

ENGLISH

Teachers' guide

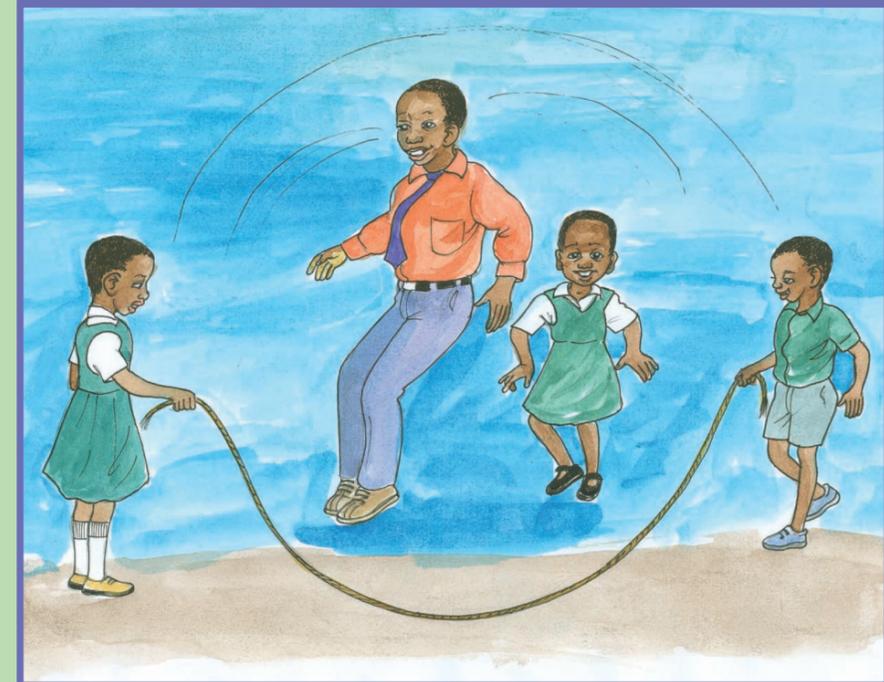
Standard 1

Volume 2

ENGLISH

Teachers' guide

STANDARD 1



Volume 2

Published by the Malawi Institute of Education

Malawi Institute of Education

MALAWI PRIMARY EDUCATION

ENGLISH

Teachers' guide for Standard 1

Volume 2



Malawi Institute of Education

Produced with support from



USAID
FROM THE AMERICAN PEOPLE

November 2014

Prepared and published by

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First edition 2006

Revised editions 2012, 2014

ISBN 999908-72-23-6

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Acknowledgements

The Ministry of Education, Science and Technology (MoEST) and the Malawi Institute of Education (MIE) wish to extend their gratitude to the writers and all who contributed to the development and revision of the Teachers' guide and its component materials.

The MoEST and MIE are particularly indebted to the Department for International Development (DFID), the German International Cooperation (GIZ), the Canadian International Development Agency (CIDA) and the United States Agency for International Development (USAID) for their financial and technical assistance towards the development of this book.

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Welcome!

This is Volume 2 of the National Primary Curriculum (NPC) teachers' guide for English Standard 1. There are three volumes in all, one for each term.

This three-volume teachers' guide has been developed to help your learners achieve the outcomes of the NPC syllabus for English literacy and language and to become fluent speakers, readers, and writers of English.

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.

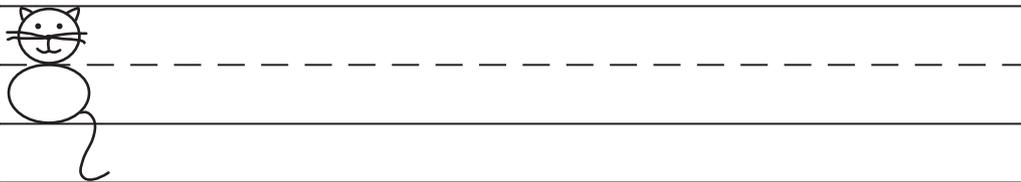
This method assesses the learners' understanding of the lessons.

Lesson routines

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

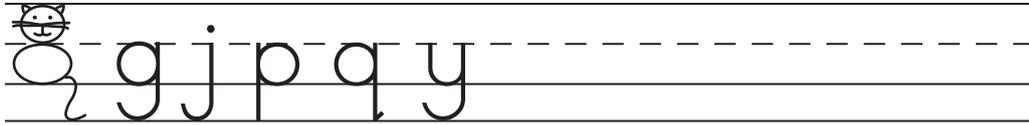
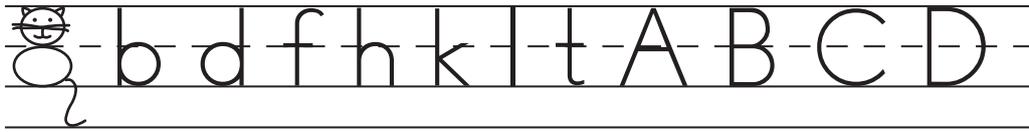
Success criteria and resources

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"> • Let's say together. My name is ____ (Jane, John, Mavuto, etc.). • <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"> • Now it's your turn. Say your name to your friend.

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.

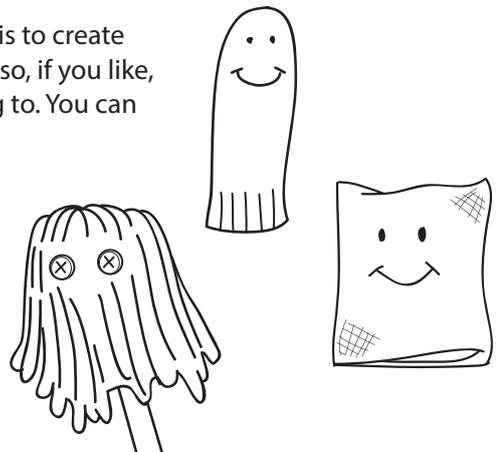
Demonstrating a conversation

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.

Homework

Give learners homework at least twice a week. It can be very simple, such as: *Go home and sing this new song to your parents; or: At home find and name the objects beginning with ____.*

Feedback can be obtained by asking learners to raise their hands if they did their homework. Then you can ask them what they said or sang.

UNIT 7 Lesson planner

UNIT 7 Shapes and sounds: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Introduce others • Sing a song 	<ul style="list-style-type: none"> • Say what I am doing • Say what they are doing • Sing a song 	<ul style="list-style-type: none"> • Sing a song • Name objects beginning with the letter j • Identify the sound /j/ 	<ul style="list-style-type: none"> • Identify the letter j • Write the letter j • Sing a song 	<ul style="list-style-type: none"> • Sing a song • Name shapes • Draw shapes
Introduction	Play a command game	Play <i>Mrs Phiri says</i>	Mime actions	Identify the initial letter sound /j/	Song: <i>Draw a jug in the air</i>
Learners' book/ Teachers' guide reference	TG Page 133, Song 2	TG Page 133, Song 1	TG Page 133, Song 3	LB Page 31 TG Pages 133 and 134, Songs 4 and 5	TG Page 133, Song 4
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Introducing others; singing a song	LISTENING AND SPEAKING Saying what you are doing; saying what they are doing; singing a song	PHONICS/ PHONEMIC AWARENESS Sing an alphabet song; naming objects that begin with the letter j ; identifying the letter sound /j/	PHONICS/ ALPHABET RECOGNITION Identifying the letter j LISTENING AND SPEAKING Saying <i>dot, down, bend</i> as the learners write the letter	LISTENING AND SPEAKING Naming shapes <i>Saying down, straight, up; down, straight, up, round and round as learners draw shapes</i>
Vocabulary	<i>What is his or her name? His or her name is ____.</i>	<i>What am I doing? I am (washing hands, eating, jumping, combing hair, sweeping, etc.).</i> <i>This is the way we ____.</i>	<i>Jacket, jersey, jug</i>	<i>Small j, capital J</i> <i>Dot, down, bend</i>	<i>What shape is this? It is a (circle, triangle, square, rectangle).</i> <i>Down, straight, up, round</i>
Practice	Groups: Introducing others Class: Singing <i>What's her/his name?</i>	Groups: Taking turns miming actions and saying what they are doing Class: Singing <i>This is the way</i>	Class: Singing <i>An alphabet song</i> Pairs: Naming objects beginning with j Groups: Identifying the /j/ sound	Individuals: Saying letter name and sound; writing in exercise books Pairs: Identifying small j , capital J Class: Singing <i>Draw a jug in the air</i>	Groups: Asking and answering: <i>What is this? It is a (circle, triangle, square, rectangle).</i> Individuals: Drawing shapes in exercise books Class: Singing <i>Draw a circle in the air</i>
Closing	Groups demonstrate how to introduce others	Pairs practise asking <i>What am I doing</i> and answering <i>I am ____.</i>	Whole class, groups, and individuals name objects beginning with the letter sound /j/	Song: <i>Show me j</i>	Learners practise naming shapes and finding them in the classroom

UNIT 7 Shapes and sounds: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name shapes Sort shapes Draw shapes 	<ul style="list-style-type: none"> Give negative commands Obey negative commands Make apologies 	<ul style="list-style-type: none"> Name objects beginning with the letter k Identify the sound /k/ 	<ul style="list-style-type: none"> Identify the letter k Write the letter k Sing a song 	<ul style="list-style-type: none"> Show understanding of the units' skills and strategies Informal assessment
Introduction	Song: <i>Show me a triangle</i>	Play a command game	Song: <i>Clap your hands</i>	Play thumbs up/ thumbs down	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	LB Page 32 TG Pages 134 and 133, Songs 5 and 4	TG Page 134, Song 6	LB Page 33 TG Page 134, Song 6	LB Page 33 TG Pages 133 and 134, Songs 4 and 5	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Saying the names of the shapes; sorting shapes; saying how to draw shapes	LISTENING AND SPEAKING Giving and obeying negative commands; making apologies; singing a song	PHONICS/ PHONEMIC AWARENESS Naming objects beginning with the letter k ; identifying the letter sound / k /	PHONICS/ ALPHABET RECOGNITION Identifying the letter k LISTENING AND SPEAKING Saying <i>down, down, down</i> as the learners write k ; singing a song	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound / k /; writing the letter k Two other oral activities of teachers' choice
Vocabulary	<i>Triangle, circle, square, rectangle</i> <i>Down, straight, up, round</i>	<i>Don't (eat in class, fight, sleep, play run)</i> <i>I am sorry, sir/ madam</i>	<i>Key, kettle, kite, king</i>	<i>Small k, capital K</i> <i>Down, down, down</i>	
Practice	Groups: Asking and answering: What is this? This is a (triangle, circle, square, rectangle). Individuals: Sorting shapes; drawing shapes	Pairs: Giving and obeying negative commands; apologizing Class: Singing <i>Clap your hands</i>	Pairs: Asking and answering: What is this? Key/kettle/ kite/king Class: Identifying words beginning with / k /	Class: Pointing to small k , capital K Individuals: Writing the letter k in exercise books Class: Singing <i>Draw a key in the air</i>	
Closing	Song: <i>Draw a circle in the air</i>	Class plays the shapes guessing game	Whole class, groups, and individuals name objects beginning with the letter sound / k /	Song: <i>Show me k</i>	Song: <i>Bye! Bye! Bye!</i>

UNIT 7 • Shapes and sounds

Lesson 1

Time needed:
30 minutes



Success criteria

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

Resources

- This teachers' guide, page 133, song 1

Introduction: Playing a command game

2 minutes

Play the command game for 2 to 3 minutes. Give these commands in any order for learners to listen to and obey: Clap hands/put up your hand/put down your hands/stand up/sit down.

Activity 7.1.1 Introducing others

15 minutes

Today we will introduce others. I will introduce others. We will introduce others together. Then you will introduce others on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Call a learner to the front. • Point to him or her and say: Her/His name is ____ (name). • Repeat 3 or 4 times. • Then ask: What is her/his name? • Repeat 3 or 4 times. • Answer: Her/His name is ____ (name). • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: Her/His name is ____ (name). • Repeat this with the learners 3 or 4 times. • Let's say together: What is her/his name? • Repeat this with the learners 3 or 4 times. • Call three learners to the front. Tell them to take turns introducing each other by asking: What is her/his name? Then have them answer: Her/His name is ____ (name). 	<ul style="list-style-type: none"> • Now be in groups of three. Introduce each other by asking: What is her/his name? • Answer: Her/His name is ____ (name). • Ask some groups to show the class what they were doing.

Activity 7.1.2 Singing a song**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:</i> What's her/his name? • <i>Point to a learner when you sing:</i> What's her/his name? • <i>Point to yourself when you sing:</i> Please tell me. <div data-bbox="225 703 555 927" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>To practise his/her, change the words from "what's your name" to "what's <i>his/her</i> name."</p> </div>	<ul style="list-style-type: none"> • Let's sing the song together. • <i>Repeat with the learners 3 or 4 times. Make sure that the learners mime the actions as they sing.</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own. • <i>Make sure that the learners mime the actions as they sing.</i>

Closing the lesson**3 minutes**

Ask some groups to come to the front and show the class how to introduce others by asking: What's her/his name *and* answering: Her/His name is ____ (name).

UNIT 7 • Shapes and sounds

Lesson 2

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- say what I am doing
 - say what they are doing
 - sing a song

Resources

- This teachers' guide, page 133, song 2

Introduction: Playing Mrs Phiri says

3 minutes

Play the game for 2 to 3 minutes. Give these commands in any order for learners to listen and obey: Clap hands/put up your hands/put down your hands/stand up/sit down/come here/jump.

Activity 7.2.1 Saying what I am doing

10 minutes

Today we will say what we are doing. I will say what I am doing. We will say what we are doing together. Then you will say what you are doing on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Do an action, such as washing hands. Then ask: What am I doing? • Repeat this question 3 or 4 times. • Answer: I am washing hands. • Repeat this answer 3 or 4 times. • Do the same with other actions such as eating, jumping, or combing hair. 	<ul style="list-style-type: none"> • Let's say together: What am I doing? • Repeat 3 or 4 times. • Answer: I am jumping. • Repeat this with the learners 3 or 4 times (whole class, in groups, and individually). • Invite one learner to the front. Tell him/her to pretend to wash his/her hands and ask: What am I doing? Answer: I am washing hands. • Repeat this with several other groups of learners. Use different actions such as writing, jumping, eating. 	<ul style="list-style-type: none"> • Now be in groups. Take turns asking: What am I doing? • Answer: I am (dancing, writing, eating). • Ask some groups to show the class what they were doing.

Activity 7.2.2 Saying what they are doing**10 minutes**

Now I will say what they are doing. We will say what they are doing together. Then you will say what they are doing on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Call two learners to the front. Tell them to jump. Then ask: What are they doing?</i> • <i>Answer: They are jumping.</i> • <i>Repeat this 3 or 4 times.</i> • <i>Call two other learners to the front. Tell them to mime sweeping. Then ask: What are they doing? Answer: They are sweeping.</i> • <i>Repeat this 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's say together: What are they doing?</i> • <i>Repeat 3 or 4 times.</i> • <i>Let's say together: They are jumping.</i> • <i>Repeat with the learners 3 or 4 times (whole class, in groups, and individually).</i> • <i>Invite four learners to the front. Tell two of the learners to mime an activity such as sweeping. Tell one of the remaining learners to ask: What are the other two learners doing? The other answers: They are sweeping.</i> • <i>Tell the learners to take turns miming an action, while one learner asks: What are they doing?</i> • <i>Another learner answers: They are ____ (dancing/reading/eating/jumping, etc.).</i> 	<ul style="list-style-type: none"> • <i>Now be in groups.</i> • <i>Take turns miming an action in pairs, while the others ask: What are they doing?</i> • <i>Answer: They are ____ (dancing or eating, etc.).</i> • <i>Ask some groups to show the class what they were doing.</i>

Activity 7.2.3 Singing a 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 the song: This is the way.</i> • <i>Show the actions as you sing: This is the way we ____ .</i> • <i>Repeat song 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat the song with the learners 3 or 4 times. Make sure that the 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>

Closing the lesson**2 minutes**

Ask the learners in pairs to practise asking: What am I doing? and answering: I am ____ (eating/washing hands/dancing).

UNIT 7 • Shapes and sounds

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- sing a song
 - name objects beginning with the letter j
 - identify the sound /j/

Resources

- Pictures or models of jacket, jersey, and jug
- Learners' book, page 31
- This teachers' guide, page 133, song 3

Introduction: Miming actions

2 minutes

Ask some learners to mime an action. Divide the learners into two groups. One group should ask: What are they doing? The other group should answer: They are ____ (eating/dancing). Repeat with other actions.

Activity 7.3.1 Singing an alphabet song

5 minutes

Today 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> An alphabet song.• <i>Point to the letters on the wall when you sing the song.</i> <div data-bbox="172 1144 507 1301"><p> Teacher tip</p><p>Point only to the letters you have already taught.</p></div> <ul style="list-style-type: none">• <i>Repeat 3 or 4 times.</i>	<ul style="list-style-type: none">• Let's sing the song together.• <i>Repeat with the learners 3 or 4 times. Make sure the learners point to the letters on the wall.</i>	<ul style="list-style-type: none">• Now it's your turn, class. Sing the song on your own.• <i>Make sure the learners point to letters on the wall.</i>

Activity 7.3.2 Naming objects beginning with the letter j**10 minutes**

Now 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 the learners a picture or model of the objects, one at a time. • Ask: What is this? • Answer: It is a jacket/ jersey/jug. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Hold up the object or picture of the object. • Ask together with the learners: What is this? • Answer together with the learners: It is a jacket/ jersey/jug. • Repeat this with the learners 3 or 4 times (whole class, groups, and individually). 	<ul style="list-style-type: none"> • Now open your books at page 31. • In pairs, point to an object. Then ask: What is this? • Answer: It is a jacket/ jersey/jug. • Ask some pairs to show the class what they were doing.

Activity 7.3.3 Identifying the letter sound /j/**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /j/. The first word is <i>jacket, jacket</i>. <i>Jacket</i> begins with /j/, so I point my thumb up (demonstrate this action). • The next word is <i>table, table</i>. <i>Table</i> does not begin with /j/. So I point my thumb down. • The next word is <i>jersey, jersey</i>. <i>Jersey</i> begins with /j/, so I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /j/ together: /j/, /j/. (Repeat with the learners 3 or 4 times.) • Now I will say a word. If it begins with /j/, we point our thumbs up. • If it does not begin with /j/, we point our thumbs down. <ul style="list-style-type: none"> - Say: jacket, jacket (teacher and learners point thumbs up). - Say: book, book (teacher and learners point thumbs down). - Continue with other words (jug, boy, jump, June, car, July, etc). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /j/, point your thumbs up. • If it does not begin with /j/, point your thumbs down: • Say: jersey (learners point thumbs up). • Continue with other examples (jug, boy, jump, June, car, July, James, Mary, Jane, etc.).

Closing the lesson**3 minutes**

Show again the objects beginning with the letter sound /j/. Ask the whole class to name the objects, and then ask groups and individuals to do the same.

UNIT 7 • Shapes and sounds

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small **j**
- Letter card with small **j** and capital **J**
- Chalkboard: Lines for writing the letter **j**, prepared in advance
- Learners' book, page 31
- This teachers' guide, pages 133 and 134, songs 4 and 5

Introduction: Identifying the initial letter sound /j/

3 minutes

Listen! Now I will say a word. If it begins with /j/, point your thumbs up. If it does not begin with /j/, point your thumbs down. *Say: jacket (thumbs up). Continue with these examples: jersey, apple, January, frog, jug, fork.*

Activity 7.4.1 Identifying the letter j

10 minutes

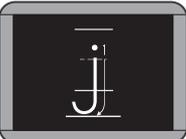
Today we will name the letter **j**. I will name the letter. We will name the letter together. Then you will name the letter on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter j to the learners on a letter card. • Say: The letter sound is /j/. • Repeat /j/ 3 or 4 times. • Then say: The letter name is j. • Repeat 3 or 4 times. • Show the letter card with small j and capital J. Point to each and say: small j, capital J. <div data-bbox="172 1554 507 2002" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>In Volume 1, we used the word <i>small</i> for lowercase letters and <i>big</i> for uppercase letters. These correspond to the Chichewa words. Now that the learners understand the meaning of <i>small</i> and <i>big</i>, you can teach the word <i>capital</i> when introducing uppercase letters.</p> </div> <ul style="list-style-type: none"> • 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 j. (Teacher and learners say j together.) • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /j/ together.) • Repeat this 3 or 4 times. • Show the letter card with small j and capital J. Let's say together: small j, capital J. • 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 j). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /j/). • Now open your books at page 31. Point to small j. Point to capital J. Close your books. • In pairs, point to small j and capital J in the classroom.

Activity 7.4.2 Writing the letter **j**

10 minutes

Now we will write small **j**. I will write small **j**. We will write small **j** together. Then you will write small **j** 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 j.  <ul style="list-style-type: none"> Look at me (use gestures). Write the letter j on the chalkboard while saying as you write: Dot, down, bend.  <ul style="list-style-type: none"> Write the letter j several times while saying: Dot, down, bend. 	<ul style="list-style-type: none"> Now let's write the letter j in the air together. Teacher and learners write small j in the air together as they say: Dot, down, bend. Repeat this 3 or 4 times. The learners write the letter on the ground or on slates, saying: Dot, down, bend. Go around the class to make sure the learners are writing small j correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write small j in your exercise books. Write small j five times on the lines on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates.) Go round the class to assist the learners and mark their work.

Activity 7.4.3 Singing a song: *Draw a jug 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"> Sing: Draw a jug in the air. Use the same tune as Draw a circle in the air. As you sing, draw a big jug in the air. 	<ul style="list-style-type: none"> Let's sing the song together. As we sing, we draw a jug 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 jug in the air.

Closing the lesson

2 minutes

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

UNIT 7 • Shapes and sounds

Lesson 5

Time needed:
30 minutes



Success criteria

Learners must be able to:

- sing a song
- name shapes
- draw shapes

Resources

- Assorted objects in different shapes (*examples: coin, book, ruler, ball, block, pyramid, etc.*)
- This teachers' guide, page 133, song 4

Introduction: Singing a song

2 minutes

Sing with the learners: Draw a jug in the air.

Activity 7.5.1 Naming 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 the learners a circle. • Ask: What shape is this? • Repeat 3 or 4 times. • Answer: It is a circle. • Repeat 3 or 4 times. • Repeat this pattern 3 or 4 times with the other shapes, such as triangle, square, and rectangle. 	<ul style="list-style-type: none"> • Let's name the shapes together. • Show the learners one shape at a time. Let's say together: What shape is this? • Repeat the question 3 or 4 times. • Now, let's answer together: It is a ____ . • Repeat 3 or 4 times with the learners as a whole class, in groups, and individually. • Invite a group of learners to the front. Help one of the learners to ask: What shape is this? (<i>shows a circle</i>) • Help the others to answer: It is a circle. • Do the same with the other shapes. 	<ul style="list-style-type: none"> • Organise the learners in groups. • Distribute different objects to the groups. • Now it's your turn. Work in groups and take turns asking: What is this? • Answer: It is a ____ . • Let some groups show the class what they were doing.

