
- say their names

Resources

- Observation checklist
- Learners' book, page 29

Introduction: Singing a song

3 minutes

Ask the learners to choose any song from Units 1–5.

Activity 6.5.1 Group revision activities

24 minutes

Say to all learners: Today, some of you will show me what you have learned in this unit. Others will revise work from units 4 and 5.

Teacher tip

If the following activities are not the ones that your learners found difficult, choose other activities from Units 4 and 5.

Group activity 1 Counting objects



- Open your books at page 29.
- Take turns to point to a row.
- Count the objects like this: 1 car, 2 bananas, 3 stars.
- Draw the objects in your exercise books.
- Write the number next to the objects, like this:



Group activity 2 Modelling the letter *h*



Learners

- Here is clay/stone/paper/maize pith/sand/grass.
- Model the letter **h**.
- As you model the letters, say the letter name **h**.
- Show your letter to your group.
- Now write the letter **h** in your exercise books.

Group activity 3 Assessment of remediation group learners

Assess learners one at a time on responding to commands and on giving their names. Give the commands in a random order, so the learners do not copy each other.

While you are assessing the individual learners, have the other learners in the group do modelling of letter **h**.

Use a checklist like this one to record learners' performance. Give the learner a mark if he or she responds correctly to the command and can give his/her name. Even if the pronunciation is wrong, give the learner a point if you can understand what she/he is saying. Record each learner's performance and inform the learner of his or her score.

Learner	Say name	Sit down	Clap hands	Jump	Dance	Stand up	Score
Mary	1	0	0	1	1	1	4
Chikondi	0	0	1	1	0	1	3
Michael							
Alipo							

Closing the lesson

3 minutes

Play Mrs. Phiri says with the whole class. Use the words and commands that have been taught in Units 1–5.

Songs in Volume 1, English Standard 1

1 Clap your hands

If you are happy and you know it
Clap your hands.

If you are happy and you know it
Clap your hands.

If you are happy and you know
And you really want to show

That you are happy and you know it, clap your hands.

(Source: Activities with English)

2 What's your name?

What's your name?

What's your name?

Please tell me/us.

My name is

My name is

My name is John.

3 Follow the leader

Follow, follow, follow!

Follow the leader!

I jump, I jump, I jump!

I jump, I jump, I jump!

Note: Repeat the song with other commands.

4 Good morning to you

Good morning to you

Good morning, dear children.

Good morning to you.

(Source: Activities with English)

5 Open, shut them

Open, shut them. Open, shut them.
Give a little clap (x2)
Open, shut them. Open, shut them.
Put them in your lap.

(Source: Activities with English)

6 Up and down

Down, down, down we go.
Up, up, up we go.
Round, round, round we go, and clap your hands.
Round, round, round we go.
Down, down, down we go.
Up, up, up we go, and clap your hands!

7 Draw a circle in the air

Draw a circle in the air, in the air
Draw a circle in the air, in the air
Draw a circle in the air, and touch your hair
Draw a circle in the air, in the air.
Put your hands up in the air, in the air
Put your hands up in the air, in the air
Put your hands up in the air, and leave them there
Put your hands up in the air, in the air.

(Source: Activities with English)

8 Show me a

Show me **a**, show me **a**
Show me **a**, show me **a**
Show me **a**, show me **a**
And another **a**.

*Note: Substitute other letters of the alphabet for the letter **a**.*

(Source: J Chiromo, 2006)

9 Bye! Bye! Bye!

Bye! Bye! Bye! Bye! But not forever.
Bye! Bye! Bye! Bye! But not forever.
Bye! Bye! Bye! Bye! But not forever.
We know that one day
We shall meet again.

Note: Wave your hand when you say the word bye-bye.

10 How many people live in your house?

How many people live in your house?
One, my father. Two, my mother
Three, my brother. Four, my sister
There is one more now.
Who is that one?
Five, it's me.

(Source: Livuza, 2006)

11 Open the book

Open the book
Open the book
Open the book for me.
If you want to hear my music,
Open the book for me.

Open the book
Open the book
Open the book for me.
If you want to hear our music,
Open the book for us.

(Source: J Chiromo, 2006)

12 Happy birthday to you

Happy birthday to you,
Happy birthday to you,
Happy birthday dear (name),
Happy birthday to you.

How old are you now?
How old are you now?
How old are you (name)?
How old are you now?

13 One, two, three, four, five

One, two, three, four, five
Once I caught a fish alive.
Six, seven, eight, nine, ten
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

(Source: *Activities with English*)

14 Mr. Phiri has a farm

Mr. Phiri has a farm
E-I-E-I-O.
And on that farm he has some cows
E-I-E-I-O.
With a moo-moo here
And a moo-moo there
Here a moo-moo. There a moo-moo
Everywhere a moo-moo.
Mr. Phiri has a farm
E-I-E-I-O.

Note: Change animals and their sounds:

sheep	baa, baa
goat	mee, mee
cat	meow, meow
duck	quack, quack
dog	woof, woof
hen	cackle, cackle

15 There's a green girl in the ring

There's a green girl in the ring — talalala
There's a green girl in the ring — talalala
There's a green girl in the ring — talalala
She looks like a sugar in a plum, plum, plum.

There's a blue boy in the ring — talalala, etc.

(Make up more verses with colours of clothing that learners are wearing.)

(Source: Boney M)

16 Where are the lions?

(to the tune of 'Brother John, are you sleeping?')

Where are the lions? Where are the lions?

Here we are. Here we are.

What are the lions doing? What are the lions doing?

We are jumping. We are jumping.

