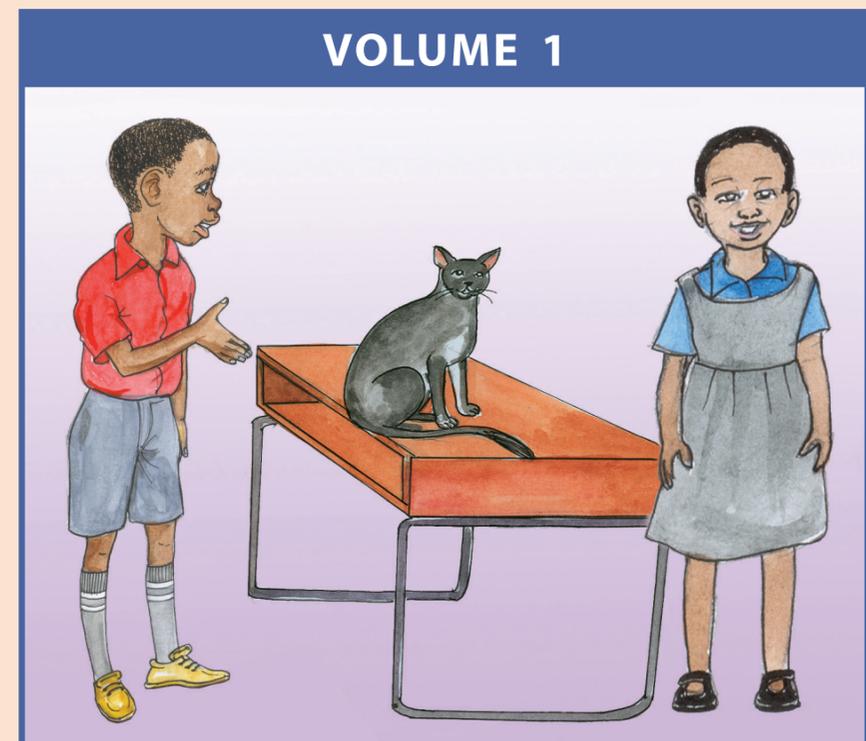


Teachers' guide

Standard Two

English with Phonics (STEP)



Teachers' guide
Standard Two English with Phonics (STEP) Volume 1

MALAWI PRIMARY EDUCATION

Teachers' guide: Standard Two English with Phonics (STEP)

Volume 1



Malawi Institute of Education

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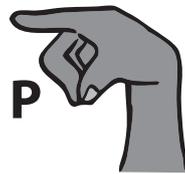
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Manad

**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



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Welcome!

Literacy and language are key to human development. People use language to work, inform, warn and persuade or influence others to believe or behave in a particular way. These goals are achieved through listening, speaking, reading and writing. The ability to read and write well is crucial to children's academic achievement. This Standard Two English course aims to help your learners to achieve the outcomes of the National Primary Curriculum (NPC) syllabus for English Literacy and Language as follows:

Listening

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

Speaking

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

Reading

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

Writing

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

Critical thinking and reasoning

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

Structure and use of language

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

Teaching and learning methods

Effective teaching and learning involves the participation of both teachers and learners. Teachers must ask questions, initiate discussion and facilitate the learning process. Learners must answer and ask questions. They should take part in, and initiate, discussion. The following are some of the teaching and learning methods used in this course:

Pair work

Pair work involves learners talking to each other or doing an activity in twos. There are two uses for pair work. For demonstration of a new activity, the teacher calls two learners to the front as a pair 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

- It gives many learners the opportunity to participate in short activities.
- It adds variety to the teaching and learning process.
- It maximizes learners' participation in the lesson.
- It gives teachers a chance to provide direct support to struggling learners.
- It gives shy learners a chance to practise, share ideas and participate fully.
- It develops confidence, self-esteem and assertiveness among learners.

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 able learners with struggling learners. The able learner can provide support to the struggling learner.
- 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 the person they are to work with.
- 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 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, able learners can provide support and encouragement to slower learners.
- 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. Give the groups names, such as those of rivers, plants, cities or mountains.

How to manage groups

- At the beginning of the year, practise getting into and out of the groups so that learners can get into their groups quickly.
- Choose group leaders. Don't always select the able learners as group leaders. Rotate the role of group leader so that many 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.
- During group work, move round the class and observe. 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.

Guidelines for conducting discussion

- Provide a conducive atmosphere so that learners feel comfortable sharing their thoughts and ideas.
- Plan carefully so that you provide clear instructions about the group activity.
- 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.

The content of this course

When children have a good understanding of the vocabulary, grammar and syntax of the language they learn, they acquire skills to communicate to a wide range of audiences for different purposes. A strong foundation of listening and speaking skills in English was developed in the Standard One course. The Standard Two course builds on these skills and also provides practice in reading and writing.

Reading

This course contains reading at word, sentence and simple paragraph levels. Learners learn to read through reading, so the course provides many opportunities to read, not only from the chalkboard, but also from books.

Help your learners to understand that they can read not only in the classroom but also at home, during out of school hours (e.g., newspapers, labels on tea, sugar and salt packets, etc.). Encourage the learners to read what is displayed on the notice boards in their school and on trees and groceries in their communities.

This course has two approaches to reading: reading sight words and reading by decoding.

Reading sight words (also known as look-and-say)

The stories in the Learners' book contain familiar words—for example: *mother, father, one, two, hyena, hare*, etc. Although these are familiar words, and probably known orally, they are not easy to decode in written text because, although the initial letter sound can be easy to decode, they contain irregular or unusual letter-sound correspondence. So they are read as *sight words*. Sight word reading requires many repeated opportunities to see and say the word, to recognize its shape and other features, for example, the initial and end letters, the number of syllables etc.

A "word wall" provides the opportunity for repeated reading of sight words. Choose a section of the classroom where you can create a "word wall" with the letters of the alphabet as headings. Every week, add new words to this "word wall" under the letters of the alphabet that the words begin with. For example, display *mother, mango* and *make* under the letter *M*.

Encourage learners to keep a word bank in their exercise books of all the words that they are able to read. Assess them every week on the words for the week that they are able or not able to read on their own.

Reading by decoding (also known as phonics)

Each instructional unit in the Learners' book contains two phonics pages. The activities on these pages feature decodable words and sentences—for example, words such as *Ben, man, ant*, and sentences such as *Pat has a hen*. The letter-sound correspondence is regular, so learners can read these words and sentences by *decoding*, or using their knowledge of the letter sounds to blend and read.

Writing

Besides the reading tasks, this course contains various writing tasks. Make sure the learners have plenty of opportunities to write in English at word and sentence levels. However, ensure that the learners are able to read what they write. Therefore, every time you ask them to write words or sentences, you should ask them to read what they have written.

You will need to prepare beforehand by writing lines on the chalkboard, to demonstrate how to write letters and sentences.