Activity 7.5.2 Drawing shapes**10 minutes**

Now we will draw shapes. I will draw the shapes. We will draw 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 the learners how to draw a circle. As you draw, say: Round and round and round.</i> • <i>Then, draw a triangle. As you draw, say: Down, straight, up.</i> • <i>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 together: Round and 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> • <i>As you draw the rectangle, say: 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 the learners to show one another the shapes they have drawn.</i>

Activity 7.5.3 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 as we sing the song. First let's draw a circle.</i> • <i>Repeat with other shapes. (Teacher sings the song with the learners as they draw the shapes in the air.)</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn, class. Sing the song on your own and draw the shapes in the air.</i>

Closing the lesson**3 minutes**

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

UNIT 7 • Shapes and sounds

Lesson 6

Time needed:
30 minutes



Success criteria

Learners must be able to:

- name shapes
- sort shapes
- draw shapes

Resources

- Pictures or real items with different shapes
- Learners' book, page 32
- This teachers' guide, 134 and 133, songs 5 and 4

Introduction: Singing a song

2 minutes

Sing with the learners: Show me a triangle.

Activity 7.6.1 Naming shapes

5 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none">• Show the learners a picture or a real object that is circular (such as a plate or a clock) or a drawing of a circle.• Ask: What shape is this? Answer: It is a circle.• Repeat 3 or 4 times with the other shapes (triangle, square, and rectangle).	<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 or 4 times.• Now, let's answer together: This is a ____ .• Repeat 3 or 4 times with the learners as a whole class, in groups, and individually.• Invite four learners to the front. Help one of them to point to a shape and say: What shape is this? Help the other learners to answer: This is a ____ (triangle, circle, square, rectangle).	<ul style="list-style-type: none">• Organise the class into groups.• Now it's your turn. Open your books at page 32. Work in groups and take turns to name the shapes. Point to a shape and ask: What is this? Answer: This is a ____ .• Let some groups show what they were doing.

Activity 7.6.2 Sorting shapes**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Put different shapes (4 triangles, 2 rectangles, and 3 circles) on the table. • Say: Look here. Watch carefully as I sort these shapes. First, I will sort the shapes. Then I will name the shapes. • Repeat this 3 times. • Collect the triangles together and say: These are triangles. • Repeat 3 or 4 times. • Do the same with the other shapes. 	<ul style="list-style-type: none"> • Let's sort the shapes together. • Ask some learners to put the shapes in groups together with you. Let's say together: These are _____. (Learners should say the shapes as you say them.) • Repeat this with groups, the whole class, and individuals. • Do the same with the other shapes. 	<ul style="list-style-type: none"> • Distribute different shapes to the learners. • Say: Now it's your turn to sort the shapes. • Put together all the circles and say: circles. Do the same with other shapes. • Ask some groups to show the class what they were doing.

Activity 7.6.3 Drawing shapes**10 minutes**

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

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

Closing the lesson**3 minutes**

Sing the song: Draw a circle in the air.

UNIT 7 • Shapes and sounds

Lesson 7

Time needed:
30 minutes



Success criteria

Learners must be able to:

- give commands
- obey commands
- make apologies

Resources

- This teachers' guide, page 134, song 6

Introduction: Playing a command game

2 minutes

Play the game: Mrs Phiri says.

Activity 7.7.1 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.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Don't make noise (use gestures). • Repeat 3 or 4 times. • Say: Don't eat in class (use gestures). • Repeat 3 or 4 times. • Repeat with: Don't fight, sleep, play, and run. 	<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 make a noise. • Let's say together: Don't make noise in class! • Repeat 3 or 4 times. • Repeat with the whole class, with groups, and with individual learners. • Do the same with: Don't fight, sleep, play, and run in class. • Call two learners to the front. Tell one learner to pretend to eat. Help the other learner to say: Don't eat in class! • Call another pair to the front and help them to demonstrate another action and command, such as sleeping. Help them to say: Don't sleep in class. 	<ul style="list-style-type: none"> • Now, in pairs, take turns. Give and obey commands. • One learner pretends to play. The other learner says: Don't play in class! The first learner should obey. • Say: Don't ____ (make noise, eat, sleep, play, fight, or run) in class. • Ask some pairs to show the class what they were doing.

Activity 7.7.2 Making apologies

10 minutes

Now we will apologise. I will apologise. We will apologise together. Then you will apologise on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Tell a learner to make noise in class. • Say: Don't make noise (use gestures). • Repeat 3 or 4 times. • Help the learner to say: I am sorry, sir/madam. • Repeat 3 to 4 times. • Do the same with: Don't eat in class, fight, sleep in class, play in class, and run in class. 	<ul style="list-style-type: none"> • Now, let's say together: Don't make noise. • Repeat 3 to 4 times. • Let's say together: I am sorry. • Repeat 3 to 4 times. • Call two learners to the front. Tell one learner to make a noise. Help the other learner to say: Don't make a noise in class. Let the learner who was making noise say: I am sorry. • Repeat with the whole class, in groups, and with individual learners. • Do the same with: Don't eat, run, sleep, play, and fight in class. 	<ul style="list-style-type: none"> • Now it's your turn, class. In pairs, give commands and then apologise. • Take turns. One learner says: Don't make noise, eat, sleep, play, fight, or run in class. The other learner says: I am sorry. • Ask some pairs to show the class what they were doing.

Activity 7.7.3 Singing a 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"> • Sing: Clap your hands. • Do the action while singing. • Repeat with the other actions. 	<ul style="list-style-type: none"> • Let's sing the song together. (Teacher and learners do the actions as they sing together.) • Do the same with the other actions. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Closing the lesson

3 minutes

Play the shapes guessing game. Draw a big circle in the air and ask the learners to put up their hands to name that shape. Let 3 or 4 learners take turns drawing different shapes in the air so that the class can name the shapes.

UNIT 7 • Shapes and sounds

Lesson 8

Time needed:
30 minutes



Success criteria

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

Resources

- Pictures or models of key, kettle, kite, king
- Learners' book, page 33
- This teachers' guide, page 134, song 6

Introduction: Singing a song

3 minutes

Ask the learners to sing the song: Clap your hands

Activity 7.8.1 Naming objects beginning with the letter k

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 the learners a picture, a model or a real object, one at a time. • Ask: What is this? • Answer: It is a key/kettle/kite/king. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Show an object or picture of the key/kettle/kite/king one at a time. • Let's ask together: What is this? • Let's answer together: It is a key/kettle/kite/king. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Invite two learners to the front. Help one of them to point to an object and ask: What is this? Help the other learner to answer: It is a ____. 	<ul style="list-style-type: none"> • Now open your books at page 33. • In pairs, point to an object then ask: What is this? • Answer: It is a key/kettle/kite/king. • Ask some pairs to show the class what they were doing.

Activity 7.8.2 Identifying the sound /k/**12 minutes**

Now we are going to 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>key, key</i>. <i>Key</i> begins with /k/. 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 /k/. So I point my thumb down. • The next word is <i>kettle, kettle</i>. <i>Kettle</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 the learners 3 or 4 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: <ul style="list-style-type: none"> - <i>Key, key</i> (<i>teacher and learners point thumbs up</i>). - <i>Book, book</i> (<i>teacher and learners point thumbs down</i>). • <i>Do the same with other words</i> (<i>kettle, boy, kite, car, Kate, king, 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: key</i> (<i>learners put thumbs up</i>). • <i>Continue with other examples</i> (<i>kettle, boy, kite, Kate, car, king, etc.</i>).

Closing the lesson**3 minutes**

Show again the objects beginning with the letter sound /k/. Ask the whole class to name them, and then ask groups and individuals to do the same.

UNIT 7 • Shapes and sounds

Lesson 9

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small **k**
- Letter card with small **k** and capital **K**
- Chalkboard: Lines for writing the letter **k**, prepared in advance
- Learners' book, page 33
- This teachers' guide, pages 133 and 134, songs 4 and 5

Introduction: Playing the thumbs up/thumbs down game

2 minutes

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. *Use these words:* key, kettle, apple, kite, jug, king, fork.

Activity 7.9.1 Identifying the letter **k**

10 minutes

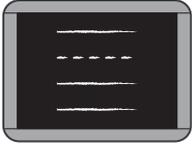
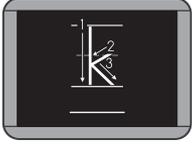
Today we will name the letter **k**. I will name the letter. We will name the letter together. Then you will name the letter on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter k to the learners on a letter card. • Say: The letter sound is /k/. • Repeat /k/ 3 or 4 times. • Then say: The letter name is k. • Repeat 3 or 4 times. • Show the letter card with small k and capital K. Point to each and say: small k, capital K. • 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 k. (Teacher and learners say k together.) • Repeat 3 or 4 times. • Let's say the letter sound. (Teacher and learners say /k/ together.) • Repeat 3 or 4 times. • Show the letter card with small k and capital K. Let's say together: Small k, capital K. Repeat. 	<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 k). • 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 33. Point to small k. Point to capital K. Close your books. • In pairs, point to small k and capital K in the classroom.

Activity 7.9.2 Writing the letter k

10 minutes

Now we will write small **k**. I will write small **k**. We will write small **k** together. Then you will write the letter **k** 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 small k.  <ul style="list-style-type: none"> Look at me (use gestures). Write the letter k on the chalkboard while saying as you write: Down, down, down.  <ul style="list-style-type: none"> Write the letter k 3 or 4 times while saying: Down, down, down. 	<ul style="list-style-type: none"> Now let's write small k in the air together. (Teacher and learners write small k in the air together as they say: Down, down, down.) Repeat this 3 or 4 times. The learners write the letter on the ground or on slates, saying: Down, down, down. Go around the class to make sure the learners are writing small k correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write small k in your exercise books. Write small k five times on the lines on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates.) Go round the class to assist the learners and mark their work.

Activity 7.9.3 Singing a song: Draw a key 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 key in the air. As you sing, draw a big key in the air. 	<ul style="list-style-type: none"> Let's sing the song together. As we sing, we draw a key 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 key in the air.

Closing the lesson

3 minutes

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

UNIT 7 • Shapes and sounds

Lesson 10 Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 7. You can use the time either for revision or to assess the 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>introduce others</i>	2	
• <i>say what I am doing</i>	4	
• <i>sing a song</i>	3, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 19	
• <i>name objects beginning with the letter j</i>	6	31
• <i>identify the sound /j/</i>	7, 8	31
• <i>write the letter j</i>	9	
• <i>identify the letter j</i>	8	31
• <i>name shapes</i>	10, 11, 12	
• <i>sort shapes</i>	13	32
• <i>draw shapes</i>	11, 13	
• <i>giving and obeying commands</i>	14	
• <i>make apologies</i>	15	
• <i>name things beginning with the letter k</i>	16	33
• <i>identify the sound /k/</i>	17	
• <i>write the letter k</i>	19	

Revising

Choose three activities. Two activities should be identifying the letter sound /k/ and writing the letter **k** (see Activities 7.10.1 and 7.10.2). 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 this guide and the learners' book.

Informal assessment

As the 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 during 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 7.10.1 Identifying the letter sound /k/

12 minutes

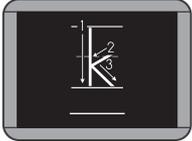
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /k/ and the other does not. • If the word begins with /k/, I will point my thumb up. • If the word does not begin with /k/, I will point my thumb down. • I say the word: <i>key, key</i>. I point my thumb up. • I say the word: <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 /k/, we point our thumbs up. If it does not begin with /k/, we point our thumbs down. • Say the word: <i>apple, apple</i>. (Teacher and learners point thumbs down.) • Say the word: <i>key, key</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 /k/). • Allow the learners to say the letter sound 3 or 4 times. • Now listen and point your thumbs up or down. • Say the word: <i>key, key</i> (thumbs up). • Say the word: <i>car, car</i> (thumbs down). • Say the word: <i>kettle, kettle</i> (thumbs up).

Activity 7.10.2 Writing the letter k

12 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 small k.  <ul style="list-style-type: none"> • Let's practise writing small k.  <ul style="list-style-type: none"> • Remember how we go: Down, down, down. • Write small k five times on the lines on the chalkboard for the learners to copy. 	<ul style="list-style-type: none"> • Now let's write small k together. (Teacher and learners write small k in the air together, saying: Down, down, down.) 	<ul style="list-style-type: none"> • Now you will write small k on your own. (The learners write small k in the air, on slates, on the floor, on sand, and in their exercise books.)

Closing the lesson

3 minutes

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 words *bye-bye*.

Evaluation tools

Now ask the learners:



What did you like in the 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 7

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

Is the learner able to:	Excellent	Good	Average	Needs support
introduce others?				
say what he/she is doing?				
sing a song?				
name objects beginning with j ?				
identify the letter j ?				
identify the sound /j/?				
write the letter j ?				
name shapes?				
sort shapes?				
draw shapes?				
give and obey commands?				
make apologies?				
name things beginning with the letter k ?				
identify the letter k ?				
identify the sound /k/?				
write the letter k ?				

UNIT 8 Lesson planner

UNIT 8 Likes and dislikes: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name things Express likes Sing a song 	<ul style="list-style-type: none"> Identify colours Draw pictures of different colours Sing a song 	<ul style="list-style-type: none"> Name objects Identify the letter sound /l/ 	<ul style="list-style-type: none"> Identify the letter l Write the letter l Sing a song 	<ul style="list-style-type: none"> Identify sounds of vehicles Name objects Imitate sounds of objects
Introduction	Play a command game	Song: <i>A colour song</i>	Introduce yourself	Recognise the initial letter sound /l/	Revise sounds of animals
Learners' book/ Teachers' guide reference	LB Page 34 TG Page 134, Song 7	LB Page 35 TG Pages 134 and 135, Songs 8, 9, and 10	LB Page 36 TG Page 133, Song 4	TG Page 134, Song 5	LB Pages 14, 20, 37
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Naming things; expressing likes; singing a song	LISTENING AND SPEAKING Identifying colours; singing a song; drawing objects of different colours	PHONICS/ PHONEMIC AWARENESS Naming things that begin with the letter l; identifying the letter sound /l/	PHONICS/ ALPHABET RECOGNITION Identifying the letter l LISTENING AND SPEAKING Singing a song; saying <i>down</i> as the learners write the letter	LISTENING AND SPEAKING Identifying sounds of vehicles; naming objects; making the sounds of objects
Vocabulary	<i>What do you like? I like (bananas, tomatoes, apples, a cup of tea, eggs).</i>	<i>What colour is this? It is (green, red, blue).</i>	<i>Leaf, leg, lamp, ladder</i>	<i>Small l, capital L</i> <i>Down</i>	<i>Car, train, bicycle, drum</i> <i>Pee pee; ngr, ngr; pooh, pooh; boom boom</i>
Practice	Pairs: Asking and answering: What is this? It is (a banana/a tomato/ an egg/an apple). Pairs: Asking and answering: What do you like? I like (bananas/ tomatoes/eggs/ apples).	Pairs: Identifying the colours on page 35 Class: Singing <i>White sky is blue</i> or <i>Molly is wearing a red dress.</i> Individuals: Drawing objects of different colours	Pairs: Identifying objects Class: Identifying words that begin with the /l/ sound	Pairs: Pointing to small l and capital L Class: Singing <i>Show me l</i> Individuals: Writing the letter l in exercise books	Pairs: Naming vehicles and making their sounds Pairs: Naming objects Pairs: Naming objects and making their sounds
Closing	Learners name things	Learners name things	Song: <i>Draw a ladder in the air</i>	Song: <i>Show me l</i>	Learners identify objects and make their sounds

UNIT 8 Likes and dislikes: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name things Express dislikes Sing a song 	<ul style="list-style-type: none"> Say what we do every day Sing a song Say what they do every day 	<ul style="list-style-type: none"> Name objects Identify the letter sound /m/ 	<ul style="list-style-type: none"> Identify the letter m Write the letter m Sing a song 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies Informal assessment
Introduction	Talk about what we like	Song: <i>Every day we eat porridge</i>	Song: <i>This is the way</i>	Recognise the initial sound /m/	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	LB Page 34 TG Page 135, Song 11	LB Pages 39, 40 TG Pages 134 and 133, Songs 7 and 2	LB Page 38 TG Page 133, Songs 2 and 4	LB Page 38 TG Page 134, Song 5	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Naming things; expressing dislikes; singing a song	LISTENING AND SPEAKING Saying what we do every day; singing a song; saying what they do every day	PHONICS/ PHONEMIC AWARENESS Naming things that begin with the letter m ; identifying the letter sound /m/	PHONICS/ ALPHABET RECOGNITION Identifying the letter m LISTENING AND SPEAKING Singing a song; saying <i>down, up, round, down, up, round, down</i> as the learners write the letter	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound /m/; writing the letter m Two other oral activities of teachers' choice
Vocabulary	<i>What is this? It is a banana/a tomato/an egg/ an apple.</i> <i>Do you like ____? No, I don't like ____.</i>	<i>What do you do every day? (brush my teeth, I go to school, I sweep the ground, I read a book, etc.).</i> <i>What does he/she do every day? He/ she (goes to school, etc.).</i>	<i>Man, mango, mat, moon</i>	<i>Small m, capital M</i> <i>Down, up, round, down, up, round, down</i>	
Practice	Pairs: Naming things Pairs: Expressing dislikes to each other Class: Singing <i>Fly, fly like a bird</i>	Pairs: Asking and answering about what they do every day Class: Singing <i>This is the way</i>	Pairs: Identifying objects Class: Identifying words that begin with /m/	Pairs: Point to small m and capital M Class: Sing <i>Show me m</i> Individuals: Writing the letter m in exercise books	
Closing	Learners name one food they like and one food they don't like	Song: <i>This is the way</i>	Song: <i>Draw a moon in the air</i>	Song: <i>Show me m</i>	Song: <i>This is the way</i>

UNIT 8 • Likes and dislikes

Lesson 1

Time needed:
30 minutes



Success criteria

Learners must be able to:

- name things
- express likes
- sing a song

Resources

- Pictures or models of banana, tomato, egg, cup of tea, apple
- Learners' book, page 34
- This teachers' guide, page 134, song 7

Introduction: Playing a command game

2 minutes

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

Activity 8.1.1 Naming things

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the learners a picture or model of a banana/a tomato/an egg/an apple, one at a time and ask: What is this? • Say: It is a banana/a tomato/an egg/an apple. • Repeat 3 to 4 times for each object. 	<ul style="list-style-type: none"> • Let's say together. What is this? Say with the learners: It is a banana/a tomato/an egg/an apple. • Repeat 3 to 4 times (whole class, in groups, and individually). • Call two learners to the front and help one to ask: What is this? Help the other to answer: It is a banana/an apple/a tomato/an egg. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 34. • Take turns to point to the pictures and ask: What is this? Answer: It is ____ (a banana/a tomato/an egg/an apple).

Activity 8.1.2 Expressing likes**10 minutes**

Now we will say what we like. I will say what I like. We will say what we like. Then you will say what you like.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Show all the pictures or models (banana, tomato, egg, apple) and ask: What do you like?</i> • <i>Repeat the question 3 to 4 times.</i> • <i>Answer: I like bananas.</i> • <i>Use gestures and dramatic expression to show the meaning of "like."</i> • <i>Repeat 3 to 4 times.</i> • <i>Do the same for tomato/egg/ apple.</i> 	<ul style="list-style-type: none"> • <i>Let's ask together: What do you like?</i> • <i>Show all the pictures or models (a banana/a tomato/an egg/an apple).</i> • <i>Let's answer together: I like bananas/tomatoes/eggs/ apples.</i> • <i>Repeat 3 to 4 times with the different food items (whole class, in groups, and individually).</i> • <i>Call two learners to the front and help them to ask each other: What do you like? and answer each other: I like bananas/tomatoes/eggs/ apples.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Open your books at page 34. Point to the pictures and ask: What do you like? Answer: I like _____ (bananas/tomatoes/eggs/ apples).</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 8.1.3 Singing a song: Every day we eat porridge**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: Every day we eat porridge.</i> • <i>Mime the actions.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat with the learners 3 or 4 times. Make sure the 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>

Closing the lesson**3 minutes**

Ask the learners to name the things on page 34 of their books.

UNIT 8 • Likes and dislikes

Lesson 2

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify colours
 - draw pictures of different colours
 - sing a song

Resources

- Crayons (red, blue, and green)
- Assorted items with white, black, yellow, green, red, and blue colours
- Flip chart, green/red/blue markers or chalk
- Learners' book, page 35
- This teachers' guide, page 134 and 135, songs 8, 9, and 10

Introduction: Singing a colour song

2 minutes

Sing There is a green girl in the ring, using white, black, and yellow.

Activity 8.2.1 Identifying colours

10 minutes

Today we will name colours. I will name 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"> • Show objects of different colours one at a time. • Ask: What colour is this? • Answer: It is green/blue/red. • Repeat 3 to 4 times for each colour. 	<ul style="list-style-type: none"> • Let's name the colours together. • Show different colours one at a time. • Ask with the learners: What colour is this? • Answer with the learners: It is green/blue/red. • Repeat 3 to 4 times (whole class, in groups, and individually). • Call two learners to the front and help one to ask: What colour is this? Help the other to answer: It is green/blue/red. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 35. Point to the pictures and ask each other: What colour is this? Answer: It is ____. • Ask some pairs to show the class what they were doing.

Activity 8.2.2 Singing a colour song**5 minutes**

Now we will sing a new colour 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: Wide skies are blue or Molly is wearing a red dress.</i> • <i>Show the colours as you mention them in the song.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat with the learners 3 or 4 times. Let the learners show the colours as they sing.</i> 	<ul style="list-style-type: none"> • <i>Now class, it's your turn. Sing the song on your own.</i> • <i>Let the learners show the colours as they sing.</i>

Activity 8.2.3 Drawing objects of different colours**10 minutes**

Now we will draw objects of different colours. I will draw the objects. We will draw the objects together. Then you will draw the objects.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say: Learners, look at me.</i> • <i>Draw a leaf and a tomato on chart paper or on the chalkboard (while learners are watching).</i> • <i>Colour the leaf green and the tomato red and say: A green leaf/a red tomato.</i> <div data-bbox="225 1272 555 1496" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If you do not have coloured chalk, bring a leaf and a tomato to the class to show these colours.</p> </div>	<ul style="list-style-type: none"> • <i>Say: Let's draw together.</i> • <i>Draw a leaf on the chalkboard and say with the learners: A leaf is green.</i> • <i>Draw a tomato on the chalkboard and say with the learners: A tomato is red.</i> 	<ul style="list-style-type: none"> • <i>Now class, it's your turn. Open your exercise books.</i> • <i>Draw any one of the objects and colour it.</i> • <i>Show your drawing to your friend and say: This is a green/red/blue ____ .</i>

Closing the lesson**3 minutes**

Ask the learners to name the things on page 34 of their books.