Note: Repeat the song with different actions.

(Source: J Chiromo, 2006)

17 This is the way

This is the way we brush our teeth, brush our teeth, brush our teeth

This is the way we brush our teeth

Early in the morning.

Note: Repeat the song with different actions.

(Source: Activities with English)

18 One, two, how are you?

One, two, how are you?

Three, four, shut the door!

Five, six, pick up sticks!

Seven, eight, put them straight!

Nine, ten, count them again.

(Source: Timve and Tsala)



A



B



C



D



E



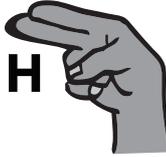
F



G



H



I



J

K



L



M



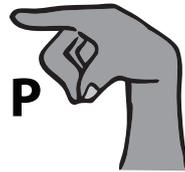
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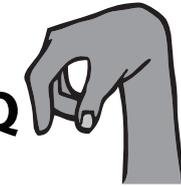
O



P



Q



R



S



T



U



V



W



X



Y



Z



Manad

**International one hand
alphabet for the deaf**

Play an active role in AIDS prevention

Approximately 53% of Malawi's population comprises children aged between 15 and 24 years of age. The majority of these are sexually active, which puts them at the risk of contracting STIs, including HIV and AIDS.

Recent statistics show that the infection rate is about five times higher for women than men within the age bracket of 15 to 24 years.

Window of hope

The youths are the window of hope for the socio-economic development of Malawi, and so measures need to be taken to control the infection rate among them.

Research shows that teaching youth about their bodies, sexuality and HIV and AIDS could delay their first sexual encounter and instil safer sexual behaviours.

We must create an environment conducive to free discussion about sexuality and HIV and AIDS for both boys and girls.

We must work to pass on knowledge and skills that will equip them with appropriate values and attitudes to make the right choices in order to avoid contracting HIV and AIDS.

Source: Malawi Institute of Education
(2004) *Life skills for HIV and AIDS education*

A Child



who lives with criticism
learns to **condemn**

who lives with hostility
learns to **fight**

who lives with ridicule
learns to be **shy**

who lives with **shame**
learns to feel **guilty**



who lives with **tolerance**
learns to be **patient**

who lives with
encouragement learns
to have **confidence**



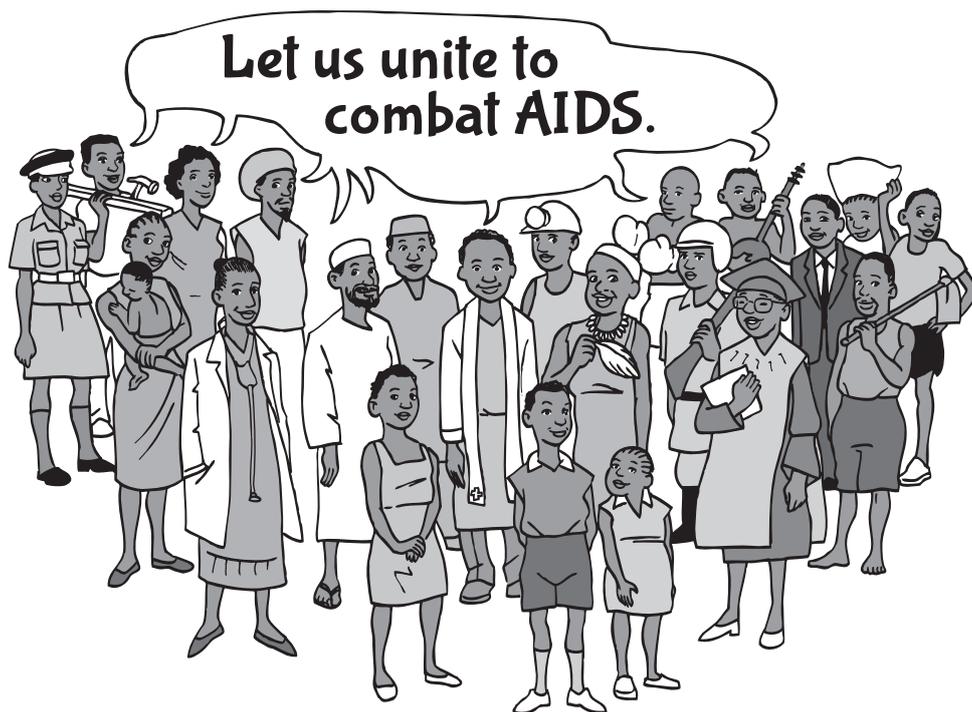
who lives with **praise**
learns to **appreciate**

who lives with **fairness**
learns **justice**

who lives in **security**
learns to have **faith**

who lives with **acceptance** and **friendship**
learns to find **love** in the world





AIDS IS REAL

We can prevent HIV and AIDS

Find out more about AIDS from your local health centre
or the HIV and AIDS NGOs that work in your area.

If you need more information contact any of the following:

National AIDS Commission, PO Box 30622,
Lilongwe 3, Tel 01 724 073 / 01 726 540, info@aidsmalawi.org

Ministry of Health and Population, PO Box 30377,
Capital City, Lilongwe 3, Health Education Unit, Tel 01 725 247,
Reproductive Health Unit, Tel 01 752 247

Ministry of Education, Education Methods
Advisory Services (EMAS), P/Bag 328, Lilongwe 3. Tel 01 789 422

United Nations Programme on HIV and AIDS (UNAIDS),
PO Box 30135, Lilongwe 3. Tel 01 773 329

Malawi AIDS Counselling and Resource Organisation (MACRO)
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