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!

A handwriting practice line consisting of three horizontal lines. On the left, there is a small illustration of a cat's head and neck. To the right of the cat, the sentence "Today is a holiday." is written in a simple, sans-serif font. The text is positioned between the top and bottom lines, with a dashed line in the middle. The letters are of varying heights, corresponding to the cat's body and head.

A handwriting practice line consisting of three horizontal lines. On the left, there is a small illustration of a cat's head and neck. To the right of the cat, the sentence "We will play a game." is written in a simple, sans-serif font. The text is positioned between the top and bottom lines, with a dashed line in the middle. The letters are of varying heights, corresponding to the cat's body and head.

Spelling

Learners need to spell correctly all the words that they write in English. It is for this reason that spelling tasks are included in the course. Also included are blending and segmenting activities, which develop phonological awareness to help learners with correct spelling.

Lesson routines

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

Time allocation

Each lesson plan in this Teachers' guide is in two parts, providing two thirty-minute lessons that together address the success criteria of the lesson plan.

Success criteria and resources

Each lesson plan starts with an indication of the success criteria to be achieved and the resources needed in the two thirty-minute lessons. It is important to read through the lesson plan well before each lesson so that any objects or pictures needed can be brought or prepared in good time.

Introduction

Each thirty-minute lesson begins with a short introductory exercise, such as a song or review of a concept or skill previously learnt. If an introductory activity is not indicated (i.e., in the lesson after the break), the teacher should choose a song or short activity that links to the previous lesson.

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.

Activities

Activities are exercises that the learners are going to do or perform. They are labelled by unit, lesson and activity—for example, Activity 1.1.1 is the first activity in Unit 1, Lesson 1. The activities are displayed like this:

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none">• <i>Point to the class and say:</i> Good morning, children.• <i>Point to yourself and say:</i> Good morning, Sir/Madam.• <i>Repeat 2 or 3 times.</i>	<ul style="list-style-type: none">• <i>Point to the class and say:</i> Good morning, children.• <i>Let's say together:</i> Good morning, Sir/Madam.• <i>Let's say together:</i> How are you?• <i>Let's answer:</i> We are fine, thank you, and how are you?• <i>Repeat this 3 or 4 times.</i>	<ul style="list-style-type: none">• <i>Now be in pairs. Take turns to ask and answer:</i> Good morning (name). How are you? Good morning (name). I am fine, thank you, and how are you?• <i>Move round the class to help the learners where needed.</i>

The activity involves the following three levels:

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

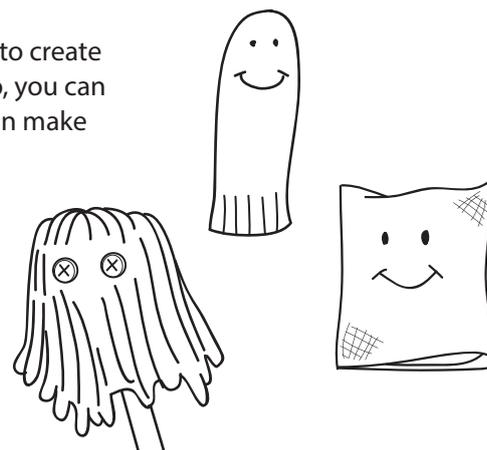
Demonstrating a conversation (two people talking together)

At the beginning of the course, explain to learners, in a local language if need be, 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, 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.



Closing the lesson

Each lesson closes with a short exercise, either a review of a concept or skill, a game, or a song. If a closing activity is not indicated (i.e., in the lesson before the break), the teacher should choose a song or short activity that revises or links with the language learnt in the lesson.

Teacher tips

Throughout the lessons are teacher tips. These are suggestions for teaching the lessons or things to think about as you teach.

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. Remember to practise the game before the lesson and to give learners enough time to play.

Role-play

In role-play, learners act out situations. In *structured role-play*, learners use ideas and language provided by the teacher. In *unstructured role-play*, learners use ideas and language they make up themselves. Organise in advance situations and roles to be played, and assign roles to learners. Provide them with enough time to prepare.

Advantages of role-play

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

Songs

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

Teaching and learning resources

Visual aids

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

Pictures and drawings

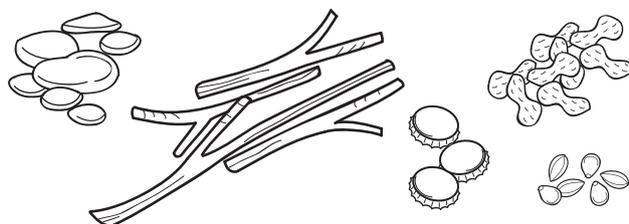
Pictures and drawing are good stimuli for language learning and concept development. They make ideas clear and easy for learners to understand.

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

Teaching and learning using locally available resources (TALULAR)

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

Have a collection of teaching and learning aids using locally available materials, such as stones, sticks, bottle tops, seeds or nuts.



Using local, familiar language as little as possible

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

1. Use gestures, actions and visual aids to help learners understand.
2. Speak English slowly and clearly. Repeat words or instructions 2 to 4 times.
3. If after using all the earlier strategies, the learners still cannot understand what you want them to do, say the explanation only once in the local language, then say it again in English.
4. Continue to use gestures to facilitate the learning.
5. Some learners will 'catch on' more quickly than others. Encourage the slower learners to watch and learn from their peers.
6. Never criticize a learner who is trying to speak English, even if he/she is making mistakes. For beginners, practice and making meaning are more important than accuracy.

Assessment strategies

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

Continuous assessment

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

- Use observations, peer assessment and self-evaluation in addition to formal testing. To help with your observations, a checklist is provided at the end of each unit in this teachers' guide.
- In class, give feedback on the learners' performance and assist where there are learning difficulties.
- This teachers' guide includes a review lesson at the end of each unit and a review unit after every few units. These lessons can be used to provide extra support for the less able learners.
- To extend opportunities for learning, give assignments or homework. Some work may require the help of parents or other caregivers. Ensure that learners are doing their homework and are being supported.

Tools for continuous assessment

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

- **Assessment checklists**
These charts appear at the end of every unit. They give you an easy way to assess learners as you observe them in class. The checklist lists the success criteria that learners need to master.
- **Portfolios**
Learners collect their work in portfolios and then share these portfolios with their teachers to show evidence of learning, growth, progress and of achievement. They should be proud of the work they include in their portfolios. They can share this work with their parents or caregivers and other teachers.
- **Rubrics**
A rubric is a way of evaluating the learners' work that indicates, often in a table, the given criteria or characteristics that are needed to achieve satisfactory mastery of each assessment activity.
- **Report cards**
Report cards show individual learners' performance in all areas of learning for a term and/or a year.

How to use this course

The three volumes of this Teachers' guide contain 18 thematic units. Volume 1 contains Units 1–6. Volume 2 contains Units 7–12. Volume 3 contains Units 13–18.