UNIT 8 • Likes and dislikes

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects
 - identify the letter sound /l/

Resources

- Pictures or models of leaf/leg/lamp/ladder
- Learners' book, page 36
- This teachers' guide, page 133, song 4

Introduction: Introducing oneself

5 minutes

Ask the learners to introduce themselves in a chain: Hello, my name is _____. What's your name?

Activity 8.3.1 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 the learners a picture, a model, or a real object one at a time.• Ask: What is this? Answer: It is a leaf/leg/lamp/ladder.• Repeat 3 to 4 times for each object.	<ul style="list-style-type: none">• Let's say together: What is this? Let's answer together: It is a leaf/leg/lamp/ladder.• Repeat with the learners 3 or 4 times (whole class, in groups, and individually).• Call two learners to the front and help one of them to ask: What is this? Help the other learner to answer: It is a leaf/leg/ladder.	<ul style="list-style-type: none">• Now be in pairs. Open your books at page 36. Point to the pictures and ask each other: What is this? Answer: It is a leaf/leg/lamp/ladder.• Ask some pairs to show the class what they were doing.

Activity 8.3.2 Identifying the initial letter sound //**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is // . The first word is <i>leaf, leaf</i>. <i>Leaf</i> begins with // . So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>kettle, kettle</i>. <i>Kettle</i> does not begin with // . So I point my thumb down. • The next word is <i>leg, leg</i>. <i>Leg</i> begins with // . So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say // together: // , // . • <i>Repeat with the learners 3 or 4 times.</i> • Now I will say a word. If it begins with // , we point our thumbs up. • If it does not begin with // , we point our thumbs down: <ul style="list-style-type: none"> - <i>Leaf, leaf (teacher and learners point thumbs up).</i> - <i>Kettle, kettle (teacher and learners point thumbs down).</i> • <i>Continue with other examples (lamp, jug, banana, leg, ladder, axe, pencil, elephant, etc.).</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with // , point your thumbs up. • If it does not begin with // , point your thumbs down. • <i>Say: leg (learners put thumbs up).</i> • <i>Continue with other examples (lamp, jug, banana, leg, ladder, axe, pencil, elephant, etc.).</i>

Closing the lesson**5 minutes**

Sing the song: Draw a ladder in the air or any song with the // sound.

UNIT 8 • Likes and dislikes

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small letter I
- Letter card with small I and capital L
- Chalkboard: Lines for writing the letter I, prepared in advance
- This teachers' guide, page 134, song 5

Introduction: Recognising the initial letter sound //

2 minutes

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

Activity 8.4.1 Identifying the letter I

15 minutes

Today we will name the letter I. 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 I to the learners on a letter card. • Say: The letter sound is // as in leg. • Repeat // 3 or 4 times. • Then say: The letter name is I. • Repeat 3 or 4 times. Show the letter card with small I and capital L. Point to each and say: small I, capital L. • 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 // together.) • Repeat this 3 or 4 times. • Show the letter card with small I and capital L. Let's say together: small I, capital L. • 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 //). • Now open your books at page 36. In pairs point to small I. Point to capital L. • In pairs, point to small I and capital L in the classroom.

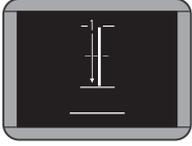
Activity 8.4.2 Singing a song: Show me I**5 minutes**

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 I. 	<ul style="list-style-type: none"> • Let's sing the song together. 	<ul style="list-style-type: none"> • Now class, it's your turn. Sing the song on your own.

Activity 8.4.3 Writing the letter I**6 minutes**

Now we will write small I. I will write small I. We will write small I together. Then you will write small 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 small I.  <ul style="list-style-type: none"> • Look here (use gestures). Write small I on the chalkboard while saying as you write: Down.  <ul style="list-style-type: none"> • Write the letter I 3 or 4 times while saying: Down. 	<ul style="list-style-type: none"> • Now let's write small I in the air together. (Teacher and learners write small I in the air together as they say: Down.) • Repeat this 3 or 4 times. • The learners write small on the ground or on slates, saying: Down. • Go around the class to make sure the learners are writing small I correctly. 	<ul style="list-style-type: none"> • Now class, it's your turn. Write I in your exercise books. • Write small I five times on the lines on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates.) • Go round the class to assist the learners and mark their work.

Closing the lesson**2 minutes**

Repeat the song: Show me I.

UNIT 8 • Likes and dislikes

Lesson 5

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify sounds of vehicles
 - name objects
 - imitate sounds of objects

Resources

- Pictures of car, train, bicycle
- Learners' book, pages 14, 20, 37

Introduction: Revising sounds of animals

2 minutes

Revise sounds of animals on page 20 of the Learners' book.

Activity 8.5.1 Identifying sounds of vehicles

8 minutes

Today we will make the sounds of vehicles. I will make the sounds. We will make the sounds of vehicles together. Then you will make the sounds of vehicles.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none">• Show the learners a chart with pictures of a car, a train, and a bicycle.• Point to a car and say: A car says pee pee (make a pee pee sound).• Point to the bicycle and say: A bicycle says ngrr ngrr (make a ngrr sound).• Point to the picture of a train and say: A train says pooh pooh (make the sound of a train).	<ul style="list-style-type: none">• Now we will make the sounds together.• Point to a car and say: Let's say together: The car says pee pee (make the pee pee sound).• Repeat with the bicycle and train.• Repeat 3 to 4 times (whole class, groups, and individual learners).• Invite two learners to the front. Help one of them to point to a train and say: A train says ____ and the other to make the sound pooh pooh. Let them do the same with the other vehicles. Then have them swap roles.	<ul style="list-style-type: none">• Now it's your turn. Be in pairs. Take turns to name vehicles and make their sounds.• Ask some pairs to show the class what they were doing.

Activity 8.5.2 Naming objects**8 minutes**

Now we will name objects. I will name the objects. We will name the objects together. Then you will name the objects.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Open the Learners' book at page 37. Hold it up so all the learners can see.</i> • <i>Say: Class, look at me. Point to the first object and ask: What is this? Answer: It is a car.</i> • <i>Repeat with all objects on the page (make sure you are pointing at the objects, not the people).</i> 	<ul style="list-style-type: none"> • <i>Let's name the objects together. Open your books at page 37. Point to the first picture. Let's ask together: What is this? Let's answer together: It is a car. (Teacher and learners together.)</i> • <i>Repeat with all objects on the page.</i> • <i>Invite two learners to the front with their books. Help one of them to ask: What is this? Help the other learner to answer: It is a ____.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Open your books at page 37. Take turns to point to a picture and ask: What is this? Answer: It is a ____.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 8.5.3 Making the sounds of objects**10 minutes**

Now we will make the sounds of objects. I will make the sounds. Then we will make the sounds together. Then you will make the sounds on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Open the Learners' book at page 37.</i> • <i>Point to a drum and say: A drum says boom boom (make a boom boom sound).</i> • <i>Repeat 3 to 4 times.</i> • <i>Repeat this with the other objects.</i> 	<ul style="list-style-type: none"> • <i>Now we will make the sounds together.</i> • <i>Point to a drum. Let's say together: A drum says boom boom.</i> • <i>Repeat with the other objects.</i> • <i>Repeat 3 to 4 times with the whole class, groups, and individual learners.</i> • <i>Invite two learners to the front and help one of them to name an object and the other learner to make its sound.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn. Be in pairs.</i> • <i>Distribute one Learners' book to each pair and say, Take turns to name objects and make their sounds.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Closing the lesson**2 minutes**

Ask the learners to identify objects and make their sounds.

UNIT 8 • Likes and dislikes

Lesson 6

Time needed:
30 minutes



Success criteria

Learners must be able to:

- name things
- express dislikes
- sing a song

Resources

- Pictures or models of bananas, tomatoes, eggs, cup of tea, apples
- Learners' book, page 34
- This teachers' guide, page 135, song 11

Introduction: Talking about what we like

2 minutes

Revise with the learners what they like. Ask them to name the foods or fruits they like.

Activity 8.6.1 Naming things

10 minutes

Today we will repeat naming things. I will name things. We will name things together. Then you will name things on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners pictures or models of a banana, a tomato, an egg, and an apple. Ask: What is this? Say: It is a banana/a tomato/an egg/an apple. • Repeat 3 to 4 times for each item. 	<ul style="list-style-type: none"> • Show, one at a time, a banana, a tomato, an egg, and an apple. Let's say together: What is this? • Answer with the learners: It is a banana/a tomato/an egg/an apple. • Repeat 3 to 4 times (whole class, in groups, and individually). • Call two learners to the front and help them ask: What is this? Answer: It is a banana/a tomato/an egg/an apple. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 34. • Point to the pictures and ask each other: What is this? Answer: It is ____ (a banana/a tomato/an apple/an egg).

Activity 8.6.2 Expressing dislikes**8 minutes**

Now we will say what we don't like. I will say what I don't like. We will say what we don't like. Then you will say what you don't like.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the learners a banana, and ask: Do you like bananas? • Repeat this 3 to 4 times. • Answer, using gestures and dramatic expression to show the meaning of don't like: No, I don't like bananas. • Repeat this 3 to 4 times. • Do the same for tomatoes, eggs, and apples. 	<ul style="list-style-type: none"> • Show a banana/a tomato/an egg/an apple. • Let's ask together: Do you like bananas? • Repeat this 3 to 4 times. • Let's answer together: No, I don't like bananas/tomatoes/eggs/apples. • Encourage the learners to use gestures and dramatic expression to show the meaning of "don't like." • Repeat 3 to 4 times with the different food items (whole class, in groups, and individually). • Call two learners to the front and help one to ask: Do you like bananas/tomatoes/eggs/apples? • Help the other to answer: No, I don't like bananas/tomatoes/eggs/apples. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 34. • Point to each object and ask: Do you like bananas/tomatoes/eggs/apples? Answer: No, I don't like bananas/tomatoes/eggs/apples.

Activity 8.6.3 Singing a song**7 minutes**

Now we will sing a song. I will sing a 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: I like school. • Mime the action. 	<ul style="list-style-type: none"> • Let's sing the song together. • Repeat with the learners 3 or 4 times. Make sure the learners use gestures when pointing to themselves and other learners. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Closing the lesson**3 minutes**

Ask the learners to name one food they like and one food they don't like.

UNIT 8 • Likes and dislikes

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- say what we do every day
 - sing a song
 - say what they do every day

Resources

- Assorted household items such as toothbrushes, brooms, mops, books, radio
- Learners' book, pages 39 and 40
- This teachers' guide, pages 134 and 133, songs 7 and 2

Introduction: Singing a song

2 minutes

Sing a song: *Every day we eat porridge.*

Activity 8.7.1 Saying what we do every day

10 minutes

Today we will say what we do every day. I will say what I do every day. We will say what we do every day. Then you will say what you do every day.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What do you do every day? • Repeat this 3 to 4 times. • Mime brushing your teeth and answer: I brush my teeth every day. • Repeat 3 or 4 times. • Repeat this for other activities, such as: I go to school/I sweep the ground/I read a book every day. 	<ul style="list-style-type: none"> • Let's do it together. Ask with the learners: What do you do every day? • Repeat this 3 to 4 times. • Mime brushing your teeth together and answer with the learners: I brush my teeth every day. • Repeat 3 or 4 times. • Repeat with other activities, such as: I go to school/I sweep the ground/I read a book every day. • Invite two learners and help one of them to ask: What do you do every day? Help the other learner to answer: I go to school every day/I read a book every day. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: What do you do every day? Answer: I ____ every day (brush my teeth/go to school/sweep the ground/read a book).

Activity 8.7.2 Singing a song

5 minutes

Now we will sing a song. I will sing a 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 with actions:</i> This is the way we brush our teeth early in the morning. Demonstrate each action as you sing. • <i>Add verses for the other actions from Activity 8.7.2:</i> This is the way we go to school/sweep the ground/read a book early in the morning. 	<ul style="list-style-type: none"> • Let's sing the song together. Show the actions as you sing. • <i>Repeat with the learners 3 to 4 times. Be sure the learners mime the actions as they sing the song.</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own. • <i>Let the learners sing the song while miming the actions.</i>

Activity 8.7.3 Saying what they do every day

10 minutes

Now we will say what people do. I will say what they do. We will say what they do. Then you will say what they do.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Open the Learners' book at pages 39 and 40. Point to the first picture and ask: What does he do every day? Answer: He goes to school every day.</i> • <i>Repeat 3 to 4 times.</i> • <i>Repeat this with other pictures on pages 39 and 40.</i> <div data-bbox="225 1447 555 1783" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may need to use local language to explain the difference between <i>What do you do every day? I go to school</i> and <i>What does he or she do every day? He or she goes to school.</i></p> </div>	<ul style="list-style-type: none"> • <i>Point to the first picture. Now let's ask together: What does he do every day?</i> • <i>Lets answer together: He goes to school every day.</i> • <i>Repeat 3 to 4 times.</i> • <i>Repeat this with other pictures on pages 39 and 40.</i> • <i>Invite two learners to the front.</i> • <i>Help one of the them to point at the pictures and ask: What does he do every day?</i> • <i>Help the other learner to answer: He ____ .</i> 	<ul style="list-style-type: none"> • Now it's your turn. Be in pairs. Point to the pictures and ask: What does he do every day? • Answer: He/she ____ every day.

Closing the lesson

3 minutes

Using actions, repeat the song: This is the way we ____ .

UNIT 8 • Likes and dislikes

Lesson 8

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects
 - identify the initial letter sound /m/

Resources

- Real objects, pictures, or models of man/mango/mat/moon
- Chalkboard, letter cards
- Learners' book, page 38
- This teachers' guide, page 133, songs 2 and 4

Introduction: Singing a song

3 minutes

Ask the learners to sing the song: This is the way we _____.

Activity 8.8.1 Naming objects beginning with the letter m

12 minutes

Today we will name objects that begin with the letter sound /m/. 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 the learners a picture, a model, or a real object, the name of which begins with /m/. • Ask: What is this? Answer: It is a man/mango/mat/moon. • Repeat for each object 3 to 4 times. 	<ul style="list-style-type: none"> • Let's say together: What is this? Let's answer together: It is a man/mango/mat/moon. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Invite two learners to the front and help one of them to ask: What is this? Help the other to answer: It is a man/mango/mat/moon. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 38. Take turns to ask: What is this? Answer: It is a man/a mango/a mat/a moon. • Ask some pairs to show the class what they were doing.

Activity 8.8.2 Identifying the initial letter sound /m/**12 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /m/. The first word is <i>man, man</i>. <i>Man</i> begins with /m/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>jug, jug</i>. <i>Jug</i> does not begin with /m/. So I point my thumb down. • The next word is <i>moon, moon</i>. <i>Moon</i> begins with /m/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /m/ together: /m/, /m/. • Repeat with the learners 3 or 4 times. • Now I will say a word. If it begins with /m/, we point our thumbs up. • If it does not begin with /m/, we point our thumbs down: <ul style="list-style-type: none"> - <i>Man, man</i> (<i>teacher and learners point thumbs up</i>). - <i>Jug, jug</i> (<i>teacher and learners point thumbs down</i>). - <i>Continue with other examples</i> (<i>moon, mat, kettle, leg, mother, morning, pencil, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /m/, point your thumbs up. • If it does not begin with /m/, point your thumbs down. • Say: <i>man, man</i> (<i>learners put thumbs up</i>). • Continue with other examples (<i>moon, mat, kettle, leg, mother, morning, pencil, etc.</i>).

Closing the lesson**3 minutes**

Sing the song: Draw a moon in the air or any song with the /m/sound.

UNIT 8 • Likes and dislikes

Lesson 9

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small letter **m**
- Letter card with small **m** and capital **M**
- Learners' book, page 38
- This teachers' guide, page 134, song 5

Introduction: Recognising the initial sound /m/

2 minutes

I will say a word. If it begins with /m/, point your thumbs up. If it does not begin with /m/, point your thumbs down. Say: mango (learners put thumbs up). Continue with these examples: man, leg, elephant, moon, pencil, mat.

Activity 8.9.1 Identifying the letter m

15 minutes

Today we will name the letter **m**. 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 m to the learners on a letter card. • Say: The letter sound is /m/. • Repeat /m/ 3 or 4 times. • Then say: The letter sound is m. • Repeat 3 or 4 times. • Show the letter card with small m and capital M. Point to each and say: small m, capital M. • 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 m. (Teacher and learners say m together.) • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /m/ together.) • Repeat this 3 or 4 times. • Show the letter card with small m and capital M. Let's say together: small m, capital M. • 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 m). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /m/). • Now open your books at page 38. In pairs, point to small m. Point to capital M. Close your books. • In pairs, point to small m and capital M in the classroom.

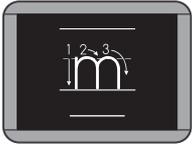
Activity 8.9.2 Singing a song: Show me m**5 minutes**

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 m. • Use gestures to make sure the 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 8.9.3 Writing the letter m**6 minutes**

Now we will write small **m**. I will write small **m**. We will write small **m** together. Then you will write small **m** 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 small m.  <ul style="list-style-type: none"> • Look at me (use gestures). Write small m on the chalkboard while saying as you write: Down, up, round, down, up, round, down.  <ul style="list-style-type: none"> • Write the letter m 3 or 4 times while saying: Down, up, round, down, up, round, down. 	<ul style="list-style-type: none"> • Now let's write small m in the air together. (Teacher and learners write small m in the air together as they say: Down, up, round, down, up, round, down.) • Repeat this 3 or 4 times. • The learners write the letter on the ground or on slates, saying: Down, up, round, down, up, round, down. • Go round the class to make sure the learners are writing small m correctly. 	<ul style="list-style-type: none"> • Now class, it's your turn. Write small m in your exercise books. • Write small m five times on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates.) • Go round the class to assist the learners and mark their work.

Closing the lesson**2 minutes**

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

UNIT 8 • Likes and dislikes

Lesson 10 Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 8. You can use the time either for revision or to assess the 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)	Learner's book page(s)
• name things	26	34
• express likes	27	34
• sing a song	27, 28, 29, 31, 33, 36, 37, 38, 39, 40, 41, 43	
• identify colours	28	35
• draw objects of different colours	30, 35, 36, 40	34, 36, 37, 38
• name objects		14, 36, 37, 38
• identify the initial letter sound /l/	31, 32	
• identify the letter l	32	
• write the letter l	33	
• identify sounds of vehicles	34	
• make sounds of objects	35	37
• express dislikes	37	34
• say what we do every day	38	
• say what they do every day	39	39, 40
• identify the initial letter sound /m/	41	
• identify the letter m	42	38
• write the letter m	43	

Revising

Choose three activities. Two of the activities should be identifying the letter sound /m/ and writing the letter **m** (see Activities 8.10.1 and 8.10.2). 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 this guide and the learners' book.

Informal assessment

As the 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 during 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 8.10.1 Identifying the letter sound /m/

12 minutes

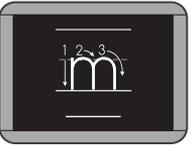
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /m/ and the other does not. • If the word begins with /m/, I point my thumb up. • If the word does not begin with /m/, I point my thumb down. • <i>Mango, mango.</i> I point my thumb up. • <i>Leaf, leaf.</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 /m/, we point our thumbs up. If it does not begin with /m/, we point our thumbs down. • <i>Mango, mango.</i> (Teacher and learners point thumbs up.) • <i>Leaf, leaf.</i> (Teacher and learners point thumbs down.) • <i>Repeat with other words such as mat, book, man, market, lake, moon.</i> 	<ul style="list-style-type: none"> • Now you say the letter sound (teacher waits for learners to say the sound /m/). • Allow the learners to say the letter sound 3 or 4 times. • Now listen and point your thumbs up or down. • <i>Mango, mango</i> (thumbs up). • <i>Leaf, leaf</i> (thumbs down). • <i>Repeat with other words such as mat, book, man, market, lake, and moon.</i>

Activity 8.10.2 Writing the letter m

12 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 m.  <ul style="list-style-type: none"> • Remember how we go: Down, up, round, down, up, round, down.  <ul style="list-style-type: none"> • Write the letter m five times on the chalkboard for the learners to copy. 	<ul style="list-style-type: none"> • Now let's write the letter m together. (Teacher and learners write the letter m in the air together, saying: Down, up, round, down, up, round, down.) 	<ul style="list-style-type: none"> • Now you will write the letter m on your own. (The learners write in the air, on the floor, on sand, or in their exercise books.)

Assessment of Unit 8

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

Is the learner able to:	Excellent	Good	Average	Needs support
name things?				
express likes?				
sing a song?				
identify colours?				
draw objects of different colours?				
name objects?				
identify the initial letter sound /l/?				
identify the letter l?				
write the letter l?				
identify sounds of vehicles?				
make sounds of objects?				
express dislikes?				
say what we do everyday?				
say what they do everyday?				
identify the initial letter sound /m/?				
identify the letter m?				
write the letter m?				