The units in each volume correspond to the units in the learners' books. There are fifteen teaching units and three review units. The teaching units comprise 10 lessons, to be taught, one per day, during a two-week period. Lesson 10 of each teaching unit is a revision lesson.

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

Before each unit is a two-page planner that provides an overview of the unit's content, success criteria and activities. The planner show for each lesson, the vocabulary to be learned. It is a quick reference for Learners' book and Teachers' guide pages.

At the end of each volume of the Teachers' guide are the songs that will be used in the lessons of that volume.

Homework

Give your learners English homework at least twice a week. In this way, the learning is taken beyond the classroom, and learners can practise in a real context. When a listening and speaking activity features in a lesson, the homework can be as simple as: *Practise asking and answering these questions at home or with a friend.* The writing activities related to the learners' book can also be finished as homework.

Diacritics

These are symbols, usually placed above letters that help with pronunciation. In this Teachers' guide, the only diacritic used is a short line above the vowel like this: dāte or nōte. This reminds the teacher that the *a* and the *o* are long vowel sounds, not short vowel sounds as in Chichewa.

UNIT 1 Lesson planner

UNIT 1 Week 1: Coming back to school

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Greet each other formally • Respond to greetings formally • Welcome each other 	<ul style="list-style-type: none"> • Discuss an illustration • Read a dialogue • Answer comprehension questions 	<ul style="list-style-type: none"> • Name objects beginning with the letter a • Identify the initial letter sound /a/ in words • Read words with the initial letter a • Write words with the initial letter a 	<ul style="list-style-type: none"> • Blend sounds to make words • Read decodable words with the letter a • Read decodable sentences • Match words with pictures 	<ul style="list-style-type: none"> • Read words with the medial letter a • Write words with the medial letter a
Introduction	Song: <i>Good morning to you</i>	Song: <i>Welcome back to school</i>	Playing a command game	Revising sight words	Song: <i>Welcome back to school</i>
References: Learners' book/ Teachers' guide	TG Page 189, Song 1	LB Page 1 TG Page 189, Song 2	TG Page 189, Song 3	LB Page 3 TG Page 189, Song 3	LB Page 3 TG Pages 189 and 190, Songs 2 and 5
Listening and speaking	Greeting and responding to greetings formally; welcoming each other	Listening to teacher read-aloud story; talking about an illustration; predicting content; answering questions	Naming objects beginning with the letter a	Blending words to make sounds; matching words with pictures	Giving and responding to commands
Phonological awareness			Identifying the initial letter sound / a /		
Reading					
Alphabetic principle			Naming objects beginning with the letter a	Naming objects beginning with the letter a	
Vocabulary	<i>Good morning, welcome, fine</i>	<i>Good, morning, welcome, fine</i>	<i>Apple, arrow, ant, axe, animal, and, at, answer; animal</i>	<i>a, ant, and, at, animal, Dan, dad, man, mat; rat, sat, man, ran, pan, am, Ali</i>	<i>man, ant, rat</i>
Fluency and comprehension		Reading a dialogue; answering comprehension questions	Reading words with the initial letter a	Reading words with the initial and medial letter a	Making words with the medial letter a
Writing			Writing words with the initial letter a	Writing words with the medial letter a	Writing words with the medial letter a
Closing the lesson	Welcoming each other back to school	Song: <i>Good morning to you</i>	Song: <i>Show me a</i>	Song: <i>Show me a</i>	Playing a command game

UNIT 1 Week 2: Coming back to school

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend words in a sentence Revise decodable words Bid farewell formally Read words with the initial and medial letter a Say goodbye formally 	<ul style="list-style-type: none"> Blend sounds to make words Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects beginning with the letter b Identify the beginning sound /b/ in words Read words with the initial letter b Write words with the initial letter b 	<ul style="list-style-type: none"> Revise words Blend sounds to make words Read decodable words with the initial letter b Match words and pictures Read decodable sentences 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies
Introduction	Song: <i>Good morning to you</i>	Song: <i>The more we are together</i>	Song: <i>There's a red bird in the tree</i>	Revising sight words	Review one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Page 3 TG Page 189, Songs 1 and 4	LB Page 4 TG Page 190, Songs 5 and 6	LB Page 5 TG Pages 189 and 190, Songs 6 and 7	LB Page 6	
Listening and speaking	Blending words in a sentence	Discussing an illustration; listening to a teacher read-aloud story		Naming things beginning with the letter b ; matching pictures with words	Answering comprehension questions
Phonological awareness	Blending words in a sentence	Blending sounds to make words	Identifying the initial letter sound /b/	Blending sounds to make words	Blending words in a sentence
Reading					
Alphabetic principle			Naming objects beginning with the letter b	Naming things beginning with the letter b	
Vocabulary	<i>mat, rat, sat, man, ran, pan, ant, and, Dan, Ali</i>	<i>dreaming, bird, tree, food, eats</i>	<i>basket, banana, bat, bag, back, baby, basin, bell, bed, belt, boy, book, boot</i>	<i>basket, banana, bat, bag, back, baby, basin, bell, bed, belt, boy, book, boot; bat, bag, bed, Ben, bin, big, bad, ban, Bob</i>	
Fluency and comprehension	Reviewing decodable words	Reading a story; answering comprehension questions	Reading words with the initial letter b	Reading decodable words with the initial letter b	Reading a story; reading decodable sentences
Writing			Writing words with the initial letter b	Writing the correct word for the picture with the initial letter b	
Closing the lesson	Song: <i>Bye-bye! Bye-bye! But not forever!</i>	Song: <i>There's a red bird in the tree</i>	Song: <i>Little brother</i>	Playing a reading game with word cards	Song: <i>Show me a</i>

UNIT 1 • Coming back to school

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- greet each other formally
 - respond to greetings formally
 - welcome each other
 - sing a song

Resources

- Pictures showing people greeting each other
- Learners' book, page 1
- This teachers' guide, page 189, songs 1 and 2

Introduction: Singing a song

10 minutes

Sing with the learners: Good morning to you.

Activity 1.1.1 Greeting each other

20 minutes

Today we will greet each other. I will greet you. You will greet me. Then you will greet your friends.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Point to the class and say:</i> Good morning, children. • <i>Point to yourself and say:</i> Good morning, Sir/Madam. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> How are you? • <i>Repeat 3 or 4 times.</i> • <i>Reply:</i> I am fine, thank you, and how are you? • <i>Repeat 3 or 4 times.</i> 	<ul style="list-style-type: none"> • <i>Point to the class and say:</i> Good morning, children. • <i>Let's say together:</i> Good morning, Sir/Madam. • <i>Let's say together:</i> How are you? • <i>Let's answer:</i> I am fine, thank you, and how are you? • <i>Repeat this 3 or 4 times.</i> • <i>Call two learners to the front and help one to say:</i> Good morning (name). How are you? • <i>Help the other to say:</i> Good morning (name). I am fine, thank you, and how are you? • <i>Repeat with another pair of learners.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask and answer: Good morning (name). How are you? Good morning (name). I am fine, thank you, and how are you? • <i>Move round the class and help where needed.</i> • Now be in pairs. Take turns to ask and answer: Good morning (name). How are you? Good morning (name). I am fine, thank you, and how are you? • <i>Move round the class and help where needed.</i> • <i>Ask some pairs to show the class what they were doing.</i>

..... **Break**

Activity 1.1.2 Welcoming each other back to school**15 minutes**

Now we will welcome each other back to school. I will welcome you. We will welcome each other. Then you will welcome your friends.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say (using gestures):</i> Welcome back to school! • <i>Repeat 3 or 4 times.</i> • <i>Answer:</i> Thank you, Sir/Madam. • <i>Repeat 3 or 4 times.</i> 	<ul style="list-style-type: none"> • Now let's say together: Welcome back to school! • <i>Repeat 3 or 4 times.</i> • Now let's say together: Thank you, Sir/Madam. • <i>Call two learners to the front and help one to say:</i> Welcome back to school. (name)! • <i>Help the other to say:</i> Thank you, (name). • <i>Repeat with another pair of learners.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to welcome each other back to school. • <i>Move round the class to help and encourage the learners.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 1.1.3 Singing a song**10 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:</i> Welcome back to school. Use the same tune as happy birthday. • <i>Point to the learners when you sing:</i> dear learners. • <i>Point to yourself when you sing:</i> dear teacher. 	<ul style="list-style-type: none"> • Let's sing together <i>Welcome back to school.</i> 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Closing the lesson**5 minutes**

Let the learners walk round the class to shake hands and say to each other: How are you (name)? Welcome back to school! Let them respond: Thank you!

UNIT 1 • Coming back to school

Lesson 2

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- discuss an illustration
 - read a dialogue
 - answer comprehension questions

Resources

- Word cards
- Word wall with space for new words
- Chalkboard or chart paper: Dialogue from page 1 of the Learners' book
- Learners' book, page 1
- This teachers' guide, page 189, songs 1 and 2

Introduction: Singing a song

15 minutes

Ask the learners to sing the song: Welcome back to school.

Activity 1.2.1 Discussing an illustration

15 minutes

Today we will talk about a picture. I will talk about the picture. We will talk about the picture. Then you will talk about the picture on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 1. Look at the picture. • Repeat 2 or 3 times as you walk around to make sure that all learners are looking at the picture. • Ask: What do you see in the picture? • Repeat 2 or 3 times. • Answer: I see (a teacher/a boy/a girl/children/desks/chairs/chalkboard). • Repeat each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's look at the picture on page 1. What do you see in the picture? • Let's answer together (<i>point to each item as you name it together</i>): I see a teacher/a boy/a girl/children/desks/chairs/chalkboard. • Repeat each sentence 2 or 3 times with the learners as a whole class, in groups, pairs and as individuals. 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 1 on your own. • Ask the learners: What do you see in the picture? • Let the learners reply as a whole class, in groups, pairs and as individuals.

..... Break

Activity 1.2.2 Reading with the teacher**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard one at a time: Good/morning/welcome/fine. • Read each word 3 times. • Demonstrate the meaning of each word through gestures, pictures or real objects. • Show the learners how to read by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now we will read together. • Read each word at a time with the learners: Good/morning/welcome/fine. • Read each word 2 or 3 times. • Repeat 2 or 3 times with the whole class, in groups, pairs and as individuals. • Help the learners to read the words by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now you will read on your own. • Show the word card or point to each word on the chalkboard one at a time: Good/morning/welcome/fine. • Learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at page 1. • Say: Listen. I will read. • Make sure the learners are on the right page and are ready to listen. • Read the dialogue aloud while the learners listen and follow in their books. • Use different tones for the teacher and Takondwa. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the dialogue. • Say: Move your fingers under the words as you read. • Read the whole dialogue together with the learners. • Repeat 2 or 3 times with the whole class. • Divide the class in half. • Say: Half read with me as teacher; half read as Takondwa. • Then exchange roles. 	<ul style="list-style-type: none"> • Now you will read on your own. Be in pairs and take turns to read as teacher and Takondwa. • Move round to observe and help the learners where needed. • Ask some learner pairs to read to the class.

Activity 1.2.3 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: Who says, "Good morning, Sir"? • Repeat 2 or 3 times. • Answer: Takondwa. • Ask: Who says, "How are you?" • Repeat 2 or 3 times. • Answer: Teacher. • Ask 2 questions about the picture on page 1, for example: How many boys/girls do you see in the picture? • Answer: three boys/three girls. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Let's ask: Who says, "Good morning, Sir"? • Repeat 2 or 3 times. • Let's answer: Takondwa. • Let's ask: Who says, "How are you?" • Repeat 2 or 3 times. • Let's answer: Teacher. • Repeat 2 or 3 times. • Ask 2 questions about the picture on page 1: for example: How many boys/girls are there? • Answer: three boys/three girls. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now answer the questions on your own. • Teacher asks: Who says, "Good morning, Sir?" • Learners answer: Takondwa. • Ask: Who says, "How are you?" • Learners answer: Teacher. • Ask 2 questions about the picture on page 1. • Ask some questions to make sure that the learners understand the dialogue.

Closing the lesson

5 minutes

Sing: Good morning to you.

Success criteria

- Learners must be able to:
- name objects beginning with the letter **a**
 - identify the initial letter sound /a/ in words
 - read words with the initial letter sound /a/
 - write words with the initial letter **a**

Resources

- Real objects, pictures or models of an axe/an apple/an ant/an arrow
- Word cards, letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 2
- This teachers' guide, page 189, song 3

Time needed:
60 minutes



Introduction: Playing a command game

5 minutes

Play Mrs Phiri says with any of the following commands: Stand up, clap hands, greet your friend, hands in the air, sit down.

Activity 1.3.1 Naming objects beginning with the letter a

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners a picture or model of an axe/an apple/an ant/an arrow, one at a time. • Ask: What is this? And answer: It is an axe./It is an apple./It is an ant./It is an arrow. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Show pictures/objects one at a time and say: Let's ask together: What is this? • Let's answer together: It is an axe./It is an apple./It is an ant./It is an arrow. • Repeat with learners 2 or 3 times (whole class, in groups and individually). • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: It is an axe./It is an apple./It is an ant./It is an arrow. 	<ul style="list-style-type: none"> • Now open your books at page 2. In pairs, take turns to point to a picture and ask: What is this? • And answer: It is an axe./It is an apple./It is an ant./It is an arrow.