UNIT 9 Lesson planner

UNIT 9 My body: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name body parts Identify parts of the body in pictures Sing a song 	<ul style="list-style-type: none"> Name objects Solve jigsaw puzzles 	<ul style="list-style-type: none"> Name objects Identify the initial letter sound /n/ 	<ul style="list-style-type: none"> Identify the letter n Write the letter n Sing a song 	<ul style="list-style-type: none"> Model the letter n Play a letter-making game with the letter n
Introduction	Play a command game	Song: <i>This is my head</i>	Song: <i>Where does the hat go?</i>	Recognizing the initial letter sound /n/	Finding the letter n in the classroom
Learners' book/ Teachers' guide reference	LB Page 42 TG Page 136, Song 12	LB Page 41 TG Page 136, Songs 13 and 12	LB Page 41 TG Page 136, Song 13 TG Volume 1, Page 134, Song 8	LB Page 41 TG Page 134, Song 5	LB Page 42 TG Page 134, Song 5
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Naming parts of the body; identifying parts of the body in pictures; singing a song	LISTENING AND SPEAKING Naming objects; solving simple (two or three piece) jigsaw puzzles; singing a song	PHONICS/ PHONEMIC AWARENESS Naming things that begin with the letter n ; identifying the letter sound /n/	PHONICS/ ALPHABET RECOGNITION Identifying the letter n LISTENING AND SPEAKING Singing a song; saying <i>down, up, round, down</i> as the learners write the letter n	LISTENING AND SPEAKING Saying <i>down, up, round, down</i> while modelling the letter n with locally available items and with their bodies
Vocabulary	<i>This is my (head, nose, mouth, chin, neck, hair)</i>	<i>Dog, tree, chair</i>	<i>Nail, neck, nest, nose</i>	<i>Small n, capital N</i> <i>Down, up, round, down</i>	<i>Down, up, round, down</i>
Practice	Groups: Naming parts of the body Pairs: Identifying parts of the body in pictures Class: Singing <i>This is my head</i>	Class: Naming objects Groups: Solving jigsaw puzzles to make pictures Class: Singing <i>Where does the hat go?</i>	Pairs: Asking and answering: <i>What is this? nail/neck/ nest/nose</i> Class: Identifying words that begin with /n/	Pairs: Pointing to small n and capital N Class: Singing <i>Show me n</i> Individuals: Writing the letter n in exercise books	Groups: Modelling the letter n using locally available materials and their bodies
Closing	Learners play <i>Mrs Phiri says</i>	Song: <i>This is my head</i>	Whole class, groups, and individuals name objects beginning with the letter sound /n/	Play any letter identification game.	Song: <i>Show me n</i>

UNIT 9 My body: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name parts of the body Identify parts of the body in pictures Sing a song 	<ul style="list-style-type: none"> Identify family members Name family members Sing a song 	<ul style="list-style-type: none"> Name objects Identify the initial letter sound /o/ 	<ul style="list-style-type: none"> Identify the letter o Write the letter o Sing a song 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies Informal assessment
Introduction	Play a command game	Song: <i>This is my head</i>	Song: <i>This is the way</i>	Recognizing the initial letter sound /o/	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	LB Page 42 TG Page 136, Song 12	LB Page 11 TG Page 136, Songs 12 and 14 TG Volume 2, Page xx, Song xx	LB Page 43 TG Page 133, Song 2	LB Page 43 TG Page 134, Song 5	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Naming parts of the body; identifying parts of the body in pictures; singing a song	LISTENING AND SPEAKING Identifying family members; naming family members; singing a song	PHONICS/ PHONEMIC AWARENESS Naming objects; identifying the initial letter sound /o/	PHONICS/ ALPHABET RECOGNITION Identifying the letter o LISTENING AND SPEAKING Saying <i>round, round</i> as the learners write the letter in the air	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound /o/; writing the letter o Two other oral activities of teachers' choice
Vocabulary	<i>These are my (eyes, ears, arms, hands, legs, knees, toes).</i>	<i>This is father. His name is Mr ____.</i> <i>This is mother. Her name is Mrs ____.</i> <i>This is sister. Her name is ____.</i> <i>This is brother. His name is ____.</i>	<i>Orange, oxcart, October, object</i>	<i>Small o, capital O</i> <i>Round, round</i>	
Practice	Pairs: Naming parts of the body Pairs: Identifying parts of the body in pictures Class: Singing <i>This is my head</i>	Pairs: Identifying family members Pairs: Naming family members Class: Singing How many people live in your house?	Pairs: Naming objects beginning with the letter o Class: Identifying words that begin with /o/	Pairs: Pointing to small o, capital O Individuals: Writing the letter o in their exercise books	
Closing	Learners play a command game	Learners play a command game to identify family members.	Whole class, groups, and individuals name objects beginning with the letter sound /o/	Song: <i>Show me o</i>	Song: <i>Show me o</i>

UNIT 9 • My body

Lesson 1

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name parts of the body
 - identify parts of the body
 - sing a song

Resources

- Picture of a child showing the parts of the body
- Learners' book, page 42
- This teachers' guide, page 136, song 12

Introduction: Playing a command game

2 minutes

Play the command game for 2 to 3 minutes. Give commands such as: Clap hands/put up your hand/stand up/sit down.

Activity 9.1.1 Naming parts of the body

10 minutes

Today we will name parts of the body. I will name the parts. We will name the parts together. Then you will name the parts on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Touch your head and say: This is my head.</i> • <i>Repeat 3 or 4 times.</i> • <i>Repeat with other parts of the body such as nose, mouth, chin, neck, and hair.</i> 	<ul style="list-style-type: none"> • <i>Help the learners to touch their heads and say together with you: This is my head.</i> • <i>Repeat with other parts of the body, such as nose, mouth, chin, and neck.</i> • <i>Repeat with whole class, groups, and with individual learners.</i> • <i>Invite two learners to the front. Help them to touch their noses, heads, chins, necks, and hair and say: This is my ____ (nose/head/chin/neck/hair).</i> 	<ul style="list-style-type: none"> • <i>Now be in groups.</i> • <i>Take turns in the group to touch a part of the body and ask: What is this?</i> • <i>The other learners say together: This is my ____ (while touching their noses, heads, chins, necks, and hair).</i> • <i>Invite one group to the front to show what they were doing.</i>

Activity 9.1.2 Identifying parts of the body in pictures**10 minutes**

Now we will look at a picture and name parts of the body. I will name the parts. We will name the parts together. Then you will name the parts on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Show the chart of a child.</i> • <i>Point to the head in the picture and ask: What is this?</i> • <i>Repeat this 3 or 4 times.</i> • <i>Then answer: This is a head.</i> • <i>Repeat this 3 or 4 times.</i> • <i>Do the same with nose, mouth, chin, neck, and hair.</i> • <i>Repeat 3 or 4 times.</i> 	<ul style="list-style-type: none"> • Now let us do this together. <i>Point to the head in the picture and ask with the learners: What is this?</i> • <i>Answer with the learners: This is a head.</i> • <i>Repeat with nose, mouth, chin, neck, and hair.</i> • <i>Invite two learners to the front. Help one of them to ask: What is this (while pointing at the head, nose, mouth, chin, or neck).</i> • <i>Help the other learner to say: This is a head, nose, mouth, chin, or neck.</i> 	<ul style="list-style-type: none"> • Now it's your turn. Open your books at page 42. • Be in pairs. • Take turns and ask: What is this (while pointing at the picture). • Answer: This is a ____ (nose, head, mouth, chin, or neck). • <i>Ask some pairs to show the class what they were doing.</i>

Activity 9.1.3 Singing a 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: This is my head (touching various parts of the body).</i> • <i>Use gestures to make sure the learners understand the words.</i> 	<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.

Closing the lesson**3 minutes**

Play Mrs Phiri says with the learners, asking them to touch the parts of the body they have learned.

Lesson 2

Time needed:
30 minutes



Success criteria

Learners must be able to:

- name objects
- solve a puzzle
- sing a song

Resources

- Chart showing a dog, tree, and chair
- Pictures of dog, tree, and chair, each cut into 3 to 5 pieces
- Learners' book, page 41
- This teachers' guide, page 136, songs 13 and 12

Introduction: Singing a song

2 minutes

Sing the song This is my head *with the learners.*

Activity 9.2.1 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.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Show the learners a chart with the following pictures: a dog, a tree, and a chair. • Point to the picture of a dog and ask: What is this? • Answer: It is a dog. • Repeat for each picture 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: What is this? • Point to the picture of a dog and ask with the learners: What is this? • Answer with the learners: It is a dog. • Repeat for each picture 3 or 4 times. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Invite two learners to the front and help them to ask each other: What is this? Answer: dog/tree/chair. 	<ul style="list-style-type: none"> • Now it's your turn, class. • Be in pairs. Take turns to ask and answer: What is this? It is a tree/a dog/a chair. • Point to one picture at a time and Ask the learners: What is this? • Ask some pairs to show the class what they were doing.

Activity 9.2.2 Solving a jigsaw puzzle

10 minutes

Now we will solve a jigsaw puzzle. I will show you how to solve the puzzle. We will solve the puzzle together. Then you will solve the puzzle on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Prepare in advance a jigsaw puzzle of a dog, cut into 3 to 5 pieces. • Show the pieces in random order. Then paste the pieces on the chalkboard to form the picture of a dog. • After finishing the jigsaw, ask: What is this? • Repeat 3 or 4 times. • Answer: (Change your voice tone) This is a dog. • Repeat 3 or 4 times. • Do the same with pieces of a tree and a chair. 	<ul style="list-style-type: none"> • Now let's build a picture of a dog together. • Build the picture of the dog together with the learners. • Ask together with the learners: What is this? • Answer with the learners: It's a dog. • Repeat 3 or 4 times. • Do the same with the tree and the chair. • Invite some learners to the front to build the dog, the tree, and the chair. • Help them to ask each other: What is this? • Help them to answer: It's a dog/ tree/chair. 	<ul style="list-style-type: none"> • Now it's your turn. Be in groups. • Give each group pieces of one picture. • Build the picture of the dog/ tree/chair. • Let some learners from one group go to another group and ask: What is this? • Let the learners in the other group answer: It's a dog/tree/ chair.

Activity 9.2.3 Singing a song: Where does the hat go?

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: <i>Where does the hat go?</i> 	<ul style="list-style-type: none"> • Sing with the learners: <i>Where does the hat go?</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. • Sing the song on your own.

Closing the lesson

3 minutes

Repeat the song: This is my head (with various body parts).

Lesson 3

Time needed:
30 minutes



Success criteria

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

Resources

- Pictures or models of nail, neck, nose, and nest
- Chalkboard, letter cards
- Learners' book, page 41
- This teachers' guide, page 136, song 13

Introduction: Singing a song

3 minutes

Ask the learners to sing the song: *Where does the hat go?*

Activity 9.3.1 Naming objects beginning with the letter *n*

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 the learners a picture, a model, or a real object one at a time. • Ask: What is this? • Answer: It is a nail/neck/nest/nose. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Show each item again, one at a time. • Let's say together: What is this? Let's answer together: It is a nail/neck/nest/nose. • Repeat for each object 3 or 4 times. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Ask the learners to open their books at page 41. • Invite two learners to the front with their books and help one of them to ask: What is this? Help the other to answer: nail/neck/nest/nose. 	<ul style="list-style-type: none"> • Now be in pairs. • Using page 41, ask each other: What is this? • Answer each other: It is a nail/neck/nest/nose. • Ask some pairs to show the class what they were doing.

Activity 9.3.2 Identifying the initial letter sound /n/**12 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /n/. The first word is <i>neck, neck</i>. <i>Neck</i> begins with /n/. So, I point my thumb up (<i>demonstrate the action</i>). • The next word is <i>leaf, leaf</i>. <i>Leaf</i> does not begin with /n/. So I point my thumb down. • The next word is <i>nose, nose</i>. <i>Nose</i> begins with /n/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /n/ together: /n/, /n/. (<i>Repeat with the learners 3 or 4 times.</i>) • Now I will say a word. If it begins with /n/, we point our thumbs up. • If it does not begin with /n/, we point our thumbs down: <ul style="list-style-type: none"> - Say: <i>Neck, neck</i> (<i>teacher and learners point thumbs up</i>). - Say: <i>Ladder, ladder</i> (<i>teacher and learners point thumbs down</i>). - Continue with other words (<i>net, nail, lamp, nest, jug, banana, near, leg, ladder, neck, axe, pencil, love, elephant, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /n/, point your thumbs up. • If it does not begin with /n/, point your thumbs down. • Say: <i>nest</i> (<i>learners put thumbs up</i>). • Continue with other words (<i>net, nail, lamp, nest, jug, banana, near, leg, ladder, neck, axe, pencil, love, and elephant</i>).

Closing the lesson**3 minutes**

Show again the objects beginning with the letter sound /n/. Ask the whole class to name the objects, and then ask groups and individuals to do the same.

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small **n**
- Letter card with small **n** and capital **N**
- Chalkboard: Lines for writing the letter **n**, prepared in advance
- Learners' book, page 41
- This teachers' guide, page 134, song 5

Introduction: Recognising the initial letter sound /n/

2 minutes

I will say a word. If it begins with **/n/**, point your thumbs up. If it does not begin with **/n/**, point your thumbs down. *Say: neck (learners put thumbs up).* Use these examples: nail, leaf, nest, arrow, nose, lake.

Activity 9.4.1 Identifying the letter **n**

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter n to the learners on a letter card. • Say: The letter sound is /n/. • Repeat /n/ 3 or 4 times. • Then say: The letter name is n. • Repeat 3 or 4 times. • Show the letter card with small n and capital N. Point to each and say: small n, capital N. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Show the letter card with small n. • Let's say the letter name together (teacher and learners say n together). • Repeat this 3 or 4 times. • Let's say the letter sound together (teacher and learners say /n/ together). • Repeat this 3 or 4 times. • Show the letter card with small n and capital N. Let's say together: Small n, capital N. • 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 n). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /n/). • Now open your books at page 41. • In pairs, point to small n. Point to capital N. Close your books. • In pairs, point to small n and capital N in the classroom.

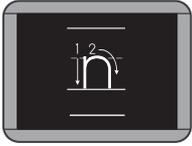
Activity 9.4.2 Singing a song: Show me n**5 minutes**

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 n. • Use gestures to make sure the 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 9.4.3 Writing the letter n**6 minutes**

Now we will write small **n**. I will write small **n**. We will write small **n** together. Then you will write small **n** 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 small n.  <ul style="list-style-type: none"> • Look at me (use gestures). Write small n on the chalkboard while saying as you write: Down, up, round, and down.  <ul style="list-style-type: none"> • Write the letter n 3 or 4 times while saying: Down, up, round, down. 	<ul style="list-style-type: none"> • Now let's write small n in the air together. (Teacher and learners write small n in the air together as they say: Down, up, round, down.) • Repeat this 3 or 4 times. • The learners write the letter on the ground or on slates, saying: Down, up, round, down. • Go around the class to make sure the learners are writing small n correctly. 	<ul style="list-style-type: none"> • Now class, it's your turn. Write small n in your exercise books. • Write small n five times on the lines on the chalkboard for the learners to copy. • The learners write in their exercise books or on slates. • Go round the class to assist the learners and mark their work.

Closing the lesson**2 minutes**

Play any letter identification game.

 **Teacher tip**

Tell the learners that tomorrow we will model the letter **n**. They should bring from home items such as seeds, pieces of string, maize pith, stones, or clay to model the letter.

Lesson 5

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- model the letter **n**
 - play a letter-making game with the letter **n**

Resources

- Assorted locally available items for modelling letters, such as seeds, pieces of string, maize pith, stones, clay (brought by the learners to class)
- Learners' book, page 42
- This teachers' guide, page 134, song 5

Introduction: Finding the letter **n** in the classroom

3 minutes

Ask the learners to find the letter **n** in the classroom.

Activity 9.5.1 Modelling the letter **n**

12 minutes

Today we will make the letter **n**. I will make the letter **n**. We will make the letter together. Then you will make the letter **n** on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Demonstrate modelling the letter n using stones. As you model the letter, say: Down, up, round, down. • Repeat modelling the letter n with other locally available materials, such as seeds, pieces of string, maize pith, stones, clay. 	<ul style="list-style-type: none"> • Let's make the letter n together. • Invite a group of learners to the front of the class. • Help the learners to model the letter n using any of the materials they have brought. 	<ul style="list-style-type: none"> • Now be in groups. • Model the letter n using the materials you have brought. • Let the groups go round the class to see what their friends were doing.

Activity 9.5.2 Playing a letter-making game**12 minutes**

Today we will play a letter-making game. I will play the game. We will play the game together. Then you will play the game again on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Demonstrate making the letter n, using various parts of your body, such as legs, arms, and head.</i> • <i>Say: Now I make the letter n with my leg.</i> • <i>As you move your leg to make the letter, say: Down, up, round, down.</i> • <i>Do the same with your arm/head.</i> 	<ul style="list-style-type: none"> • <i>Let's play the game together.</i> • <i>Go with the learners to an open ground, if there is not enough space in the classroom.</i> • <i>Let's make the letter n together with our legs.</i> • <i>As you move your legs, say with the learners: Down, up, round, down.</i> • <i>Do the same with arms/heads.</i> • <i>Repeat this with groups, in pairs, and with individuals.</i> 	<ul style="list-style-type: none"> • <i>Now be in groups.</i> • <i>Make the letter n using your legs, arms, and heads. As you make the letter, say: Down, up, round, down.</i> • <i>Invite some groups to show the class what they were doing.</i>

Closing the lesson**3 minutes**

Ask the learners to sing the song: Show me **n**.

UNIT 9 • My body

Lesson 6

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name parts of the body
 - identify parts of the body in pictures
 - sing a song

Resources

- A chart showing a drawing of a child
- Learners' book, page 42
- This teachers' guide, page 136, song 12

Introduction: Playing a command game

2 minutes

Play the command game for 2 to 3 minutes. Give these commands for learners to listen and obey: Clap hands/put up your hand/stand up/sit down/point to the floor/point to the door.

Activity 9.6.1 Naming parts of the body

10 minutes

Today we will name parts of the body. I will name the parts. We will name the parts together. Then you will name the parts.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Point to your eyes and say: These are my eyes.</i> • <i>Repeat 3 to 4 times.</i> • <i>Repeat with other body parts that are a pair, such as ears/arms/hands/legs/knees/toes.</i> <div data-bbox="172 1218 507 1487" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may need to explain in local language that this is means one thing and these are means two or more things.</p> </div>	<ul style="list-style-type: none"> • <i>Let's point to our eyes and say together: These are my eyes.</i> • <i>Point with the learners to other parts of the body that are a pair, such as ears, arms, hands, legs, knees, and toes.</i> • <i>Repeat 3 to 4 times with the whole class, groups, and individual learners.</i> • <i>Invite two learners to the front. Help one of them to say: Touch your ears/arms/hands/legs/knees/toes.</i> • <i>Help the other learner to point and say: These are my ears/arms/hands/legs/knees/toes.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs.</i> • <i>One learner should say: Touch your ____ (ears/arms/hands/legs/knees/toes).</i> • <i>The other learner should touch those parts and say: These are my ____ (ears/arms/hands/legs/knees/toes).</i> • <i>Invite some pairs to the front to show what they were doing.</i>

Activity 9.6.2 Identifying parts of the body in pictures

10 minutes

Now we will name parts of the body in a picture. I will name the parts of the body. We will name the parts of the body together. Then you will name the parts of the body on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Show a chart with the body of a person, similar to the drawing on page 42 of the Learners' book. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>The labels on page 42 are for reference. This is an oral, not a reading, activity.</p> </div> <ul style="list-style-type: none"> • Point to the eyes in the picture and ask: What are these? • Repeat 3 or 4 times. • Then answer: These are eyes. • Repeat this 3 or 4 times. • Do the same with ears/arms/hands/legs/knees/toes. • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Point to the eyes in the picture and ask with the learners: What are these? • Repeat 3 or 4 times. • Answer with the learners: These are eyes. • Repeat 3 or 4 times. • Do the same with ears/arms/hands/legs/knees/toes. • Invite two learners to the front. Help one of them to ask: What are these (while pointing at the ears/arms/hands/legs/knees/toes). • Help the other learner to answer: These are ears/arms/hands/legs/knees/toes. 	<ul style="list-style-type: none"> • Now it's your turn. • Be in pairs. • Take turns to ask: What are these (while pointing at the picture). • Answer: These are ____ (eyes/ears/arms/hands/legs/knees/toes). • Ask some pairs to show the class what they were doing.

Activity 9.6.3 Singing a 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"> • Sing: This is my head, substituting the phrase: These are my ____ for parts of the body that are pairs. • Make sure you are touching the parts of the body that you mention. • Emphasise the difference between this (for the singular items) and these (for the plural items). 	<ul style="list-style-type: none"> • Let's sing the song together. • Make sure you and the learners touch the parts of the body you mention. • Help them to use this for head/hair/mouth/chin, etc., and these for eyes/legs/toes/hands, etc. • Call on groups (girls only, boys only, etc.) and pairs to sing different verses. 	<ul style="list-style-type: none"> • Now class, sing the song on your own. • Ask some groups, pairs, or individuals to sing a verse to the class.

Closing the lesson

3 minutes

Play a command game with the learners by asking them to touch the parts of the body they have learned.

UNIT 9 • My body

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify family members
 - name family members
 - sing a song

Resources

- Chart showing father, mother, sister, and brother
- Learners' book, page 11
- This teachers' guide, page 136, songs 12 and 14

Introduction: Singing a song

2 minutes

Ask the learners to sing a song about the parts of the body, mentioning both singular and plural parts. *This is my _____. These are my _____.*

Activity 9.7.1 Identifying family members

10 minutes

Today we will name members of the family. I will name members of the family. We will name members of the family together. Then you will name members of the family.

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

Activity 9.7.2 Naming family members**10 minutes**

Now we will learn the names of family members. I will say the names. We will say the names together. Then you will say the names on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Point to the picture of the man and ask: Who is this?</i> • Answer: This is father. His name is Mr ____ . • Repeat 3 or 4 times. • Do the same with mother, brother, and sister. <div data-bbox="225 786 555 1010" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>Create your own names for the family members. Use names that the learners know.</p> </div>	<ul style="list-style-type: none"> • Now let's say together. • <i>Point to the picture of the man and ask with the learners: Who is this?</i> • Answer with the learners: This is father. His name is Mr ____ . • Repeat 3 or 4 times with whole class, in groups, and with individuals. • Do the same with mother, brother, and sister. • Call two learners to the front. • Help one of them to ask: Who is this? • Help the other learner to answer: This is father. His name is Mr ____ . 	<ul style="list-style-type: none"> • Now it's your turn, class. • Be in pairs. • Take turns asking each other: Who is this (<i>while pointing at the picture</i>). • Answer: <i>This is father. His name is Mr ____ .</i> • Do the same with mother/brother/sister. • Make sure the learners use the correct words when they point to the family members. • Ask some pairs to show the class what they were doing.

Activity 9.7.3 Singing a 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"> • Sing: How many people live in your house? • Use gestures to make sure the 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.

Closing the lesson**3 minutes**

Play a command game with the learners. Ask them to point to the father, mother, brother, and sister and say who they are.

UNIT 9 • My body

Lesson 8

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects
 - identify the initial letter sound /o/

Resources

- Real objects, pictures, or models of orange and oxcart
- Chalkboard, letter cards
- Learners' book, page 43
- This teachers' guide, page 133, song 2

Introduction

3 minutes

Ask the learners to sing the song: *This is the way* _____.

Activity 9.8.1 Naming objects

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 the learners a picture, a model, or a real object, one at a time. • Ask: What is this? • Answer (change your tone): It is an orange/oxcart. • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Show a picture, a model, or an object one at a time, and say with the learners: What is this? • Answer with the learners: It is an orange/oxcart. • Repeat 3 or 4 times. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Invite two learners to the front and help one of them to ask: What is this? Help the other to answer: An orange/an oxcart. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 43. • Take turns asking: What is this? • Answer: It is an orange/oxcart. • Ask some pairs to show the class what they were doing.

Activity 9.8.2 Identifying the initial letter sound /o/**12 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /o/. The first word is <i>orange, orange</i>. <i>Orange</i> begins with /o/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>leaf, leaf</i>. <i>Leaf</i> does not begin with /o/. So I point my thumb down. • The next word is <i>oxcart, oxcart</i>. <i>Oxcart</i> begins with /o/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /o/ together: /o/, /o/. (<i>Repeat with the learners 3 or 4 times.</i>) • Now listen (<i>use gestures</i>). I will say a word. If it begins with /o/, we point our thumbs up. • If it does not begin with /o/, we will point our thumbs down: <ul style="list-style-type: none"> - Say: orange, orange (<i>teacher and learners point thumbs up</i>). - Say: ladder, ladder (<i>teacher and learners point thumbs down</i>). • Continue with other examples (<i>oxcart, nail, lamp, object, jug, October, banana, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /o/, point your thumbs up. • If it does not begin with /o/, point your thumbs down: • Say: orange (<i>learners put thumbs up</i>). • Continue with other examples (<i>oxcart, nail, lamp, object, jug, October, office, banana, etc.</i>).