Activity 1.3.2 identifying the initial letter sound /a/ in words**15 minutes**

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

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

..... **Break**

Activity 1.3.3 Reading words with the initial letter a**10 minutes**

Now we will read words that begin with the letter **a**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Show the word cards with the following words, or write them on the chalkboard, one at a time: and/answer/at/animal.</i> • <i>Read each word 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read with learners the following words one at a time: and/answer/at/animal.</i> • <i>Repeat each word 2 or 3 times with the whole class, groups and individuals.</i> 	<ul style="list-style-type: none"> • Now you will read on your own. • Now be in pairs. Open your books at page 2. • Take turns to read all the words on the page. • <i>Move round to observe and help the learners where necessary.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 1.3.4 Writing words with the initial letter a**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: an axe.  <ul style="list-style-type: none"> • Read: an axe moving a pointer under the letters as you read. • Repeat 2 or 3 times. • Do the same with: an ant/an apple/an arrow. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word axe on the chalkboard and say: Let's write an axe in the air. • Together with the learners, write an axe in the air. • Do the same for an ant/an apple/an arrow. 	<ul style="list-style-type: none"> • Now you write on your own. • Now open your books at page 2. Write the words on your own in your exercise books. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written.

Closing the lesson**5 minutes**

Sing with the learners, pointing at words in the classroom starting with **a**: Show me **a**.

UNIT 1 • Coming back to school

Lesson 4

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - read decodable words
 - match words with pictures

Resources

- Real objects, pictures or models of man/ant/mat
- Word cards
- Learners' book, page 3
- This teachers' guide, page 189, song 3

Introduction: Revising sight words

5 minutes

Show the word cards with the following words one at a time and in random order for the learners to read: an axe, an apple, an ant, an arrow. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 1.4.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /m/ /a/ /n/. The word is <i>man</i>. • Listen: /m/ /a/ /t/. The word is <i>mat</i>. • Listen: /s/ /a/ /d/. The word is <i>sad</i>. <div data-bbox="172 1323 507 1518" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>This is a phonological awareness activity. Do not write or read the words.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. • Then you will say the word with me. • Say: /m/ /a/ /n/. What is the word? • Teacher and learners say: <i>man</i>. • Repeat 2 or 3 times. • Do the same for <i>mat/sad</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /m/ /a/ /n/. • Learners say: <i>man</i>. • Repeat 2 or 3 times. • Do the same for <i>mat/sad</i>. • Have the learners repeat in groups, in pairs and as individuals.

Activity 1.4.2 Reading decodable words

15 minutes

Now we will read words. I will read words. We will read words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the following words on the chalkboard: <i>mat, rat, sat, man, ran, pan, ant, and, Dan, Ali</i>. • Read each word at a time, moving the pointer under each letter. 	<ul style="list-style-type: none"> • Now we will read together. • Point to the first word and say: Let's read the word together: <i>mat</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 3. Read the words in Box 1 on your own. • Move round to observe and help the learners where needed.

- Now write on the chalkboard the following word: mat.
- Sound out each letter sound as you move the pointer under it like this: /m/ /a/ /t/, /m/ /a/ /t/.
- Then read each word at a normal pace.
- Repeat 2 or 3 times.
- Do the same for: rat, sat, man, ran, pan, ant, and, Dan, Ali.

- Say: Now let's read the next word together: rat.
- Repeat 2 or 3 times.
- Do the same for: sat, man, ran, pan, ant, and, Dan, Ali.
- Repeat as a whole class, in groups and as individuals.

- Ask one or two learners to read to the class.

Break

Activity 1.4.3 Matching words with pictures

20 minutes

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. Then you will match pictures with words on your own. Then you will write words.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a man on the chalkboard. To the right of the drawing, write in a vertical column: man/sat/ran. • Read the words as you point to the drawing and say: This is not sat. This is not ran. This is a man. • Repeat 2 or 3 times. • Write under the drawing the word: man. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books on page 3. • Say: Point to Picture 1 in Box 2. • Ask: What is this? • Let's answer together: This is a man. • Let's read the words to find man: man/sat/ran. • Repeat 2 or 3 times. • Let's write the word: man. • Call a learner to the front to write the word man on the chalkboard. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark the learners' work. • Now write the correct word for Pictures 2 and 3. • Move round to observe, mark the learners' work and help where needed. • Ask some learners to read their answers to the class.

Closing the lesson

10 minutes

Sing with the learners: Show me a.

UNIT 1 • Coming back to school

Lesson 5

Time needed:
60 minutes



Success criteria

Learners must be able to:

- read words with the medial letter **a**
- write words with the medial letter **a**
- sing a song

Resources

- Pictures of hat/rat/cat/mat, with words underneath
- Word chart, with h/r/c/m on the left and __at on the right (written before the lesson)
- Chalkboard: tree with words as fruits: mat/man/ran/rat/pan/cat (written before the lesson)
- Learners' book, page 3
- This teachers' guide, pages 189 and 190, songs 2 and 5

Introduction: Singing a song

10 minutes

Have the learners sing: Welcome back to school.

Activity 1.5.1 Reading words with the medial letter a

20 minutes

Now we will make and read more words with the letter **a**. I will make and read words with the letter **a**. We will make and read words with the letter **a** together. Then you will make and read words with the letter **a** on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none">• Show the pictures of hat, rat, cat and mat with words under each picture.• Point to the words under each picture one at a time.• Read each word 2 or 3 times: hat, rat, cat, mat.• Read: h-a-t, hat. r-a-t, rat. c-a-t, cat. m-a-t, mat.• Write on the chalkboard: h r c __at m• Show the learners how to use the letter h at the beginning of __at to make the word hat.• Do the same for rat/cat/mat.	<ul style="list-style-type: none">• Now we will read together: h-a-t, hat. r-a-t, rat. c-a-t, cat. m-a-t, mat.• Randomly point to h/r/c/m/ in the substitution table and read with the learners.• Let's add the letter h at the beginning of __at to make the word hat.• Do the same for rat/cat/mat.	<ul style="list-style-type: none">• Now I will point to the words and you will read on your own.• Point to the words in random order.• Ask the learners to read the words as a whole class, in groups, in pairs and individually.

Break

Activity 1.5.2 Reading and writing words with the medial letter a**20 minutes**

Now we will read and write words. I will read and write the words. We will read and write the words together. Then you will read and write the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a tree on the chalkboard and as "fruits" write: mat/man/ran/rat/pan/cat. • Read: m-a-t, mat. • Then read: m-a-n, man; r-a-n, ran; r-a-t, rat; p-a-n, pan; c-a-t, cat. • Draw two columns on the chalkboard, one for words ending in __an and the other for words ending in __at. • Write and read all the __an words in one column. • Write and read all the __at words in the other column. • Erase the words in the columns, leaving only __an and __at at the top. 	<ul style="list-style-type: none"> • Now we will read together. • Point to each word in the tree, and read with the learners in groups, in pairs and individually. • Now let's read the words and write each one in the correct column. • Let's read: man. • Which list does it go in? Let the learners tell you in which column to write man. • Do the same with: mat, ran, rat, pan, cat. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 3. • Point to the tree and read the words. • Now open your exercise books. Draw 2 columns and label them __an and __at. (You may have to Show the learners on the chalkboard.) • Copy the words in the correct column. • Move round to observe, mark the learners' work and help where needed. • Let some readers show the class what they were doing.

Activity 1.5.3 Singing a song**5 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Sing: The more we are together. As you sing, use gestures to show the meaning of the song. 	<ul style="list-style-type: none"> • Let's sing the song together. As we sing, we hold hands with our friends. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own while you hold hands.

Closing the lesson**5 minutes**

Play Mrs Phiri says. Ask some learners to command the class.

UNIT 1 • Coming back to school

Lesson 6

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend words in a sentence
 - revise decodable words
 - read words with the initial and medial letter **a**
 - say goodbye formally

Resources

- Word cards
- Learners' book, page 3
- This teachers' guide, page 189, songs 1 and 4

Introduction: Singing a song

5 minutes

Ask the learners to sing: *Good morning to you.*

Activity 1.6.1 Blending words in a sentence

10 minutes

Today we will say some words to make sentences. I will say some words to make a sentence. We will say some words to make a sentence. Then you will say some words to make a sentence.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Listen. <i>Say each word in the sentence separated by a pause.</i> Welcome_back_to_school. • <i>Then say the sentence at a normal pace. The sentence is:</i> Welcome back to school. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with:</i> How_are_you? The sentence is: How are you? • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now I will say the words. Then you will say the sentence with me. • Welcome_back_to_school. <i>Say:</i> The sentence is _____. (<i>Teacher and learners say: Welcome back to school.</i>) • <i>Say:</i> How_are_you? The sentence is _____. (<i>Teacher and learners say: How are you?</i>) 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence. • Listen: How_are_you? What is the sentence? (<i>Learners say: How are you?</i>) • Listen: Welcome_back_to_school. What is the sentence? (<i>Learners say: Welcome back to school.</i>) • <i>Repeat with groups, pairs and individuals.</i>

Activity 1.6.2 Revising decodable words**15 minutes**

Now we will read words. I will read words. We will read words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following words on the chalkboard: mat, rat, sat, man, ran, pan, ant, and, Dan, Ali. • Read each word 2 or 3 times. • Move the pointer under each letter. • Now write on the chalkboard the following word: mat. • Sound out each letter sound as you move the pointer under it like this: /m/ /a/ /t/, /m/ /a/ /t/. • Then read each word at a normal pace. • Repeat 2 or 3 times. • Do the same for: rat, sat, man, ran, pan, ant, and, Dan, Ali. 	<ul style="list-style-type: none"> • Now we will read together. • Point to the first word and say: Let's read the word together: mat. • Repeat 2 or 3 times. • Say: Now let's read the next word together: rat. • Repeat 2 or 3 times. • Do the same for: sat, man, ran, pan, ant, and, Dan, Ali. • Repeat as a whole class, in groups and as individuals. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 3. Read the words in Box 1 on your own. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

..... **Break**

Activity 1.6.3 Reading words with the initial and medial letter a**15 minutes**

Now we will play a word scratch-off game.

 Teacher + Learners 
<ul style="list-style-type: none"> • Write the following decodable words on the chalkboard: hat, rat, cat, mat, at, an, man, mat, am, dad, ant, and, Ali. • Say: Now we will read together: hat, rat, cat, mat, at, an, man, mat, am, dad, ant, and, Ali. • Say: Open your exercise books and write any 4 of these words. • Move round to check that the learners are writing 4 words in any order from the list. • Now we will play word scratch-off! I will read the words in any order. When any of the words I read is your word, scratch it off. When all your words are scratched off, shout Bingo! And then read the words that you chose. • Ask one or two other learners to read the words that they chose. • If there is time, do another round, with the learners choosing different words.

Activity 1.6.4 Saying good-bye formally**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Pretend to be going out of the class and say: Good-bye learners! (Wave your hand at learners as you go.)</i> 	<ul style="list-style-type: none"> • <i>Call one group to the front.</i> • <i>Say to the group: Let's wave our hands and say: Good-bye together.</i> • <i>Tell the group to pretend to go out while saying: Good-bye teacher! Good-bye learners (waving their hands to the teacher and then to the class).</i> • <i>Teacher and class say: Good-bye learners (waving their hands)!</i> • <i>Repeat with two more groups.</i> 	<ul style="list-style-type: none"> • <i>Now be in groups. Take turns to say good bye to each other.</i> • <i>Move round the class to observe and help the learners where necessary.</i> • <i>Invite two groups to show the class what they were doing.</i>

Closing the lesson**5 minutes**

Sing with the learners: Bye-bye! Bye-bye! But not forever!

Success criteria

Learners must be able to:

- blend sounds to make words
- discuss an illustration
- read a story
- answer comprehension questions

Resources

- Word cards
- Observation checklist
- Word wall with space for new words
- Chalkboard or chart paper: Sentences from page 4 of the Learners' book (written before the lesson)
- Learners' book, page 4
- This teachers' guide, page 190, songs 5 and 6

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing: The more we are together.

Activity 1.7.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /m/ /a/ /n/. The word is <i>man</i>. • Repeat 2 or 3 times. • Say: /s/ /a/ /t/. The word is <i>sat</i>. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds and we will say the words together. • Say: /m/ /a/ /n/. What is the word? (<i>Teacher and learners say: man.</i>) • Do the same for /s/ /a/ /t/. • Repeat 2 to 3 times with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /m/ /a/ /n/. What is the word? (<i>Learners say: man.</i>) • Repeat 2 to 3 times. • Do the same with /s/ /a/ /t/. • Repeat with groups, pairs and individuals.

Activity 1.7.2 Discussing an illustration

15 minutes

Today we will talk about pictures. I will talk about the pictures. We will talk about the pictures together. Then you will talk about the pictures.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 4. Look at the first picture. • Repeat 2 to 3 times as you walk around to make sure that all learners are at the right page. • Ask: What do you see in the first picture? 	<ul style="list-style-type: none"> • Say: Look at the first picture on page 4. What do you see in the picture? • Let's answer together: (<i>pointing to Picture 1</i>) I see a boy sleeping in a bed. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask and answer about the pictures. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Answer, while pointing to the picture: I see a boy sleeping in a bed. • Repeat 2 or 3 times. • Do the same with the other 3 pictures. 	<ul style="list-style-type: none"> • Do the same with the other 3 pictures. • Call two learners to the front. Help one learner to ask about Picture 1: What do you see in the picture? • Help the other to answer: I see a bird. • Do the same with the other 3 pictures. • Repeat with another pair of learners. 	