Closing the lesson**3 minutes**

Show again the objects beginning with the letter sound /o/. Ask the whole class to name the objects, and then ask groups and individuals to name them.

Lesson 9

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small **o**
- Letter card with small **o** and capital **O**
- Chalkboard: Lines for writing the letter **o**, prepared in advance
- Learners' book, page 43
- This teachers' guide, page 134, song 5

Introduction: Recognising the initial letter sound /o/

2 minutes

Now I will say a word. If it begins with /o/, point your thumbs up. If it does not begin with /o/, point your thumbs down. *Say: object (learners put thumbs up). Use these examples (leaf, orange, arrow, frog).*

Activity 9.9.1 Identifying the letter o

15 minutes

Today we will name the letter **o**. 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 o to the learners on a letter card. • Say: The letter sound is /o/. • Repeat /o/ 3 or 4 times. • Then say: The letter name is o. • Repeat 3 or 4 times. • Show the letter card with small o and capital O. Point to each and say: small o, capital O. • 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 o. (Teacher and learners say o together.) • Repeat this 3 or 4 times. • Let's say the letter sound together (teacher and learners say /o/ together). • Repeat this 3 or 4 times. • Show the letter card with small o and capital O. Let's say together: small o, capital O. • 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 o). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /o/). • Now open your books at page 43. • In pairs, point to small o. Point to capital O. Close your books. • In pairs, point to small o and capital O in the classroom.

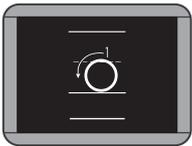
Activity 9.9.2 Singing a song: Show me o**5 minutes**

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
<p>Sing: Show me o.</p>	<p>Let's sing the song together.</p>	<p>Now class, sing the song on your own.</p>

Activity 9.9.3 Writing the letter o**6 minutes**

Now we will write small o. I will write small o. We will write small o together. Then you will write small o 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 small o.  <ul style="list-style-type: none"> Look at me (use gestures). Write small o on the chalkboard while saying as you write: Round, round.  <ul style="list-style-type: none"> Write small o 3 or 4 times while saying: Round, round. 	<ul style="list-style-type: none"> Now let's write small o in the air together. (Teacher and learners write small o in the air together as they say: Round, round.) Repeat this 3 or 4 times. The learners write the letter on the ground or on slates, saying: Round, round. Go around the class to make sure the learners are writing small o correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write small o in your exercise books. Write small o five times on the lines on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates.) Go round the class to assist the learners and mark their work.

Closing the lesson**2 minutes**

Repeat the song: Show me o.

Lesson 10 Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 9. You can use the time either for revision or to assess the 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)	Learner's book page(s)
• Name parts of the body (singular and plural)	50, 60	
• Identify parts of the body in pictures	51, 61	42
• Sing songs	51, 52, 53, 54, 55, 57, 59, 61, 62, 63, 64, 65, 67	
• Solve jigsaw puzzles	53	
• Name objects	52, 54, 64	41
• Identify the initial letter sound /n/	55, 56	
• Identify the letter n	56	41
• Write the letter n	57	
• Model the letter n	58	
• Play a letter-making game with the letter n	59	
• Identify family members	62	11
• Name family members	63	11
• Identify the initial letter sound /o/	65, 66	
• Identify the letter o	66	43
• Write the letter o	67	

Revising

Choose three activities. Two of the activities should be identifying the letter sound /o/ and writing the letter **o** (see Activities 9.10.1 and 9.10.2). 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 this guide and the learners' book.

Informal assessment

As the 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 during 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.

Activity 9.10.1 Identifying the letter sound /o/

5 minutes

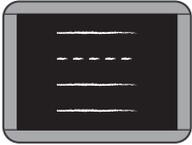
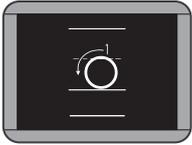
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /o/ and the other does not. • If the word begins with /o/, I will point my thumb up. • If the word does not begin with /o/, I will point my thumb down. • I say the word: <i>Orange, orange</i>. I point my thumb up. • I say the word: <i>Floor, floor</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 /o/, we point our thumbs up. If it does not begin with /o/, we point our thumbs down. • Say the word: <i>orange, orange</i> (teacher and learners point thumbs up). • Say the word: <i>floor, floor</i> (teacher and learners point thumbs down). • Repeat with other words, such as: <i>oxcart, mat, object, book, man, olive, lake, off</i>. 	<ul style="list-style-type: none"> • Now you say the letter sound (teacher waits for learners to say the sound /o/). • Allow the learners to say the letter sound 3 or 4 times. • Now listen and point your thumbs up or down. • Say the word: <i>orange, orange</i> (teacher and learners point thumbs up). • Say the word: <i>floor, floor</i> (teacher and learners point thumbs down). • Repeat with other words, such as: <i>oxcart, mat, object, book, man, olive, lake, off</i>.

Activity 9.10.2 Writing the letter o

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 small o.  <ul style="list-style-type: none"> • Let's practise writing small o.  <ul style="list-style-type: none"> • Remember how we go, round, round. • Write small o five times on the lines on the chalkboard for the learners to copy. 	<ul style="list-style-type: none"> • Now let's write small o together. (Teacher and learners write small o in the air together, saying: Round, round.) 	<ul style="list-style-type: none"> • Now you will write small o on your own. (The learners write in the air, on the floor, on sand, on slates, or in their exercise books.)

Assessment of Unit 9 ✓

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

Is the learner able to:	Excellent	Good	Average	Needs support
name parts of the body (singular and plural)?				
identify parts of the body in pictures?				
sing songs?				
name objects?				
solve jigsaw puzzles?				
identify the initial letter sound /n/?				
identify the letter n ?				
write the letter n ?				
model the letter n ?				
play a letter-making game with the letter n ?				
identify family members?				
name family members?				
identify the initial letter sound /o/?				
identify the letter o ?				
write the letter o ?				

UNIT 10 Lesson planner

UNIT 10 Let us do it again: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Introduce others • Draw objects • Model the letters j and k 	<ul style="list-style-type: none"> • Say what they like • Draw objects • Model the letters l and m 	<ul style="list-style-type: none"> • Identify actions in pictures • Name classroom objects • Draw classroom objects • Write the letters l and m 	<ul style="list-style-type: none"> • Ask and answer questions • Name objects • draw objects • Model the letters n and o 	<ul style="list-style-type: none"> • Name parts of the body • Name objects • Join parts of objects
Introduction	Review as a class one of the songs from Units 7–9	Review as a class one of the songs from Unit 7 or Unit 8	Review as a class one of the songs from Unit 8	Review as a class one of the songs from Units 8 or 9	Review as a class one of the songs from Units 1–9
Learners' book/ Teachers' guide reference	LB Page 31 TG Page 134, Song 5	LB Pages 34, 36	LB Pages 38, 39, 40 TG Page 134, Song 5	LB Page 41	LB Pages 44, 47
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Introducing others	LISTENING AND SPEAKING Expressing likes	LISTENING AND SPEAKING Identifying actions in pictures; naming objects; identifying actions in pictures	LISTENING AND SPEAKING Asking and answering questions; naming objects	LISTENING AND SPEAKING Naming parts of the body; naming objects
Vocabulary	Choose difficult vocabulary from Units 7–9	Choose difficult vocabulary from Unit 8	Choose difficult vocabulary from Unit 8.	Choose difficult vocabulary from Unit 9.	
Practice	Groups: Introducing others Pairs: Drawing j words Individuals: Modelling the letters j and k	Pairs: Expressing likes Pairs: Drawing shapes Individuals: Modelling the letters l and m	Pairs: Talking about what they do every day Pairs: Naming and drawing classroom objects Pairs: Writing the letters l and m	Pairs: Asking and answering questions Pairs: Naming objects Individuals: Modelling the letters n and o	Pairs: Naming parts of the body Pairs: Joining parts of objects and naming them
Closing	Song: <i>Show me j, show me k</i>	Play <i>Mrs Phiri says</i>	Song: <i>Show me j, k, l, m</i>	Play <i>Mrs Phiri says</i>	Play <i>Mrs Phiri says</i>

Success criteria

- Learners must be able to:
- introduce others
 - draw objects
 - model the letters **j** and **k**

Resources

- Local resources for modelling letters, such as clay, stone, maize pith, sand, and grass
- Observation checklist
- Learners' book, page 31
- This teachers' guide, page 134, song 5

Time needed:
30 minutes



Revising

In the next five lessons, you will revise the work done in Units 7–9. Each day, revise some activities from one of these units. Learners will work in groups to practise activities in order to master the skills.

★ Teacher tip

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

★ Teacher tip

Choose difficult vocabulary from Units 7–9 to revise. You might want to revise the names of the parts of the body, shape names, and vocabulary words.

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.

★ Teacher tip

By now you will have assessed all your learners. Make sure the remediation group comprises only the learners who you know are in need of extra help.

★ Teacher tip

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

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 10.1.1).

★ Teacher tip

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

Activities

Choose one activity for remediation. This activity will be done with the remediation group. Choose two more activities for the other groups to do independently. Throughout this review week, make sure you revise some activities from each of the units, 7–9. Take a few minutes to explain all the activities to the groups.

★ Teacher tip

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.

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 of this unit.

Introduction: Singing a song

Sing one of the songs from Units 7–9.

2 minutes

Activity 10.1.1 Whole class: Introducing others

10 minutes

Today we will introduce others. I will introduce others. We will introduce others together. Then you will introduce others on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Call a girl and a boy to the front. • Point to the girl and say: Her name is ____ (name). • Repeat 3 or 4 times. • Point to the boy and say: His name is ____ . • Repeat 3 or 4 times. • Then ask (pointing to the girl): What is her name? • Repeat 3 or 4 times. • Say: Her name is ____ (name). • Do the same with the boy. 	<ul style="list-style-type: none"> • Call two different learners to the front and say: Let's say together. Her name is ____ (name). His name is ____ (name). • Repeat with the learners 3 or 4 times. • Say: What is her/his name? • Repeat with the learners 3 or 4 times. • Then answer: Her/his name is ____ (name). • Call three learners (boys and girls) to the front. Tell them to take turns introducing each other by asking: What is her/his name? Answer: Her/His name is ____ (name). <div data-bbox="603 1198 938 1467" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If your school is a single sex school, invite a teacher or a community member of the opposite sex in order to introduce him/her.</p> </div>	<ul style="list-style-type: none"> • Now be in groups of three to ask: What is her/his name? Answer: Her/His name is ____ (name). • Ask some groups to show the class what they were doing.

Activity 10.1.2 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 7 or 8.

Group activity 1 Drawing objects



Learners

- Open your books at page 31.
- Work with a partner to draw the objects on page 31.
- Draw a jug in the air with your partner.
- Draw a jacket on your partner's back.
- Draw the jacket, the jersey, and the jug your exercise book.
- Ask your partner to check your work.

Group activity 2 Modelling the letters *j* and *k*



Learners

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

Group activity 3 Remediation: Introducing others

Follow the guidelines in Activity 10.1.2 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 each other.

★ Teacher tip

If the remediation group has already mastered this activity, choose another one from Unit 8.

Closing the lesson

Sing the song: Show me **j**; show me **k**.

3 minutes

UNIT 10 • Let us do it again

Day 2 review

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- say what they like
 - say what they don't like
 - draw objects
 - model the letters **l** and **m**

Resources

- Pictures or real items to represent a banana, a cup of tea, an apple (or other items that you or the learners like)
- Local resources for modelling the letters
- Learners' book, pages 34, 36
- Observation checklist

Introduction: Singing a song

2 minutes

Sing one of the songs from Unit 7 or 8.

★ Teacher tip

Choose difficult vocabulary from Unit 8 to revise. For example, you can revise the names of shapes and vocabulary words beginning with **l** and **m**.

Activity 10.2.1 Whole class: Expressing likes and dislikes

10 minutes

Now we will say what we like, I will say what I like. We will say what we like. Then you will say what you like.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the objects or pictures of the objects that you like. Ask: What do you like? • Point to one object and say: I like bananas (use gestures, facial expressions, and tone of voice to show the meaning of like). • Show another object or picture of the objects that you don't like. Ask: What don't you like? • Point to one object and say: I don't like tomatoes (use gestures, facial expressions, and tone of voice to show the meaning of don't like). 	<ul style="list-style-type: none"> • Let's ask together: What do you like? • Show a banana/a tomato/an egg/an apple/a mango, etc. • Let's answer together: I like bananas/tomatoes/eggs/apples. • Repeat 3 or 4 times with different objects (whole class, in groups, and with individuals). • Do the same with don't like, using different objects. • Call two learners to the front with their books open at page 34. Help one of them to ask: What do you like? Help the other learner to answer: I like bananas/apples/tomatoes/eggs/tea (pointing to the object). 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 34. • Take turns to ask: What do you like? What don't you like? Answer: I like ____ . I don't like ____ . • Ask some pairs to show the class what they were doing.

Activity 10.2.2 Group revision activities**15 minutes**

Say to all the learners: Today we will revise some of the work from Unit 8. You will practise in your group.

 **Teacher tip**

If the following activities are not the ones that your learners found difficult, choose other activities from Unit 8.

Group activity 1 Drawing shapes**Learners**

- Open your books at page 32.
- Work with a partner to draw the shapes on page 32.
- 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 four shapes in your exercise books.
- Ask your partner to check your work.

Group activity 2 Modelling the letters l and m**Learners**

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

Group activity 3 Remediation

Follow the guidelines in Activity 10.2.1 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 each other.

 **Teacher tip**

If the remediation group has already mastered this activity, choose another one from Unit 8.

Closing the lesson**3 minutes**

Play Mrs Phiri says with the whole class. Use the vocabulary words that have been taught in Units 7 and 8. If they are able to give commands, choose different learners to take turns being Mrs Phiri.

UNIT 10 • Let us do it again

Day 3 review

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify actions in pictures
 - name classroom objects
 - draw classroom objects
 - write the letters **l** and **m**

Resources

- Chalkboard: On the lines for writing, prepared in advance, make a row of **l**'s and a row of **m**'s
- Learners' book, pages 38, 39, 40
- This teachers' guide, page 134, song 5
- Observation checklist

Introduction: Singing a song

2 minutes

Sing one of the songs from Unit 8.

★ Teacher tip

Choose difficult vocabulary from Unit 8 to revise. For example, you can revise naming objects beginning with the letters **l** and **m**.

Activity 10.3.1 Whole class: Identifying actions in pictures

10 minutes

Now we will say what we do every day. I will say what we do every day. We will say what we do every day. Then you will say what you do every day.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Open the Learners' book to pages 39 and 40. • Hold it up, point to the first picture and ask: What do you do every day? Answer: I go to school every day. • Repeat 3 to 4 times. • Repeat this with other pictures on pages 39 and 40. Mime the actions as you say the sentences. 	<ul style="list-style-type: none"> • Point to the first picture. Now let's say together: What do you do every day? • Answer with the learners: I go to school every day (<i>mime the actions as you say the words</i>). • Repeat 3 or 4 times. • Repeat this with the other pictures on pages 39 and 40. • Call two learners to the front. Help them take turns asking: What do you do every day? Answer (<i>miming the actions</i>): I go to school every day. I read a book every day. I listen to the radio every day, etc. 	<ul style="list-style-type: none"> • Now it's your turn. Be in pairs. • Open your books at pages 39 and 40. Take turns. • Ask: What do you do every day? Answer: I go to school every day. I read a book every day. I listen to the radio every day. I brush my teeth every day. (<i>Learners should mime actions as they speak.</i>) • Ask two learners to show the class what they were doing.

Activity 10.3.2 Group revision activities

15 minutes

Say to all the learners: Today we will revise more of the work from Unit. You will practise in your groups.

★ Teacher tip

If the following activities are not the ones that your learners found difficult, choose other activities from Unit 8.

Group activity 1 Naming and drawing classroom objects



Learners

- Open your books at page 38.
- Work with a partner to name the four objects on this page.
- Draw a moon and a mat in the air.
- Draw a moon and a mat in your exercise books.
- Write the letter **m** near the moon and the mat.
- Ask your partner to check your work.

Group activity 2 Writing the letters *l* and *m*



Learners

- Work with a partner to write small **l** in the air.
- Then take turns writing small **l** on your partner's back.
- Write small **l** in your exercise books or on your slates. Write small **l** 10 times.
- Then write small **m** 10 times in your exercise books.
- Show your letters to your partner.

Group activity 3 Remediation: Identifying actions in pictures

★ Teacher tip

If the remediation group has already mastered this activity, choose another one from Unit 9.

Follow the guidelines in Activity 10.3.1 to practise again the oral work again that you did with the whole class. Make sure each learner gets a chance to practise with you and with each other.

Closing the lesson

3 minutes

*Sing together: Show me **j, k, l, m**. The learners point at the letters on the classroom walls as they sing.*

UNIT 10 • Let us do it again

Day 4 review

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- ask and answer questions
 - name objects
 - draw objects
 - model the letters **n** and **o**

Resources

- Local resources for modelling the letters, such as clay, stone, sand, grass, etc.
- Learners' book, page 41
- Observation checklist

Introduction: Singing a song

2 minutes

To start the lesson, sing one of the songs from Units 8 or 9.

★ Teacher tip

Choose difficult vocabulary from Unit 9 to revise. For example, you can revise naming the parts of the body and vocabulary words beginning with **n** and **o**.

Activity 10.4.1 Whole class: Asking and answering questions

10 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. 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 say with them: What are you doing? • Repeat this action and question 3 or 4 times. • Let's answer together: I am walking. • Repeat this 3 or 4 times. • Repeat with another action 3 to 4 times (whole class, in groups, and with individuals). • Invite two learners to the front. Tell one of them to walk/dance. Help the other learner to ask: What are you doing? Help the first learner to answer: I am walking/dancing. 	<ul style="list-style-type: none"> • Now class, be in pairs. Take turns to ask: • What are you doing? Answer: I am walking/writing/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 10.4.2 Group revision activities

15 minutes

Say to all the learners: Today we will revise some of the work from Unit 9. You will practise in your groups. In the next lesson, you will show what you have learned.

★ Teacher tip

If the following activities are not the ones that your learners found difficult, choose other activities from Unit 9.

Group activity 1 Naming objects



Learners



- Open your books at page 41.
- Work with a partner to name the objects.
- Draw the nail and the nest in the air.
- Draw the nail and the nest in your exercise book.
- Write small **n** near the nail and the nest.
- Ask your partner to check your work.

Group activity 2 Modelling the letters *n* and *o*



Learners



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

Group activity 3 Remediation: Asking and responding to questions

★ Teacher tip

If the remediation group has already mastered this activity, choose another one from Unit 9.

Follow the guidelines in Activity 10.4.1 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 each other.

Closing the lesson

3 minutes

Play Mrs Phiri says with the whole class. Use the vocabulary words that have been taught in Units 7–9.

UNIT 10 • Let us do it again

Day 5 review

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name parts of the body
 - name objects
 - join parts of objects

Resources

- Learners' book, pages 44, 47
- Observation checklist

Introduction: Singing a song

2 minutes

Ask the learners to choose any song they like from Units 1–9.

Activity 10.5.1 Whole class: Naming parts of the body

10 minutes

Today we will name parts of the body. I will name the parts of the body. We will name the parts of the body together. Then you will name the parts of the body.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Touch your head and say: This is my head.</i> • <i>Repeat 3 or 4 times.</i> • <i>Repeat with other body parts that are not a pair, such as nose, mouth, chin, and neck.</i> 	<ul style="list-style-type: none"> • <i>Help the learners to touch their heads and say with them: This is my head.</i> • <i>Repeat 3 or 4 times.</i> • <i>Repeat with other body parts that are not a pair, such as nose, mouth, chin, and neck.</i> • <i>Repeat with whole class, in groups, and with individual learners.</i> • <i>Invite two learners to the front. Help one of them to say: Touch your head/nose/neck/chin.</i> • <i>Help the other learner to answer: This is my ____ (while touching that part of the body).</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Take turns. Say: Touch your ____ and answer: This is my ____ (while touching that part of the body).</i> • <i>Invite some pairs to show the class what they were doing.</i>

Activity 10.5.2 Group revision activities

15 minutes

Say to all the learners: Today, some of you will show me what you have learned in this unit. Others will revise work from Units 1–9.

Group activity 1 Naming objects

 **Learners** 

- Open your books at page 44.
- Here are 10 objects from Units 1 to 9.
- Take turns to ask: What is this?
- Ask other learners to name the objects.
- Close your books and draw the 10 objects in your exercise books.

Group activity 2 Joining parts of objects

 **Learners** 

- Open your books at page 47.
- Here are some objects that need to be put together.
- Work with your partner to join the parts of the objects.
- With your partner, name the four objects (*bicycle, boy, cup, dog*).
- Then draw the objects in your exercise books.

Group activity 3 Assessment of remediation group

Assess the learners individually on naming colours, apologizing, and responding to commands. Have items of the six colours ready.

As you are assessing one learner, the other learners in the group do modelling of letters **n** and **o**.

Do the assessment in random order so the learners do not copy each other.

Use a checklist like this one to record learners' performance. Give the learner a mark if he or she responds correctly to the command, says the correct colour, and is able to apologise. 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	Touch your head	Touch your nose	Point to the door	Black	Red	White	Green	Yellow	Blue	I am sorry	Score
Alipo	1	0	0	1	1	1					4
Chikondi	0	0	1	1	0	1					3
Mary											
Michael											

Closing the Lesson

3 minutes

Play Mrs Phiri says with the whole class. Use the words and commands that have been taught in Units 7–9.

UNIT 11 Lesson planner

UNIT 11 Numbers: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Name things Ask for and give information Say where things are 	<ul style="list-style-type: none"> Name things Ask for and give information Sing a song 	<ul style="list-style-type: none"> Sing an alphabet song Name objects beginning with the letter p Identify the initial letter sound /p/ 	<ul style="list-style-type: none"> Identify the letter p Write the letter p Sing a song 	<ul style="list-style-type: none"> Say what they are doing Say what others are doing Sing a song
Introduction	Count from 1 to 10	Say what they are doing	Play a command game	Identify words that begin with the sound /p/	Play <i>Mrs Phiri says</i>
Learners' book/ Teachers' guide reference	LB Pages 48, 49	LB Page 48 TG Page 136, Song 12	LB Page 49 TG Page 133, Song 3	LB Page 49 TG Pages 133 and 134, Songs 4 and 5	TG Page 137, Song 16
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Naming things; asking for and giving information; saying where things are	LISTENING AND SPEAKING Naming things; asking for and giving information; singing a song	PHONICS/ PHONEMIC AWARENESS Singing an alphabet song; naming objects that begin with the letter p ; identifying the letter sound /p/	PHONICS/ ALPHABET RECOGNITION Identifying the letter p LISTENING AND SPEAKING Saying <i>down, round</i> as learners write the letter; singing a song	LISTENING AND SPEAKING Saying what I am doing; saying what others are doing; singing a song
Vocabulary	<i>Duster, table, pencil, plate, pail</i> <i>Where is the ____?</i> <i>The ____ is (on, under, in) the desk.</i>	<i>Book, bottle, leaf, duster, table, pencil, plate, pail</i> <i>How many ____?</i> <i>There are ____.</i>	<i>Pail, pencil, plate</i>	<i>Small p, capital P</i> <i>Down, round</i>	<i>What am I doing? I am (washing hands, eating, jumping, combing hair)</i> <i>What is he/she doing? He/she is (jumping, dancing eating)</i>
Practice	Pairs: Naming things Pairs: Asking for and giving information Pairs: Saying where things are	Pairs: Naming things Pairs: Asking for and giving information Class: Singing <i>How many people live in your house?</i>	Pairs: Naming objects that begin with p Individuals: Identifying the initial letter sound /p/	Pairs: Pointing to small p and capital P Individuals: Writing the letter p in exercise books	Groups: Saying what they are doing and what others are doing Class: Singing <i>This is the way</i>
Closing	Learners play <i>Mrs Phiri says</i> , using words <i>on</i> and <i>under</i>	Learners ask and answer questions about numbers	Whole class, groups, and individuals name objects beginning with the letter sound /p/	Song: <i>Show me p</i>	Learners ask: <i>What am I doing?</i> Answer: <i>I am (washing hands, eating, dancing, reading).</i>

UNIT 11 Numbers: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Listen to a story • Answer questions about a story 	<ul style="list-style-type: none"> • Say what they are doing • Say what others are doing • Sing a song 	<ul style="list-style-type: none"> • Sing a song • Name objects beginning with the letter q • Identify the initial letter sound /kw/ 	<ul style="list-style-type: none"> • Identify the letter q • Write the letter q • Sing a song 	<ul style="list-style-type: none"> • Show understanding of the unit's skills and strategies • Informal assessment
Introduction	Ask and answer: <i>What am I doing? I am ____.</i>	Play a command game	Play a command game	Identify the letter sound /q/	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	LB Page 50 TG Page 136, Song 14	LB Page 52 TG Page 137, Song 17	LB Page 51 TG Page 133, Song 3	LB Page 51 TG Page 134, Song 5	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Listening to a story; asking and answering questions	LISTENING AND SPEAKING Saying what I am doing; saying what others are doing; singing a song	PHONICS/ PHONEMIC AWARENESS Singing an alphabet song; naming objects that begin with the letter q ; identifying the letter sound /kw/	PHONICS/ ALPHABET RECOGNITION Identifying the letter q LISTENING AND SPEAKING Saying <i>round, up, down, up</i> as the learners write the letter	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound /p/; writing the letter p Two other oral activities of teachers' choice
Vocabulary	<i>Members of the Phiri family help one another. Mr Phiri digs in the garden. Pempho carries firewood. Mrs Phiri cooks nsima. Chimwemwe puts the food on the table. They all sit together to eat. Chimwemwe cleans plates.</i>	<i>What am I doing? I am (washing hand, eating, jumping, reading).</i> <i>What is ____ doing? ____ is ____.</i>	<i>Queen, quilt, quiet, quickly</i>	<i>Small q, capital Q</i> <i>Round, up, down, up</i>	
Practice	Individuals: Answering questions about the story	Groups: Asking and answering: What am I doing? I am ____. Pairs: Asking and answering questions about the pictures Class: Singing <i>Mr Phiri had a farm</i>	Class: Singing <i>The alphabet song</i> Pairs: Identifying objects beginning with the letter q Class: Identifying the letter sound /kw/	Pairs: Pointing to small q and capital Q Individuals: Writing the letter q in exercise books	
Closing	Song: <i>How many people in your house?</i>	Learners ask and answer: What am I doing? I am ____.	Whole class, groups, and individuals name objects beginning with the letter sound /kw/	Song: <i>Show me q</i>	Song: <i>Bye! Bye! Bye!</i>

UNIT 11 • Numbers

Lesson 1

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name things
 - ask for information
 - give information
 - say where things are

Resources

- Pictures, models, or real items—duster, table, pencil, plate, pail
- Table and duster
- Learners' book pages 48, 49

Introduction: Counting from 1 to 10

2 minutes

Count from 1 to 10 with the whole class. Then have all the girls count. Then have all the boys count. Then count in groups. Finally, ask some individuals to count.

Activity 11.1.1 Naming things

8 minutes

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

 Teacher	 Teacher + Learners  	 Learners  
<ul style="list-style-type: none"> • Show the learners a picture, a model, or a real object, one at a time, of a duster, table, pencil, plate, and pail. • Ask: What is this? • Answer: It is a duster/table/pencil/plate/pail. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Hold up or show the duster/table/pencil/plate/pail. • Let's say together: <ul style="list-style-type: none"> - What is this? - Let's answer together: It is a duster/table/pencil/plate/pail. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Invite two learners to the front with their books. • Help one of them to ask: What is this? Help the other learner answer: It is a duster/table/pencil/plate/pail. 	<ul style="list-style-type: none"> • Now open your books at page 49. • In pairs, point to an object and ask: What is this? Answer: It is a duster/table/pencil/plate/pail. • Ask some pairs to show the class what they were doing.

Activity 11.1.2 Asking for and giving information

10 minutes

Today we will ask for and give information. I will ask for and give information. We will ask for and give information together. Then you will ask for and give information on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Put a duster under a table. Then ask: Where is the duster? Repeat this 3 to 4 times. Answer: The duster is under the table. Repeat this 3 to 4 times. Do the same with other items using the words on and in. <div data-bbox="225 719 555 947" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If you don't have a duster or a table, use any other items to teach the words on, in and under.</p> </div>	<ul style="list-style-type: none"> Let's say together: Where is the duster? Repeat this 3 to 4 times. Let's answer together: The duster is under the table. Repeat this 3 to 4 times (whole class, in groups, and individually). Invite two learners to the front. Help one of them to put the duster on the table and to ask: Where is the duster? Help the other learner to answer: The duster is on the table. Do the same with another pair to practise using the word on. 	<ul style="list-style-type: none"> Now class, be in pairs. Take turns to ask: Where is the book/pencil? Answer: The book is under/on the desk/table. Ask some pairs to show the class what they were doing.

Activity 11.1.3 Saying where things are **7 minutes**

Now we will say where things are. I will say where things are. We will say where things are together. Then you will say where things are on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Tell the learners to open their books at page 48. (Show them page 48 if they cannot find it on their own.) Say: Look at the first picture. Where is the plate? Repeat 3 to 4 times. Answer: The plate is on the table. Do the same with the second and third pictures. 	<ul style="list-style-type: none"> Let's say: Where is the plate? Repeat this 3 to 4 times. Let's say together: The plate is on the table. Repeat this 3 to 4 times (whole class, in groups, and individually). Do the same with the second and third pictures. Invite two learners to the front. Help one of them to ask: Where is the plate? Help the other learner to answer: The plate is on the table. 	<ul style="list-style-type: none"> Now class, be in pairs. Take turns to ask: Where is the plate? Answer: The plate is on the table. Ask some pairs to show the class what they were doing.

Closing the lesson **3 minutes**

Play Mrs Phiri says, using the words on and under.

Lesson 2

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name things
 - ask for information and give information
 - sing a song

Resources

- Table, 3 books, 4 bottles, 5 leaves, 6 pencils, 1 pail, 2 plates, 3 dusters
- Learners' book, page 48
- This teachers' guide, page 136, song 15

Introduction: Saying what they are doing

2 minutes

Ask a pair of learners to come to the front to mime an action. Then half the class should ask: What are they doing? And the other half should answer: They are ____ (dancing/eating, etc). Do the same with another pair.

Activity 11.2.1 Naming things

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners a picture, a model or a real object, one at a time, of a book, bottle, leaf, duster, table, pencil, plate and pail. • Ask: What is this? • Answer: book/bottle/leaf/duster/table/pencil/plate/pail. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Hold up or show a book/bottle/leaf/duster/table/pencil/plate/pail. • Let's ask together: What is this? • Answer together with the learners: book/bottle/leaf/duster/table/pencil/plate/pail. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Invite two learners to the front with their books to ask: What is this? Answer: book/ bottle/ leaf/duster/table/ pencil/ plate/pail. 	<ul style="list-style-type: none"> • Now open your books at page 49. • In pairs, point to an object then ask: What is this? • Answer: book/bottle/leaf/duster/table/pencil/plate/pail. • Ask some pairs to show the class what they were doing.

Activity 11.2.2 Asking for and giving information**10 minutes**

Now we will ask for and give information. I will ask for and give information. We will ask for and give information together. Then you will ask for and give information on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Put 3 books on a table. Then ask: How many books are on the table? • Repeat this 3 to 4 times. • Answer: There are 3 books on the table. • Repeat this 3 to 4 times. • Do the same with the other items. 	<ul style="list-style-type: none"> • Let's say together: How many books are on the table? • Repeat this 3 to 4 times (whole class, in groups, and individually). • Let's answer together: There are 3 books on the table. • Repeat this 3 to 4 times (whole class, in groups, and individually). • Invite two learners to the front. One of them asks: How many dusters/books/bottles/leaves/pails/plates/pencils are on the table? • The other learner answers: There are ____ on the table. • Do the same with another pair. 	<ul style="list-style-type: none"> • Now class, be in pairs. Take turns to ask: How many dusters/books/bottles/leaves/pails/plates/pencils are there? Answer: There are ____ . • Ask some pairs to show the class what they were doing.

Activity 11.2.3 Singing a 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"> • Sing the song: Cats sleep anywhere. • Repeat this 3 to 4 times. 	<ul style="list-style-type: none"> • Let's sing the song together. • Repeat with the learners 3 or 4 times. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Closing the lesson**3 minutes**

Ask the learners to practise asking and answering questions using: How many ____ are there? There are ____ .

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- sing an alphabet song
 - name objects beginning with the letter **p**
 - identify the initial letter sound /p/

Resources

- Pictures or models of pail, pencil, and plate
- Learners' book, page 49
- This teachers' guide, page 133, song 3

Introduction: Playing a command game

2 minutes

Play the game Mrs Phiri says, using familiar commands such as: Put your books on the floor/ under the table/in the bag, etc.

Activity 11.3.1 Singing an alphabet song

5 minutes

Today 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> The alphabet song. • <i>Point to the letters on the wall when you sing the song.</i> • <i>Repeat 3 to 4 times.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. • <i>Sing the song with the learners 3 or 4 times. Make sure that the learners point to the letters on the wall.</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Activity 11.3.2 Naming objects beginning with the letter p

10 minutes

Now 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"> • <i>Show the learners a picture, a model, or a real object beginning with the letter p, one at a time.</i> • <i>Ask:</i> What is this? <i>Answer:</i> It is a pail/pencil/plate. • <i>Repeat for each object 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Hold up the object or picture of the object. Let's ask together:</i> What is this? • Let's answer together: It is a pail/ pencil/plate/. • <i>Repeat with the learners 3 or 4 times (whole class, in groups, and individually).</i> • <i>Invite two learners to the front with their books to ask:</i> What is this? <i>Answer:</i> It is a pail/pencil/ plate. 	<ul style="list-style-type: none"> • Now open your books at page 49. • In pairs, point to an object, then ask: What is this? • <i>Answer:</i> It is a pail/pencil/ plate. • <i>Ask some pairs to show the class what they were doing.</i>

Activity 11.3.3 Identifying the initial letter sound /p/**10 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /p/. The first word is <i>pail, pail</i>. <i>Pail</i> begins with /p/. 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 /p/. So I point my thumb down. • The next word is <i>pencil, pencil</i>. <i>Pencil</i> begins with /p/. So I point my thumb up. • <i>Do the same with the other words.</i> 	<ul style="list-style-type: none"> • Let's say /p/ together: /p/, /p/. • <i>Repeat with the learners 3 or 4 times.</i> • Now I will say a word. If it begins with /p/, we point our thumbs up. • If it does not begin with /p/, we point our thumbs down. • <i>Pail, pail. (Teacher and learners point thumbs up.)</i> • <i>Book, book. (Teacher and learners point thumbs down.)</i> • <i>Continue with other examples (pencil, boy, plate, jacket, car, pen, 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 /p/, point your thumbs up. • If it does not begin with /p/, point your thumbs down. • <i>Say: pencil (learners put thumbs up).</i> • <i>Continue with other examples (pail, boy, plate, jacket, car, pen, etc.).</i>

Closing the lesson**3 minutes**

Show again the objects beginning with the letter sound /p/. Ask the whole class to name the objects, and then ask groups and individuals to do the same.

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small **p**
- Letter card with small **p** and capital **P**
- Chalkboard: Lines for writing the letter **p**, prepared in advance
- Learners' book, page 49
- This teachers' guide, pages 133 and 134, songs 4 and 5

Introduction

2 minutes

Listen! Now I will say a word. If it begins with /p/, point thumbs up. If it does not begin with /p/, point thumbs down. Say: pail (the learners put thumbs up). Continue with these examples: apple, pencil, frog, plate, fork.

Activity 11.4.1 Identifying the letter p

10 minutes

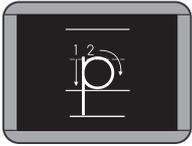
Today we will name the letter **p**. I will name the letter. We will name the letter together. Then you will name the letter on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter p to the learners on a letter card. • Say: The letter sound is /p/. • Repeat /p/ 3 or 4 times. • Then say: The letter name is p. • Repeat 3 or 4 times. • Show the letter card with small p and capital P. Point to each and say: small p, capital P. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Show the letter card with small p. Let's say the letter name together. Teacher and learners say p together. • Repeat this 3 or 4 times. • Let's say the letter sound together. • Teacher and learners say /p/ together. • Repeat this 3 or 4 times. • Show the letter card with small p and capital P. • Let's say together: small p, capital P. • 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 p.) • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /p/.) • Now open your books at page 49. Point to small p. Point to capital P. Close your books. • In pairs, point to small p and capital P in the classroom.

Activity 11.4.2 Writing the letter **p**

10 minutes

Now we will write small **p**. I will write the letter. We will write small **p** together. Then you will write small **p** 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 small p.  <ul style="list-style-type: none"> Look at me (use gestures). Write the letter p on the chalkboard while saying as you write: Down, round.  <ul style="list-style-type: none"> Write small p 3 or 4 times while saying: Down, round. 	<ul style="list-style-type: none"> Now let's write small p in the air together. (Teacher and learners write small p in the air together as they say: Down, round.) Repeat this 3 or 4 times. Then the learners write the letter on the ground or on slates, saying: Down, round. Go around the class to make sure the learners are writing small p correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write small p in your exercise books. Write small p five times on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates.) Go round the class to assist the learners and mark their work.

Activity 11.4.3 Singing a 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"> Sing: Draw a pail in the air. As you sing, draw a big pail in the air. 	<ul style="list-style-type: none"> Let's sing the song together. As we sing, we draw a pail 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 pail in the air.

Closing the lesson

3 minutes

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

Lesson 5

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- say what they are doing
 - say what others are doing
 - sing a song

Resources

- This teachers' guide, page 137, song 16

Introduction: Playing the game *Mrs Phiri says*

2 minutes

Give these commands in any order for the learners to listen to and obey: Put your hands in the air/ put your hands under your chin/put your hands on your heads/sit down.

★ Teacher tip

Remember, the learners must only obey the command when you prefix it with *Mrs Phiri says*. If you don't say *Mrs Phiri says*, the learners must stay still and NOT obey the command.

Activity 11.5.1 Saying what I am doing

10 minutes

Today we will say what we are doing. I will say what I am doing. We will say what we are doing together. Then you will say what you are doing.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Demonstrate an action, such as washing hands.</i> • <i>Then ask: What am I doing?</i> • <i>Answer: I am washing my hands.</i> • <i>Repeat this 3 or 4 times.</i> • <i>Do the same with other actions such as eating/jumping/ combing hair.</i> 	<ul style="list-style-type: none"> • <i>Let's say together: What am I doing?</i> • <i>Repeat this 3 or 4 times.</i> • <i>Let's answer together: I am jumping.</i> • <i>Repeat this with the learners 3 or 4 times (whole class, in groups, and individually).</i> • <i>Invite 3 or 4 learners to the front. Tell one learner to demonstrate an action. Tell him/her to ask: What am I doing?</i> • <i>And answer: I am washing hands.</i> • <i>Let the learners take turns to do other actions.</i> 	<ul style="list-style-type: none"> • <i>Now be in groups. Take turns to ask: What am I doing? And answer: I am ____ .</i> • <i>Call some groups to show the class what they were doing.</i>

Activity 11.5.2 Saying what others are doing**10 minutes**

Now we will say what others are doing. I will say what others are doing. We will say what others are doing together. Then you will say what others are doing on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Call two learners to the front. Tell them to jump.</i> • <i>Then ask: What are they doing? Answer: They are jumping.</i> • <i>Repeat this 3 or 4 times.</i> • <i>Call two other learners to the front. Tell them to mime sweeping. Then ask: What are they doing? Answer: They are sweeping.</i> • <i>Repeat this 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Call two more learners to the front. Tell them to jump.</i> • <i>Let's say together: What are they doing?</i> • <i>Repeat this 3 to 4 times.</i> • <i>Let's answer together: They are jumping.</i> • <i>Repeat with the learners 3 or 4 times (whole class, in groups, and individually).</i> • <i>Invite four learners to the front. Tell two of the learners to mime an activity such as sweeping.</i> • <i>Help one of the other two learners to ask: What are they doing? Help the other learner to answer: They are sweeping.</i> • <i>Tell the learners to take turns miming an action while the others ask: What they are doing? Answer: They are ____ (dancing/eating).</i> 	<ul style="list-style-type: none"> • <i>Now be in groups. Two learners mime an action.</i> • <i>The other learners ask: What they are doing? Answer: They are ____ (jumping/dancing/eating).</i> • <i>Ask some groups to show the class what they were doing.</i>

Activity 11.5.3 Singing a 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: This is how I jump. Show the action as you sing.</i> • <i>Repeat the song 2 or 3 times with other actions.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together. Show actions as you sing.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn, class. Sing the song and show the actions on your own.</i>

Closing the lesson**3 minutes**

Ask the learners in pairs to practise asking: What am I doing? Answer: I am ____ (washing hands/eating/dancing/reading).

UNIT 11 • Numbers

Lesson 6

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- listen to a story
 - answer questions about a story

Resources

- Learners' book, page 50
- This teachers' guide, page 136, song 14

Introduction

2 minutes

Ask the learners in pairs to mime actions and practise asking: What am I doing? And answering: I am ____ (eating/washing hands/dancing).

Activity 11.6.1 Listening to a story

10 minutes

Today we will listen to a family story. I will tell you a family story. We will tell the story together. Then you will tell the family story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Open your books at page 50. Say: Look at the pictures as I tell you the story. • Repeat 2 to 3 times. • Tell the learners the story as you point to each picture. • Point to Picture 1 and say: Mr Phiri digs in the garden. • Repeat 3 to 4 times. • Point to Picture 2 and say: Pempho carries firewood. • Repeat 3 to 4 times. • Point to Picture 3 and say: Mrs Phiri cooks nsima. • Repeat 3 to 4 times. • Point to Picture 4 and say: Chimwemwe puts the food on the table. • Repeat 3 to 4 times. • Point to Picture 5 and say: They all sit together and eat. • Repeat 3 to 4 times. • Point to Picture 6 and say: Chimwemwe cleans plates. • Repeat 3 to 4 times. 	<ul style="list-style-type: none"> • Let's tell the story together. Let's point to Picture 1 and say: Mr Phiri digs in the garden. • Repeat this with the learners 3 to 4 times. • Now let's point to Picture 2 and say: Pempho carries firewood. • Repeat this 3 to 4 times. • Do the same with the other pictures, one at a time. • Invite two learners to the front of the class. Tell one of them to point at the pictures. Ask the other learner to tell the story. • Invite another pair to the front of the class and ask them to do the same. 	<ul style="list-style-type: none"> • Now be in pairs. One learner should point at the pictures, one at a time. • The other learner should tell the story. • Ask some pairs to show the class what they were doing.

Activity 11.6.2 Asking and answering questions**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Open your books at page 50. • Class, listen! (<i>Cup your ears.</i>) <i>Point to Picture 1 and ask: What is Mr Phiri doing?</i> • Repeat 3 to 4 times. • Answer: Mr Phiri is digging in the garden. • Repeat 3 to 4 times. • Now point to Picture 2 and ask: What is Pempho doing? • Repeat 3 to 4 times. • Answer: Pempho is carrying firewood. • Repeat 3 to 4 times. • Repeat with the other pictures. 	<ul style="list-style-type: none"> • Let's ask and answer questions together. Point to Picture 1 and ask: What is Mr Phiri doing? • Answer: Mr Phiri is digging the garden. • Do the same with the other pictures. • Invite a pair to the front of the classroom. Tell one of them to point at the first picture and ask: What is Mr Phiri doing? • Ask the other learner to answer: Mr Phiri is digging the garden. • Ask them to do the same with the other pictures. • Invite another pair to the front and ask them to do the same. 	<ul style="list-style-type: none"> • Now be in pairs. Ask and answer questions on the pictures, one at a time. • One should point at the picture and ask: What is Mr Phiri/Pempho/Mrs Phiri/Chimwemwe doing? • The other learner should answer: Mr Phiri/Pempho/Mrs Phiri/Chimwemwe is ____ . • Ask some pairs to show the class what they were doing.

Activity 11.6.3 Singing a 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"> • Sing: Mr Phiri has a farm. • Repeat the song 2 or 3 times. 	<ul style="list-style-type: none"> • Let's sing the song together. • Sing the song with the learners 3 or 4 times. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Closing the lesson**3 minutes**

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

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- say what they are doing
 - say what others are doing
 - sing a song

Resources

- Learners' book, page 52
- This teachers' guide, page 137, song 17

Introduction: Playing the command game

2 minutes

Give these commands in any order for the learners to listen to and obey: Put your hands in the air/ put your hands on your knees/open your books/close your books/stand up/sit down

Activity 11.7.1 Saying what I am doing

10 minutes

Today we will say what we are doing. I will say what I am doing. We will say what we are doing together. Then you will say what you are doing on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Do an action, such as washing hands. Then ask: What am I doing? • Answer: I am washing my hands. • Repeat this 3 to 4 times. • Do the same with other actions such as eating/jumping/reading. 	<ul style="list-style-type: none"> • Tell the learners to jump with you. Let's ask together: What am I doing? • Repeat this 3 to 4 times. • Let's answer together: I am jumping. • Repeat with the learners 3 or 4 times (whole class, in groups, and individually). • Invite Invite some learners to the front. Tell one learner to do an action and ask: What am I doing? Answer: I am washing hands. • Repeat this with several other learners. 	<ul style="list-style-type: none"> • Now be in groups. Take turns to ask: What am I doing? Answer: I am ____ . • Call some groups to the front to show the class what they were doing.