Break

Activity 1.7.3 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard: dreaming/ bird/tree/food/eats. • Read each word 2 or 3 times. • Explain the meaning of the words with gestures, pictures, real items or as an example in a sentence. • Show the learners how to read by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Say: Now we will read the words together. • Read each word one at a time with the learners: dreaming/ bird/tree/food/eats. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read words on your own. • Show the word card or point to each word on the chalkboard for learners to read as a whole class, in groups, in pairs and individually. • Say the words one at a time and have the learners mime the actions or point to the picture in the book. Dreaming/bird/tree/ food/eats.
<ul style="list-style-type: none"> • Say: Open your books at page 4. • Say: Listen. I will read. • Make sure the learners are on the right page and are ready to listen. • Read the story aloud while the learners listen and follow in their books. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now let's read the words together. • Say: put your finger under the first word of the story. Move your fingers under the words as we read. • Read the story together with the learners. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now it is your turn to read on your own. • Be in pairs and take turns to read the story. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

Activity 1.7.4 Answering comprehension questions**10 minutes**

Now we will answer questions about the story. I will answer some questions. We will answer questions together. You will answer questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Ask:</i> What is the boy's name? • <i>Answer:</i> His name is Bauleni. • <i>Repeat the question and answer 2 or 3 times.</i> • <i>Ask:</i> What is Bauleni doing? • <i>Answer:</i> He is sleeping/dreaming. • <i>Repeat question and answer 2 or 3 times.</i> • <i>Ask:</i> What does the bird do? • <i>Answer:</i> The bird eats the food. • <i>Repeat the question and answer 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's ask and answer questions together. • <i>Say:</i> Let's ask: What is the boy's name? • Let's answer together: His name is Bauleni. • <i>Repeat the question and answer 2 or 3 times.</i> • Let's ask: What is Bauleni doing? • Let's answer: He is sleeping/dreaming. • <i>Repeat the question and answer 2 or 3 times.</i> • Let's ask: What does the bird do? • Let's answer: The bird eats the food. • <i>Repeat the question and answer 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now I will ask the questions and you will answer on your own. • <i>Ask:</i> What is the boy's name? (<i>Learners answer:</i> The boy's name is Bauleni.) • <i>Ask:</i> What is Bauleni doing? (<i>Learners answer:</i> He is sleeping/dreaming.) • <i>Ask other questions to make sure the learners understand the story.</i>

Closing the lesson**5 minutes**

Have the learners sing (to the tune of Green girl in the ring): There's a red bird in the tree.

UNIT 1 • Coming back to school

Lesson 8

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **b**
 - identify the beginning sound /**b**/ in words
 - read words with the initial letter **b**
 - write words with the initial letter **b**

Resources

- Real objects, pictures or models of a basket/a banana/a bat/a bag
- Word cards with **b** words, letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 5
- This teachers' guide, page 190, songs 6 and 7

Introduction: Singing a song

5 minutes

Sing (to the tune of Green girl in the ring): There's a red bird in the tree.

Activity 1.8.1 Naming objects beginning with the letter b

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 or model of these objects one at a time: a basket/a banana/a bat/a bag. • Ask: What is this? • Answer: It is a basket./It is a banana./It is a bat./It is a bag. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Show pictures /objects one at a time and say: Let's ask together: What is this? • Let's answer together: It is a basket./It is a banana./It is a bat./It is a bag. • Repeat with the learners several times (whole class, in groups and individually). • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: It is a basket./It is a banana./It is a bat./It is a bag. 	<ul style="list-style-type: none"> • Now open your books at page 5. In pairs, take turns to ask: What is this? And answer: It is a basket./It is a banana./It is a bat./It is a bag. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 1.8.2 Identifying the initial letter sound /b/ in words**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> The sound is /b/. The first word is <i>bat, bat</i>. <i>Bat</i> begins with /b/. So, I point my thumb up (<i>demonstrate this action</i>). The next word is <i>apple, apple</i>. <i>Apple</i> does not begin with /b/. So I point my thumb down. The next word is <i>basket, basket</i>. <i>Basket</i> begins with /b/. So I point my thumb up. 	<ul style="list-style-type: none"> Let's say /b/ together: /b/, /b/. (<i>Repeat with the learners several times.</i>) Now I will say a word. If it begins with /b/, we point our thumbs up. If it does not begin with /b/, we point our thumbs down. Say: band, band (<i>teacher and learners point thumbs up</i>). Axe, axe (<i>teacher and learners point thumbs down</i>). Continue with other examples (bat, ant, boy, cat, etc.). 	<ul style="list-style-type: none"> Now I will say a word. If it begins with /b/, point your thumbs up. If it does not begin with /b/, point your thumbs down: Say: insect (<i>learners put thumbs down</i>). Continue with other examples (bat, ant, boy, cat, etc.).

..... **Break**

Activity 1.8.3 Reading words with the initial letter b**10 minutes**

Now we will read words that begin with the letter **b**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Show the word cards with the following words or write them on the chalkboard, one at a time: back, baby, basin, bell, bed, belt, boy, book, boot. Hold up the card or point to the word on the chalkboard as you read. Read each word 2 or 3 times. 	<ul style="list-style-type: none"> Now we will read together. Hold up the card or point to the chalkboard as you read with the learners the following words one at a time: back, baby, basin, bell, bed, belt, boy, book, boot. Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> Now you will read on your own. Be in pairs. Open your books at page 5. Take turns to read all the words on the page. Move round to observe and help the learners where necessary. Ask some pairs to read to the class.

Activity 1.8.4 Writing words with the initial letter b

15 minutes

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: a bat.  <ul style="list-style-type: none"> • Read while moving a finger under the letters: a bat. • Repeat 2 or 3 times. • Do the same for: banana/ basket/bag. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word bat on the chalkboard and say: Let's write bat in the air. • Together with the learners, write bat in the air. • Do the same for: banana/ basket and bag. 	<ul style="list-style-type: none"> • Now open your books at page 5 and write the words in your exercise books. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written in their exercise books.

Closing the lesson

5 minutes

Ask the learners to sing: Little brother.

Success criteria

- Learners must be able to:
- blend sounds to make words
 - read decodable words
 - match words with pictures
 - read decodable sentences

Resources

- Pictures or real objects of bat/bag/bed/Ben/big
- Learners' book, page 6

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Show the word cards with the following words one at a time and in random order for the learners to read: a basket/a banana/a bat/a bag. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 1.9.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I say the sounds and you will make the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /b/ /a/ /t/. The word is <i>bat</i>. • Repeat 2 or 3 times. • Say: /b/ /e/ /d/. The word is <i>bed</i>. • Repeat 2 or 3 times. • Say: /b/ /i/ /g/. The word is <i>big</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds and you will say the word with me. • Say: /b/ /a/ /t/. What the word? (Teacher and learners say: bat.) • Repeat 2 or 3 times. • Do the same for bed/big/bat. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Say: /b/ /a/ /t/. What is the word? (Learners say: bat.) • Say: /b/ /e/ /d/. What is the word? (Learners say: bed.) • Do the same for big/bat. • Repeat with groups, pairs and individuals.