Activity 11.7.2 Saying what others are doing

10 minutes

Now we will say what others are doing. I will say what others are doing. We will say what others are doing together. Then you will say what others are doing on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Tell the learners to open their books at page 52. Point to Picture 1. What is Chimwemwe doing? • Repeat this 3 to 4 times. • Answer: Chimwemwe is reading a book. • Repeat this 3 to 4 times. • Point to the next picture. What is Mr Phiri doing? • Repeat this 3 to 4 times. • Answer: Mr Phiri is watering vegetables. • Repeat this 3 to 4 times. • Do the same with the other pictures. 	<ul style="list-style-type: none"> • Let's point to Picture 1. Let's ask and answer together: What is Chimwemwe doing? Chimwemwe is reading a book. • Repeat with the learners 3 or 4 times. • Do the same with the other pictures. • Invite a pair to the front. Tell one of them to point at Picture 1 and ask: What is Chimwemwe doing? • Tell the other to answer: Chimwemwe is reading a book. • Invite the pair to continue with the other pictures. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns asking and answering questions about each picture on page 52. • Ask some pairs to show the class what they were doing.

Activity 11.7.3 Singing a 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"> • Sing: Mr Phiri has a farm. • Repeat the song 2 or 3 times. 	<ul style="list-style-type: none"> • Let's sing the song together. • Repeat with the learners 3 or 4 times. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Closing the lesson

3 minutes

Ask the learners in pairs to practise asking: What am I doing? And answering: I am ____ (eating/washing my hands/dancing).

Lesson 8

Time needed:
30 minutes



Success criteria

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

Resources

- Pictures or models of queen and quilt
- Learners' book, page 51
- This teachers' guide, page 133, song 3

Introduction: Playing a command game

2 minutes

Play the game Mrs Phiri says, using familiar commands such as: Open your books/close your books/put your books on the table/put your books in the bag.

Activity 11.8.1 Singing an alphabet song

5 minutes

Today 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> An alphabet song. • <i>Point to the letters on the wall when you sing the song.</i> • <i>Repeat this 3 to 4 times.</i> 	<ul style="list-style-type: none"> • Let's sing the song together. Let's point to the letters as we sing. • <i>Repeat this with the learners 3 or 4 times.</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Activity 11.8.2 Naming objects beginning with the letter q

10 minutes

Now, we will 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"> • <i>Show the learners a picture, a model, or a real object beginning with the letter q, one at a time.</i> • <i>Ask:</i> What is this? <i>Answer:</i> It is a queen. • <i>Repeat this 3 or 4 times.</i> • <i>Do the same with quilt.</i> 	<ul style="list-style-type: none"> • <i>Hold up a picture of a queen or show the picture on page 51 of the learners' book.</i> • Let's ask together: What is this? • Let's answer together: It is a queen. • <i>Repeat with the learners 3 or 4 times (whole class, in groups, and individually).</i> • <i>Invite two learners to the front with their books to ask:</i> What is this? <i>Answer:</i> It is a queen/quilt. 	<ul style="list-style-type: none"> • Now open your books at page 51. • In pairs, point to an object and ask: What is this? • <i>Answer:</i> It is a queen, quilt. • <i>Ask some pairs to show the class what they were doing.</i>

Activity 11.8.3 Identifying the letter sound /kw/**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /kw/. The first word is <i>queen, queen</i>. <i>Queen</i> begins with /kw/. 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 /kw/. So I point my thumb down. • <i>Do the same with other words such as quilt, quiet, boy, plate, June, quickly, etc.</i> 	<ul style="list-style-type: none"> • Let's say /kw/ together: /kw/, /kw/. • <i>Repeat with the learners 3 or 4 times.</i> • Now I will say a word. If it begins with /kw/, we point our thumbs up. If it does not begin with /kw/, we point our thumbs down. <ul style="list-style-type: none"> - Queen, queen. (<i>Teacher and learners point thumbs up.</i>) - Book, book. (<i>Teacher and learners point thumbs down.</i>) • <i>Continue with other examples (quilt, quiet, boy, plate, June, quickly, 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 /kw/, point your thumbs up. • If it does not begin with /kw/, point your thumbs down. • <i>Say: queen. (Learners put thumbs up.)</i> • <i>Continue with other examples (quilt, quiet, boy, plate, June, quickly, etc.).</i>

Closing the lesson**3 minutes**

Show again the objects beginning with the letter sound /kw/. Ask the whole class to name the objects, and then ask groups and individuals to do the same.

Lesson 9

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small **q**
- Letter card with small **q** and capital **Q**
- Chalkboard: Lines for writing the letter **q**, prepared in advance
- Learners' book, page 51
- This teachers' guide, page 134, song 5

Introduction: Identifying the letter sound /kw/

3 minutes

(Cup your ears.) Listen! Now I will say a word. If it begins with /kw/, point your thumbs up. If it does not begin with /kw/, point your thumbs down. Say: queen (learners put thumbs up). Continue with these examples: quilt, quiet, boy, plate, June, quickly.

Activity 11.9.1 Identifying the letter q

12 minutes

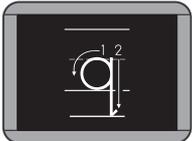
Today we will name the letter **q**. I will name the letter. We will name the letter together. Then you will name the letter on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the small letter q to the learners on a letter card. • Say: The letter sound is /kw/. • Repeat /kw/ 3 or 4 times. • Then say: The letter name is q. • Repeat 3 or 4 times. • Show the letter card with small q and capital Q. Point to each and say: small q, capital Q. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Show the letter card with small q. Let's say the letter name together. (Teacher and learners say q together.) • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /kw/ together.) • Repeat this 3 or 4 times. • Show the letter card with small q and capital Q. Let's say together, small q, capital Q. • 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 q). • Repeat this 3 or 4 times. • Show the letter card and say: The letter sound is ____ (learners say /kw/). • Now open your books at page 51. Point to small q. Point to capital Q. Close your books. • In pairs, point to small q and capital Q in the classroom.

Activity 11.9.2 Writing the letter **q**

12 minutes

Now we will write small **q**. I will write the letter. We will write small **q** together. Then you will write small **q** 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 small q.  <ul style="list-style-type: none"> Look at me (use gestures). Write the letter q on the chalkboard while saying as you write: Round, up, down, up.  <ul style="list-style-type: none"> Write the letter q 3 or 4 times while saying: Round, up, down, up. 	<ul style="list-style-type: none"> Now let's write small q in the air together. As we write, let's say: Round, up, down, up. Repeat this 3 or 4 times. Then have the learners write the letter on the ground or on slates, saying: Round, up, down, up. Go around the class to make sure the learners are writing small q correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write small q in your exercise books. Write small q five times on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates.) Go round the class to assist the learners and mark their work.

Closing the lesson

3 minutes

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

Lesson 10 Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 11. You can use the time either for revision or to assess the learners against the following success criteria. See the assessment checklist at the end of this unit, on page 107.

Learners must be able to do the following:	Teachers' guide page(s)	Learner's book page(s)
• name things	86, 88	49
• ask for and give information	87, 89	
• say where things are	87	48
• sing a song	87, 89, 90, 91, 93, 95, 97, 99, 100, 101	
• name objects beginning with the letters p and q	90, 100	49, 51
• identify the initial letter sounds / p / and / q /	91, 101	49, 51
• identify the letters p and q	92, 102	49, 51
• write the letters p and q	93, 103	
• say what they are doing	94, 98	
• say what others are doing	95, 99	52
• listen to a story	96	50
• ask and answer questions about a story	97	50

Revising

Choose three activities. Two of the activities should be identifying the letter sound /**p**/ and writing the letter **p** (see Activities 11.10.1 and 11.10.2). 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 this guide and the learners' book.

Informal assessment

As the 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 during 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 11.10.1 Identifying the initial letter sound /p/

12 minutes

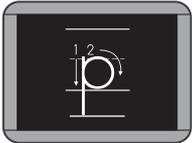
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /p/ and the other does not. • If the word begins with /p/, I point my thumb up. • If the word does not begin with /p/, I point my thumb down. • <i>Pencil, pencil.</i> I point my thumb up. • <i>Axe, axe.</i> I point my thumb down. 	<ul style="list-style-type: none"> • Now let's do it together. I am going to say a word. • If that word begins with /p/, we point our thumbs up. • If it does not begin with /p/, we point our thumbs down. • <i>Apple, apple.</i> (Teacher and learners point thumbs down.) • <i>Pencil, pencil.</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 /p/.) • Allow the learners to say the letter sound 3 or 4 times. • Now listen and point your thumbs up or down. • Say the word: pencil, pencil (thumbs up). • Say the word: car, car (thumbs down). • Say the word: pail, pail (thumbs up).

Activity 11.10.2 Writing the letter p

12 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 p.  <ul style="list-style-type: none"> • Remember how we go down, round.  <ul style="list-style-type: none"> • Write the letter p five times on the lines on the chalkboard for the learners to copy. 	<ul style="list-style-type: none"> • Now let's write the letter p together. (Teacher and learners write the letter p in the air together, saying: Down, round). 	<ul style="list-style-type: none"> • Now you will write the letter p on your own. (The learners write in the air, on the floor, on sand, or in their exercise books.) • Go round the class to assist the learners and mark their work.

Closing the lesson

3 minutes

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 the learners:



What did you like in the 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 11 ✓

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

Is the learner able to:	Excellent	Good	Average	Needs support
name things?				
ask for and give information?				
say where things are?				
name things?				
sing a song?				
name objects beginning with the letters p and q ?				
identify the initial letter sounds /p/ and /q/ ?				
identify the letters p and q ?				
write the letters p and q ?				
say what they are doing?				
say what others are doing?				
listen to a story?				
ask and answer questions about a story?				

UNIT 12 Lesson planner

UNIT 12 Snake and rat: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Listen to a story Answer questions about a story 	<ul style="list-style-type: none"> Listen to a story Ask for and give permission 	<ul style="list-style-type: none"> Name objects Identify the initial letter sound /r/ 	<ul style="list-style-type: none"> Identify the letter r Write the letter r Sing a song 	<ul style="list-style-type: none"> Ask for and give information Identify professions
Introduction	Song: <i>Cats sleep anywhere</i>	Song: <i>Where are the lions?</i>	Song: <i>Mr Phiri has a farm</i>	Recognise the initial letter sound /r/	Find the letter r in the classroom
Learners' book/ Teachers' guide reference	LB Page 53 TG Page 136, Song 15	LB Page 53 TG Page 137, Song 18	LB Page 54 TG Page 137, Song 17	LB Page 54 TG Pages 134 and 133, Songs 5 and 4	LB Pages 55–57 TG Page 137, Song 17
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Listening to a story, asking and answering questions	LISTENING AND SPEAKING Listening to a story; asking for and giving permission	PHONICS/ PHONEMIC AWARENESS Naming things that begin with the letter r ; identifying the letter sound /r/	PHONICS/ ALPHABET RECOGNITION Identifying the letter r LISTENING AND SPEAKING Saying <i>down, up, bend</i> as the learners write the letter	LISTENING AND SPEAKING Asking for and giving information; identifying professions
Vocabulary	<i>Snake and Rat are friends. Rat tells people, "Snake is my donkey. He carries me on his back." People say, "We don't believe you." One day, Rat says to Snake, "My friend, I am sick. Please carry me on your back to the hospital." Snake agrees. Snake carries Rat on his back. When people see Rat on Snake's back, they shout, "Now we believe you!"</i>	<i>May I go out, please? Yes, you may. May I sit down, please? Yes, you may. May I use your pencil, please? May I borrow your book, please?</i>	<i>Rat, radio, ruler, rope</i>	<i>Small r, capital R</i> <i>Down, up, bend</i>	<i>What do you want to be? I want to be a teacher.</i> <i>This is a doctor.</i>
Practice	Pairs: Pointing to the pictures and telling the story Pairs: Asking and answering questions	Pairs: Pointing to the pictures and telling the story Pairs: Asking for and giving permission	Pairs: Pointing to small r and capital R Individuals: Writing the letter r in exercise books	Individuals: Saying the name of the letter r	Pairs: Asking: <i>What do you want to be?</i> Answering: <i>I want to be a _____.</i> Pairs: Naming jobs
Closing	Learners dramatise the story	Play a command game	Whole class, groups, and individuals name objects beginning with the letter sound /r/	Song: <i>Draw an r in the air</i>	Song: <i>Mr Phiri has a farm</i>

UNIT 12 Snake and rat: Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Identify objects Sort objects Say where objects are used 	<ul style="list-style-type: none"> Sing an alphabet song Identify letters of the alphabet up to r 	<ul style="list-style-type: none"> Sing an alphabet song Name objects beginning with s Identify the sound /s/ 	<ul style="list-style-type: none"> Name the letter s Write the letter s Sing a song 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies Informal assessment
Introduction	Listen to <i>Snake and Rat</i>	Play a command game	Song: <i>Good morning to you</i>	Recognising the letter sound / s /	Review one of the songs in the unit
Learners' book/ Teachers' guide reference	LB Pages 53–54 TG Page 134, Song 5	TG Page 133, Song 3	LB Page 58 TG Pages 137 and 133, Song 19 and 3	LB Page 58 TG Page 134, Song 5	
Listening, speaking, and pre-literacy skills	LISTENING AND SPEAKING Identifying objects; saying where objects are used; sorting objects	LISTENING AND SPEAKING/ ALPHABET RECOGNITION Identifying letters of the alphabet up to r ; singing a song	PHONICS/ PHONEMIC AWARENESS Singing a song; naming objects that begin with the letter s ; identifying the letter sound / s /	PHONICS/ ALPHABET RECOGNITION Identifying the letter s LISTENING AND SPEAKING Saying <i>round, round</i> as the learners write the letter	PHONICS/ ALPHABET RECOGNITION Identifying the initial letter sound / s /; writing the letter s Two other oral activities of teachers' choice
Vocabulary	<i>What is this? It is ____ . It is used (at school, at home).</i>		<i>Soap, socks, snake, snail</i>	<i>Small s, capital S</i> <i>Round, round</i>	
Practice	Groups: Identifying objects Pairs: Saying where objects are used Groups: Sorting objects	Groups: Identifying letters up to r Class: Singing <i>The alphabet song</i>	Pairs: Asking and answering: What is this? Soap/ socks/snake/snail Class: Identifying words with the initial letter sound / s /	Pairs: Pointing to small s and capital S Individuals: Writing the letter s in exercise books	
Closing	Song: <i>Show me a (duster, plate, spoon, cup, chalk).</i>	Learners identify letters of the alphabet on a chart	Whole class, groups, and individuals name objects beginning with the letter sound / s /		Song: <i>Bye! Bye! Bye!</i>

UNIT 12 • Snake and rat

Lesson 1

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- listen to a story
 - answer questions about a story

Resources

- Learners' book, page 53 (or create large drawings of each picture)
- This teachers' guide, page 136, song 15

Introduction: Singing a song

2 minutes

Ask the learners to sing the song: Cats sleep anywhere.

Activity 12.1.1 Listening to a story

15 minutes

Today I will tell you a story. You will listen to the story. We will tell the story together. Then you will tell the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Tell the learners to open their books at page 53. Say: Look at the pictures. I will tell you a story about the pictures. • Repeat 2 or 3 times. • Point to Picture 1 and say: Snake and Rat are friends. • Repeat 3 or 4 times. • Point to Picture 2 and say: Rat tells people, "Snake is my donkey. He carries me on his back." People say, "We don't believe you!" • Repeat 3 or 4 times. • Point to Picture 3 and say: One day, Rat says to Snake, "My friend, I am sick. Please carry me on your back to the hospital." Snake agrees. • Repeat 3 or 4 times. • Point to Picture 4 and say: Snake carries Rat on his back. When people see Rat on Snake's back, they shout, "Now we believe you!" • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Let's tell the story together. Let's point to Picture 1 and say: Snake and Rat are friends. • Repeat 3 or 4 times. • Point to Picture 2 and say: Rat tells people, "Snake is my donkey. He carries me on his back." People say, "We don't believe you!" • Repeat 3 or 4 times. • Do the same for Pictures 3 and 4. • Invite two learners to the front. Tell one of the learners to point at the pictures. Help the other learner to tell the story in each picture. 	<ul style="list-style-type: none"> • Now be in pairs. One learner should point at the pictures one at a time. The other learner should tell the story. • Ask some pairs to show the class what they were doing. <div data-bbox="1029 1160 1364 1646" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Show each picture and ask the learners: <i>What can you see? What are they doing?</i> Encourage the learners to answer in English but accept local language. After the learners have shared their ideas, prepare the learners for the story by summarizing it very briefly in the local language.</p> </div>

Activity 12.1.2 Asking and answering questions**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Class, listen! <i>Point to Picture 1 and ask: Who are the two friends in the story?</i> • <i>Repeat 3 or 4 times.</i> • <i>Answer: Rat and Snake.</i> • <i>Repeat 3 or 4 times.</i> • <i>Now point to Picture 2 and ask: What is Rat doing?</i> • <i>Repeat 3 or 4 times.</i> • <i>Answer: Rat is talking to people.</i> • <i>Repeat 3 or 4 times.</i> • <i>Do the same with the other pictures.</i> 	<ul style="list-style-type: none"> • Let's ask and answer questions together. <i>Point to Picture 1. Let's ask together: Who are the two friends in the story?</i> • <i>Repeat 3 or 4 times.</i> • Let's answer together: Rat and Snake. • <i>Repeat 3 or 4 times.</i> • <i>Do the same with the other pictures.</i> • <i>Invite a pair to the front of the classroom. Tell one of the learners to point at the first picture and ask: Who are the friends in the story?</i> • <i>Tell the other learner to answer: Rat and Snake.</i> • <i>Ask them to do the same with the other pictures.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Ask and answer questions about the pictures, one at a time. • One learner should point at the picture and ask the other what is happening in the pictures. • The other learner should answer. • <i>Ask some pairs to show the class what they were doing.</i>

Closing the lesson**3 minutes**

Call some learners to the front to dramatise the story of Snake and Rat, while you retell the story.

UNIT 12 • Snake and rat

Lesson 2

Time needed:
30 minutes



Success criteria

Learners must be able to:

- listen to a story
- ask for permission
- give permission

Resources

- Learners' book, page 53
- This teachers' guide, page 137, song 18

Introduction: Singing a song

2 minutes

Sing with the learners *Where are the lions?*

Activity 12.2.1 Listening to a story

15 minutes

Today we will tell the story again. I will tell the story again. We will tell the story together. Then you will tell the story on your own.

 Teacher	   Teacher + Learners	  Learners
<ul style="list-style-type: none"> • <i>Tell the learners to open their books at page 53. Say: Look at the pictures. I will tell you a story about the pictures.</i> • <i>Repeat 2 or 3 times.</i> • <i>Tell the learners the story as you point at each picture.</i> • <i>Point to Picture 1 and say: Snake and Rat are friends. They help each other.</i> • <i>Repeat 3 or 4 times.</i> • <i>Point to Picture 2 and say: Rat tells people, "Snake is my donkey. He carries me wherever I want to go." People cannot believe this.</i> • <i>Repeat 3 or 4 times.</i> • <i>Point to Picture 3 and say: Rat goes to Snake and says, "My friend, I am sick. Can you take me to the hospital please?" Snake agrees.</i> • <i>Repeat 3 or 4 times.</i> • <i>Point to Picture 4 and say: He carries Rat on his back. When people see Rat on Snake's back, they believe what Rat tells them.</i> • <i>Repeat 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's tell the story together. Let's point to Picture 1 and say: Snake and Rat are friends. They help each other.</i> • <i>Repeat 3 or 4 times.</i> • <i>Point to Picture 2 and say: Rat tells people, "Snake is my donkey. He carries me wherever I want to go." People cannot believe this.</i> • <i>Repeat 3 or 4 times.</i> • <i>Invite a pair to the front of the class. Tell one learner to point at the pictures. Ask the other learner to tell the story.</i> • <i>Invite another pair to the front of the class. Ask them to do the same.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. One learner should point at the pictures, one at a time. The other learner should tell the story.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 12.2.2 Asking for and giving permission

10 minutes

Now we will ask for and give permission. I will ask for and give permission. We will ask for and give permission together. Then you will ask for and give permission on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: May I go out, please? • Answer (change voice tone): Yes, you may. • Repeat 3 or 4 times. • Do the same with the other requests such as: May I sit down, please? May I use your pencil, please? May I borrow your book, please? 	<ul style="list-style-type: none"> • Let's say together: May I go out, please? • Answer with the learners: Yes, you may. • Repeat 3 or 4 times. • Do the same with the other requests, such as: May I borrow your book, please? May I sit down, please? May I use your pencil, please? • Invite two learners to the front. Help them to ask for and give permission. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns asking for and giving each other permission. • Invite some learners to show the class what they were doing.

Closing the lesson

3 minutes

Ask the learners to play a chain command game.

UNIT 12 • Snake and rat

Lesson 3

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- name objects
 - identify the initial letter sound /r/

Resources

- Pictures, models, or real objects of rat, radio, ruler, rope
- Chalkboard, letter cards
- Learners' book, page 54
- This teachers' guide, page 137, song 17

Introduction: Singing a song

3 minutes

Ask the learners to sing the song: Mr Phiri has a farm.

Activity 12.3.1 Naming objects

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 the learners, one at a time, a picture, a model, or a real object that begins with the letter r. • Ask: What is this? • Repeat 3 or 4 times. • Answer (change tone): It is a rat/radio/ruler/rope. • Repeat 3 or 4 times. • Do the same with the other items. 	<ul style="list-style-type: none"> • Let's say together: What is this? Let's answer together: It is a rat/radio/ruler/rope. • Repeat for each object 3 or 4 times. • Repeat with the learners 3 or 4 times (whole class, in groups, and with individuals). • Invite two learners to the front and help them to ask each other: What is this? Answer: It is a rat/radio/ruler/rope. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 54. • Ask each other: What is this? • Answer each other: It is a rat/radio/ruler/rope. • Ask some pairs to show the class what they were doing.

Activity 12.3.2 Identifying the initial letter sound /r/**12 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /r/. The first word is <i>rat, rat</i>. <i>Rat</i> begins with /r/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>queen, queen</i>. <i>Queen</i> does not begin with /r/. So I point my thumb down. • The next word is <i>radio, radio</i>. <i>Radio</i> begins with /r/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /r/ together: /r/, /r/. (<i>Repeat with the learners 3 or 4 times.</i>) • Now I will say a word. If it begins with /r/, we point our thumbs up. • If it does not begin with /r/, we point our thumbs down: <ul style="list-style-type: none"> - Rat, rat (<i>teacher and learners point thumbs up</i>). - Ladder, ladder (<i>teacher and learners point thumbs down</i>). - <i>Continue with other examples</i> (rope, nail, lamp, nest, jug, ruler, banana, near, leg, ladder, neck, axe, pencil, love, rat). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /r/, point your thumbs up. • If it does not begin with /r/, point your thumbs down. • Rope, rope (<i>learners put thumbs up</i>). • <i>Continue with other examples</i> (rat, nail, radio, nest, jug, banana, ruler, leg, axe, etc).

Closing the lesson**3 minutes**

Show again the objects beginning with the letter sound /r/. Ask the whole class to name the objects, and then ask groups and individuals.

Lesson 4

Time needed:
30 minutes



Success criteria

Learners must be able to:

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

Resources

- Letter card with small **r**
- Letter card with small **r** and capital **R**
- Chalkboard: Lines for writing the letter **r**, prepared in advance
- Learners' book, page 54
- This teachers' guide, pages 134 and 133, songs 5 and 4

Introduction: Recognising the initial letter sound /r/

2 minutes

Now I will say a word. If it begins with /r/, point your thumbs up. If it does not begin with /r/, point your thumbs down. *Say the word: radio (learners put thumbs up). Continue with these examples (rat, leaf, nest, ruler, rope, nose, lake).*

Activity 12.4.1 Identifying the letter **r**

15 minutes

Today we will name the letter **r**. 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 r to the learners on a letter card. • Say: The letter sound is /r/. • Repeat /r/ 3 or 4 times. • Then say: The letter name is r. • Repeat 3 or 4 times. • Show the letter card with small r and capital R. Point to each and say: small r, capital R. • 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 r. (Teacher and learners say r together.) • Repeat this 3 or 4 times. • Let's say the letter sound together. (Teacher and learners say /r/ together.) • Repeat this 3 or 4 times. • Show the letter card with small r and capital R. Let's say together, small r, capital R. • Repeat this 3 or 4 times. 	<ul style="list-style-type: none"> • Now say the letter name on your own. • Show the letter card. Say: The letter name is ____ (learners say r). • Repeat 3 or 4 times. • Show the letter card. Say: The letter sound is ____ (learners say /r/). • Now open your books at page 54. • In pairs, point to small r. Point to capital R. Close your books. • In pairs, point to small r and capital R in the classroom.

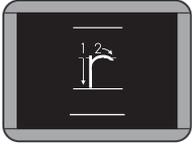
Activity 12.4.2 Singing a song: Show me r**5 minutes**

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 r. • Use gestures to make sure the 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 12.4.3 Writing the letter r**6 minutes**

Now we will write small r. I will write small r. We will write small r together. Then you will write small r on your own.

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

Closing the lesson**2 minutes**

Repeat the song: Draw an r in the air.

Lesson 5

Time needed:
30 minutes



Success criteria

Learners must be able to:

- ask for information
- give information
- identify professions

Resources

- Learners' book, pages 55–57
- This teachers' guide, page 137, song 17

Introduction: Finding the letter *r*

2 minutes

Ask the learners to find the letter *r* in the classroom.

Activity 12.5.1 Asking for and giving information

15 minutes

Today we will ask for and give information. I will ask for and give information. We will ask for and give information together. Then you will ask for and give information on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show learners pictures of different professions and say: I want to be a doctor. • Then ask: What do you want to be? • Point at the picture and answer: I want to be a teacher. • Repeat 3 or 4 times. • Do the same with the other jobs. 	<ul style="list-style-type: none"> • Let's say together: What do you want to be? • Let's answer together: I want to be a teacher. • Repeat this 3 to 4 times. • Do the same with other jobs. • Repeat this 3 to 4 times (whole class, in groups, and individually). • Invite two learners to the front. One of them asks: What do you want to be? • The other learner answers: I want to be a teacher. • Do the same with another pair and another job. 	<ul style="list-style-type: none"> • Now class, be in pairs. • Open your books at page 55. • Take turns to ask each other: What do you want to be? • Answer: I want to be a teacher/doctor/tailor/farmer/driver (while pointing at the picture of each profession). • Ask some pairs to show the class what they were doing.

Activity 12.5.2 Identifying professions**10 minutes**

Now we will name jobs. I will name the jobs. We will name the jobs together. Then you will name the jobs on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Tell the learners to open their books to page 55. • Point at the first picture and say: This is a doctor. • Repeat 3 or 4 times. • Do the same with the other pictures on pages 55–57, saying the names of each job or profession. 	<ul style="list-style-type: none"> • Point at the first picture and say with the learners: This is a doctor. • Repeat 3 or 4 times. • Do the same with the other pictures on pages 55–57. • Invite two learners to the front. Help one of them to point to one picture at a time. • Help the other learner to name the job in that picture. 	<ul style="list-style-type: none"> • Now class, be in pairs. Take turns pointing to the pictures and naming the jobs. • Ask some pairs to show the class what they were doing.

Closing the lesson**3 minutes**

Sing the song: Mr Phiri has a farm.

UNIT 12 • Snake and rat

Lesson 6

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify objects
 - sort objects
 - say where the objects are used

Resources

- different types of objects, such as dusters, cups, plates, spoons, knives, hoes, and chalk
- Learners' book pages 53–54
- This teachers' guide, page 134, song 5

Introduction: Listening to a story

3 minutes

Tell the learners the Snake and Rat story again.

Activity 12.6.1 Identifying objects

8 minutes

Today we will 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 the learners a model or a real duster. • Ask: What is this? • Repeat 3 or 4 times. • Answer: It is a duster. • Repeat 3 or 4 times. • Do the same with the other objects, such as cup, plate, spoon, knife, hoe, chalk. • Repeat 3 or 4 times. 	<ul style="list-style-type: none"> • Let's name the objects together. This is a ____ (duster, cup, plate, spoon, knife, hoe, chalk). • Show the learners one object at a time. Let's say together: What is this? • Repeat this 3 to 4 times. • Now, let's answer together: It is a ____ (duster/chalk/cup/spoon/hoe). • Repeat 3 or 4 times with the learners (as a whole class, in groups, and individually). • Invite some learners to the front to ask: What is this? And answer: It is a ____ (duster/chalk/cup/spoon/hoe). 	<ul style="list-style-type: none"> • Now it's your turn. Work in groups and take turns asking: What is this? • Answer: This is a ____. • Distribute different objects to the groups. • Ask some groups to show what they were doing.

Activity 12.6.2 Saying where objects are used**8 minutes**

Now we will say where objects are used. I will say where objects are used. We will say where objects are used together. Then you will say where objects are used on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Show the learners, one at a time, a model or a real duster.</i> • <i>Ask: Where is this used?</i> • <i>Repeat 3 or 4 times.</i> • <i>Answer: At school.</i> • <i>Repeat 3 or 4 times.</i> • <i>Do the same with the other objects, such as cup, plate, spoon, knife, hoe and chalk.</i> 	<ul style="list-style-type: none"> • <i>Let's say together: Where is the duster used?</i> • <i>Repeat 3 or 4 times.</i> • <i>Now let's answer together: At school.</i> • <i>Repeat 3 or 4 times.</i> • <i>Do the same with the other objects, such as cup, plate, spoon, knife, hoe, and chalk.</i> • <i>Invite two learners to the front of the class. Tell one of them to ask: Where is the duster used? Tell the other learner to answer: At school.</i> • <i>Help them to ask and answer for 2 or 3 other objects.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Take turns to ask: Where is the duster used?</i> • <i>Answer: At school.</i> • <i>Do the same with the other objects.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 12.6.3 Sorting objects according to where they are used**8 minutes**

Now we will sort objects according to where they are used. 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"> • <i>Put different objects on the table or floor.</i> • <i>Say: I will sort these objects according to where they are used. First, I will sort the objects that are used at school. Then I will name them.</i> • <i>Repeat this 3 times.</i> • <i>Put the duster and chalk in one place and say: These are used at school.</i> • <i>Repeat 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's sort the objects together.</i> • <i>Ask some learners to put the duster and chalk in one place. Let's ask together: Where are they used?</i> • <i>Now let's answer together: At school.</i> • <i>Ask a learner to put cup, plate, spoon, and hoe in one place and do the same.</i> • <i>Repeat with several groups and then with the whole class.</i> 	<ul style="list-style-type: none"> • <i>Now, in your groups, sort together the objects. Put dusters and chalk together.</i> • <i>One learner should ask: Where are they used?</i> • <i>The group answers: At school.</i> • <i>Put together all the circles and say: circles.</i> • <i>Put together the other objects and do the same.</i> • <i>Ask some groups to show their grouped shapes and say them.</i>

Closing the lesson**3 minutes**

Sing with the learners the song: Show me a duster/plate/spoon/cup/chalk.

Lesson 7

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- identify letters of the alphabet up to **r**
 - sing an alphabet song

Resources

- Letter cards of the alphabet up to **r**
- This teachers' guide, page 133, song 3

Introduction: Playing the command game

3 minutes

Play the game Mrs Phiri says, using familiar commands such as: Put your hands in the air/put your hands on your ears/point to the door/point to the floor, etc.

Activity 12.7.1 Identifying letters of the alphabet up to **r**

20 minutes

Now, we will name letters of the alphabet up to **r**. I will name letters of the alphabet up to **r**. We will name letters of the alphabet up to **r** together. Then you will name letters of the alphabet up to **r** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners a card for the letter a. • Ask: What is this? • Answer: a. • Repeat 3 or 4 times. • Show the learners a card for the letter f. • Ask: What is this? • Answer: f. • Repeat 3 or 4 times. • Do the same with five or six of the other letters up to r. 	<ul style="list-style-type: none"> • Hold up a card for the letter a. • Let's say together: What is this? • Let's answer together: a. • Repeat 3 or 4 times. • Show the learners a card for the letter f. • Let's say together: What is this? • Let's answer together: f. • Repeat with the learners 3 or 4 times (whole class, in groups, and with individuals). • Invite two learners to the front with their books to ask: What is this? Answer: a/f/k and 3 or 4 other letters up to the letter r. 	<ul style="list-style-type: none"> • Now be in groups. In turns, one learner should hold a letter card (a to r) and ask: What is this? • The other learners should answer: a/f/k/n/e, etc. • Ask some groups to show the class what they were doing. <div data-bbox="1034 1346 1366 1648" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You will need enough sets of letter cards for pairs to share at least 5 letter cards each. Have some learners in upper classes or ask community members to make the cards.</p> </div>

Activity 12.7.2 Singing an alphabet 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: The alphabet song.</i> • <i>Point to the letters on the wall as you sing the song.</i> • <i>Repeat this 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat with the learners 3 or 4 times. Make sure that the learners point to the letters on the wall.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn, class. Sing the song on your own.</i> • <i>Make sure that the learners point to the letters on the wall.</i>

Closing the lesson

2 minutes

The learners should identify letters of the alphabet on a chart.

UNIT 12 • Snake and rat

Lesson 8

Time needed:
30 minutes



Success criteria

- Learners must be able to:
- sing an alphabet song
 - name objects beginning with **s**
 - identify the sound /s/

Resources

- Pictures or models of soap, socks, snake, and snail
- Learners' book, page 53
- This teachers' guide, pages 137 and 133, songs 19 and 3

Introduction: Singing the good morning song

3 minutes

Sing the good morning song with the learners. Then let them turn to their partners and sing the good morning song to each other, putting in each other's name.

Activity 12.8.1 Singing an alphabet song

5 minutes

Today 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> The alphabet song. • <i>Point to the letters on the wall when you sing the song.</i> • <i>Repeat this 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's sing the song together.</i> • <i>Repeat with the learners 3 or 4 times. Make sure that the learners point to the letters on the wall.</i> 	<ul style="list-style-type: none"> • <i>Now it's your turn, class. Sing the song on your own.</i>

Activity 12.8.2 Naming objects beginning with the letter s

10 minutes

Now, we will 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"> • <i>Show the learners, one at a time, a picture, a model, or a real object that begins with the letter s.</i> • <i>Ask:</i> What is this? <i>Answer:</i> It is soap. • <i>Do the same with socks, snake, and snail.</i> • <i>Repeat for each object 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Hold up a picture of soap (or the real item). Let's ask together: What is this? Now let's answer together: It is soap.</i> • <i>Repeat with the learners 3 or 4 times (whole class, in groups, and with individuals).</i> • <i>Do the same with socks, snake, and snail.</i> • <i>Invite two learners to the front with their books to ask: What is this? Answer: It is soap/it is socks/it is a snake/it is a snail.</i> 	<ul style="list-style-type: none"> • <i>Now open your books at page 58.</i> • <i>In pairs, point to an object and then ask: What is this?</i> • <i>Answer: It is soap/it is socks/it is a snake/it is a snail.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 12.8.3 Identifying the sound /s/**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /s/. • The first word is <i>soap</i>, <i>soap</i>. <i>Soap</i> begins with /s/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>table</i>, <i>table</i>. <i>Table</i> does not begin with /s/. So I point my thumb down. • <i>Do the same with other words, such as socks, boy, plate, snake, jacket, snail, etc.</i> 	<ul style="list-style-type: none"> • Let's say /s/ together: /s/, /s/. <i>Repeat with the learners 3 or 4 times.</i> • Now I will say a word. If it begins with /s/, we point our thumbs up. • If it does not begin with /s/, we point our thumbs down: <ul style="list-style-type: none"> - Soap, soap (<i>teacher and learners point thumbs up</i>). - Book, book (<i>teacher and learners point thumbs down</i>). • <i>Continue with other words (such as socks, boy, plate, snake, jacket, snail, etc.).</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /s/, point your thumbs up. • If it does not begin with /s/, point your thumbs down. • <i>Say: soap (learners point their thumbs up).</i> • <i>Continue with other examples (socks, boy, plate, snake, jacket, snail, etc.).</i>

Closing the lesson**2 minutes**

Show again the objects beginning with the letter sound /s/. Ask the whole class to name the objects, and then ask groups and individuals.

Lesson 9

Time needed:
30 minutes



Success criteria

Learners must be able to:

- name the letter **s**
- write the letter **s**
- sing a song

Resources

- Letter card with small **s**
- Letter card with small **s** and capital **S**
- Chalkboard: lines for writing the letter **s**, prepared in advance
- Learners' book, page 58
- This teachers' guide, page 134, song 5

Introduction: Recognising the letter sound /s/

3 minutes

I will say a word. If it begins with /s/, point your thumbs up. If it does not begin with /s/, point your thumbs down. *Say: soap (learners put thumbs up).*

Continue with these words socks, boy, plate, snake, June, snail, etc.

Activity 12.9.1 Naming the letter s

12 minutes

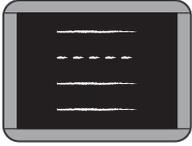
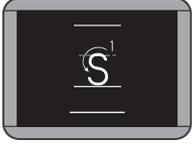
Today we will name the letter **s**. I will name the letter **s**. We will name the letter **s** together. Then you will name the letter **s** on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the small letter s to the learners on a letter card. • Say: The letter sound is /s/. • Repeat /s/ 3 or 4 times. • Then say: The letter name is s. • Repeat 3 or 4 times. • Show the letter card with small s and capital S. Point to each and say: small s, capital S. • 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 s. (Teacher and learners say s together.) • Repeat this 3 or 4 times. • Let's say the letter sound together (teacher and learners say /s/ together). • Repeat this 3 or 4 times. • Show the letter card with small s and capital S. Let's say together: small s, capital S. • 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 s). • Repeat this 3 or 4 times. • Show the letter card and say, the letter sound is ____ (learners say /s/). • Now open your books at page 58. Point to small s. Point to capital S. Close your books. • In pairs, point to small s and capital S in the classroom.

Activity 12.9.2 Writing the letter S

12 minutes

Now we will write small **s**. I will write small **s**. We will write small **s** together. Then you will write small **s** 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 small s.  <ul style="list-style-type: none"> Look at me (use gestures). Write the letter s on the chalkboard while saying as you write: Round, round.  <ul style="list-style-type: none"> Write small s 3 or 4 times while saying as you write: Round, round. 	<ul style="list-style-type: none"> Now let's write small s in the air together. (Teacher and learners write small s in the air together as they say: Round, round.) Repeat this 3 or 4 times. The learners write the letter on the ground or on slates, saying: Round, round. Go around the class to make sure the learners are writing small s correctly. 	<ul style="list-style-type: none"> Now class, it's your turn. Write small s in your exercise books. Write small s five times on the chalkboard for the learners to copy. (The learners write in their exercise books or on slates). Go round the class to assist the learners and mark their work.

Closing the lesson

3 minutes

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

Lesson 10
Review

Time needed:
30 minutes



Success criteria

This is the last lesson in Unit 12. You can use the time either for revision or to assess the learners against the following success criteria. See the assessment checklist at the end of this unit, on page 131.

Learners must be able to do the following:	Teachers' guide page(s)	Learner's book page(s)
• <i>listen to a story</i>	110, 112	53
• <i>ask and answer questions about the story</i>	111	53
• <i>sing a song</i>	110, 114, 115, 117, 119, 121, 123, 124, 125, 127	
• <i>ask for and give permission</i>	113	
• <i>name objects beginning with the letter r</i>	114	54
• <i>identify the letter sound /r/</i>	117	54
• <i>identify the letter r</i>	116	
• <i>write the letter r</i>	117	
• <i>ask for and give information</i>	118	
• <i>identify professions</i>	119	55–57
• <i>identify objects</i>	120	53–54
• <i>sort objects</i>	121	53–54
• <i>identify letters of the alphabet up to r</i>	122	54
• <i>name objects beginning with the letter s</i>	124	53, 58
• <i>identify the letter sound /s/</i>	125	58
• <i>identify the letter s</i>	126	
• <i>write the letter s</i>	127	58

Revising

Choose three activities. Two of the activities should be identifying the letter sound /s/ and writing the letter **s** (see Activities 12.10.1 and 12.10.2). 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 this guide and the learners' book.

Informal assessment

As the 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 during 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.

Activity 12.10.1 Identifying the letter sound /s/

5 minutes

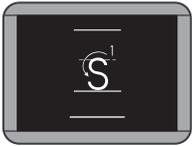
To practise phonological awareness, use the following routine.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • I am going to say two words. One word begins with /s/ and the other does not. • If the word begins with /s/, I will point my thumb up. • If the word does not begin with /s/, I will point my thumb down. • I say the word: <i>soap, soap</i>. I point my thumb up. • I say the word: <i>axe, axe</i>. I point my thumb down. 	<ul style="list-style-type: none"> • Now let's do it together. I am going to say a word. If that word begins with /s/, we point our thumbs up. If it does not begin with /s/, we point our thumbs down. • Say the word: <i>soap, soap</i>. (Teacher and learners point thumbs up.) • Say the word: <i>ball, ball</i>. (Teacher and learners point thumbs down.) 	<ul style="list-style-type: none"> • Now you say the letter sound (teacher waits for learners to say the sound /s/). • Allow the learners to say the letter sound 3 or 4 times. • Now listen and point your thumbs up or down. <ul style="list-style-type: none"> - Soap, soap (thumbs up). - Car, car (thumbs down). - Socks, socks (thumbs up).

Activity 12.10.2 Writing the letter S

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 s.  <ul style="list-style-type: none"> • Let's practise writing the letter s.  <ul style="list-style-type: none"> • Remember how we go round, round. • Write the letter s five times on the chalkboard for the learners to copy. 	<ul style="list-style-type: none"> • Now let's write the letter s together. • Teacher and learners write the letter s in the air together, saying: Round, round. 	<ul style="list-style-type: none"> • Now you will write the letter s on your own. (The learners write in the air, on the floor, on sand, or in their exercise books.) • Go round the class to assist the learners and mark their work.

Assessment of Unit 12 ✓

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

Is the learner able to:	Excellent	Good	Average	Needs support
listen to a story?				
ask and answer questions about the story?				
sing a song?				
ask for and give permission?				
name objects beginning with the letter r ?				
identify the letter sound / r /?				
identify the letter r ?				
write the letter r ?				
ask for and give information?				
identify professions?				
identify objects?				
sort objects?				
identify letters of the alphabet up to r ?				
name objects beginning with the letter s ?				
Identify the sound / s /?				
identify the letter s ?				
write the letter s ?				

Songs in Volume 2, English Standard 1

☆ 1 **What's her name?**

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

Her name is
Her name is
Her name is Jane.

2 **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)

☆ 3 **The alphabet song**

A B C D E F G
H I J K L M N
O P Q R S T
U V W X Y Z
Now I know my ABC
Next time you can sing with me.

4 **Draw a ____ in the air**

Draw a ____ in the air, in the air
Draw a ____ in the air, in the air
Draw a ____ in the air, and touch your hair
Draw a ____ 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)

☆ = Songs new to Volume 2

- 5 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)

- 6 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*)

- ★ **7 Every day we eat porridge**
(to the tune of 'This is the way')
Every day we eat porridge, eat porridge, eat porridge
Every day we eat porridge, early in the morning.

- 8 Green girl in the ring**
There's a green girl in the ring ta-la-la-la-la
There's a green girl in the ring ta-la-la-la-la-la
There's a green girl in the ring ta-la-la-la-la
She looks like a sugar in a plum, plum, plum.
There's a blue boy in the ring ta-la-la-la-la, etc.
(Make up more verses with colours of clothing that the learners are wearing.)

(Source: Boney M)



9

Wide skies are blue

Wide skies are blue, sha-la-la-la,
Tall trees are green.
The day is as lovely
As I've ever seen.
Sunshine is yellow, sha-la-la-la,
Chillies are red.
But when black night falls, sha-la-la-la,
I will go to my bed.

(Source: *First steps*)

10

Molly is wearing a red dress

(to the tune of 'This is the way')

Molly is wearing a red dress, a red dress, a red dress
Molly is wearing a red dress,
All day long.

Peter is wearing a blue shirt, a blue shirt, a blue shirt
Peter is wearing a blue shirt,
All day long.

(Source: *First steps*)



11

I like school

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

I like school. I like school,
School is fun. School is fun.
Let us read together,
Let us read together,
Everyone. Everyone.

☆ 12 **This is my head**
This is my nose.
This is my mouth.
And these are my eyes.
Shut! Open!

This is my neck.
This is my arm.
These are my hands.
Clap! Clap!

This is my leg.
This is my knee.
These are my feet.
Jump! Jump!

☆ 13 **Where does the hat go?**
Where does the hat go? On the head.
Where does the shirt go? On the body.
Where does the shoe go? On the feet.
Does the hat go on the feet? No, on the head.
Does the shirt go on the head? No, on the body.
(Source: First steps)

14 **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.
(Livuza 2006)

☆ 15 **Cats sleep anywhere**
Cats sleep anywhere,
On a table,
On a chair.
In the kitchen
By the fire
Under the mat
On the stair
Cats sleep anywhere.
(Adapted from source: Timve and Tsala)



16 This is how I jump

This is how I jump, jump, jump, jump.
This is how I hop, hop, hop, hop.
This is how I run, run, run, run.
This is how I walk, walk, walk, walk.
This is how I clap, clap, clap, clap.

17 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

18 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)

19 Good morning to you

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

(Source: *Activities with English*)



A



B



C



D



E



F



G



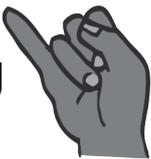
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I



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K



L



M



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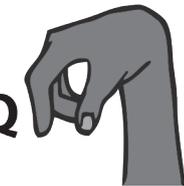
O



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