Activity 1.9.2 Reading decodable words

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the following words one at a time: mat, ran, and, Ali. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="172 725 507 878" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>This is revision so do not spend too long on these words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: bat. • Sound out each letter sound as you move the pointer under it like this: b a t. • Then read the word at the normal pace: bat. • Repeat 2 or 3 times. • Do the same, one at a time for: bag, bed, Ben, bin, big, bad, ban and Bob. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: mat, ran, and, Ali. • Read each word 2 or 3 times 3 as a whole class, in groups, in pairs and individually. • Say: Now let's read together: b a t, bat. • Repeat 2 or 3 times. • Do the same with: bag, bed, Ben, bin, big, bad, ban, Bob. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 6. Read again the words in Box 1 on your own. • Now read the words in the Box 2. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

..... Break

Activity 1.9.3 Matching words with pictures**10 minutes**

Now we will match words with pictures. I will match words with pictures. We will match words with pictures together. Then you will match words with pictures on your own. Then you will write words.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Use the Learners' book, page 6 for this activity. For Picture 1, draw a bat on the chalkboard. To the right of the drawing write the words: bad, bin, bat. • Point to the drawing of the bat and ask: What is this? Read the words and say: This is not bad. This is not a bin. This is a bat. • Repeat 2 or 3 times. • Now write bat under the drawing. • Repeat the word 2 or 3 times. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your books at page 6. • Let's point to Picture 1 and ask: What is this? • Let's answer: This is not bad. This is not a bin. This is a bat. • Lets write the word: bat. • Call a learner to the front to write bat on the chalkboard. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe, mark the learners' work and help where needed. • Say: Now write the correct word for Pictures 2 and 3. • Ask some learners to read their answers to the class.

Activity 1.9.4 Reading decodable sentences**10 minutes**

Now we will read sentences. I will read the sentences. We will read sentences together. Then you will read sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: Ben is a man. • Move the pointer under each word as you read. • Read the sentence twice. • Write the next sentence on the chalkboard: Ben is a big man. • Read the sentence twice. 	<ul style="list-style-type: none"> • Say: Lets read together. • Move the pointer under each word as you slowly read with the learners: Ben_is_a_man. • Repeat 2 or 3 times. • Move the pointer under each word as you slowly read with the learners: Ben_is_a_big_man. • Repeat 2 or 3 times. • Then read both sentences together with the learners. 	<ul style="list-style-type: none"> • Say: Open your books at page 6. • Be in pairs. Take turns to read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading.

Closing the lesson**10 minutes**

Quickly divide the class in half (left side/right side) to play a reading game Use word cards that have words starting with the initial letter **b**. Hold up each word card one at a time. Learners must raise their hands to read the word. Each group gets a point if they read the word correctly.

UNIT 1 • Coming back to school

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 1. 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 31.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• greet and respond to each other formally	2	
• welcome each other	3	
• sing a song	2, 3, 4, 6, 9, 11, 12, 14, 16, 17, 19, 20, 22, 27, 30	
• discuss an illustration	4, 17–18, 19	1, 4
• read a dialogue	5	1
• answer comprehension questions	6, 19, 29	
• name objects beginning with the letter a	7	2
• identify the initial letter sound / a / in words	8	
• read words with the initial letter sound / a /	8	2, 3
• write words with the initial letter a	9	
• blend sounds to make words	10, 17, 23	
• read decodable words with the letter a	8	3
• read decodable sentences	25	8
• match words with pictures	11, 25	3, 6
• read words with the medial letter a	12, 13	3
• write words with the medial letter a	13	3
• blend words in a sentence	14, 27	
• revise decodable words	14	3, 6
• read words with the initial and medial letter a	15	
• say good-bye formally	16	
• read a story	18, 28	4
• name objects beginning with the letter b	20	5
• identify the beginning sound / b / in words	21	
• read words with the initial letter b	21	5
• write words with the initial letter b	22	5
• revise words	23	
• read decodable words with the initial letter b	24	6
• read decodable sentences with words with the initial letter b	25	6

Revising

In this lesson, you will revise the activities done in Days 1–9. Learners will practise these activities to master the skills of blending words in a sentence, reading with the teacher, answering questions and reading sentences.

Informal assessment

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

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

Introduction: Singing a song

5 minutes

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

Activity 1.10.1 Blending words in a sentence

10 minutes

I will say some words to make a sentence. We will say some words to make a sentence. Then you will say some words to make a sentence.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Listen. Say each word in the sentence separated by a pause. Welcome_back_to_school. • Then read the sentence at a normal pace. The sentence is: Welcome back to school. • Repeat 2 or 3 times. • Do the same with: How_are_you? The sentence is: How are you? • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the words. Then you will say the sentence with me. • Welcome_back_to_school. Say: The sentence is _____. (Teacher and learners say: Welcome back to school.) • Say: How_are you? The sentence is _____. (Teacher and learners say: How are you?) 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence. • Listen: How_are_you? What is the sentence? (Learners say: How are you?) • Listen: Welcome_back_to_school. What is the sentence? (Learners say: Welcome back to school.) • Repeat with groups, pairs and individuals.

Activity 1.10.2 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard: dreaming/ bird/tree/food/eats. • Read each word 2 or 3 times. • Explain the meaning of the words with gestures, pictures, real items or as an example in a sentence. • Show the learners how to read by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Say: Now we will read the words together. • Read each word one at a time with the learners: dreaming/ bird/tree/food/eats. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read words on your own. • Show the word card or point to each word on the chalkboard for learners to read as a whole class, in groups, in pairs and individually. • Say the words one at a time and have the learners mime the actions or point to the picture in the book: dreaming/bird/tree/ food/eats.
<ul style="list-style-type: none"> • Say: Open your books at page 4. • Say: Listen. I will read. • Make sure the learners are on the right page and are ready to listen. • Read the story aloud while the learners listen and follow in their books. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now let's read the words together. • Say: put your finger under the first word of the story. Move your fingers under the words as we read. • Read the story together with the learners. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now it is your turn to read on your own. • Be in pairs and take turns to read the story. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

..... **Break**

Activity 1.10.3 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer some questions. We will answer questions together. You will answer questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the boy's name? • Answer: His name is Bauleni. • Repeat the question and answer 2 or 3 times. • Ask: What is Bauleni doing? • Answer: He is sleeping/ dreaming. • Repeat question and answer 2 or 3 times. • Ask: What does the bird do? • Answer: The bird eats the food. • Repeat the question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's ask and answer questions together. • Say: Let's ask: What is the boy's name? • Let's answer together: His name is Bauleni. • Repeat the question and answer 2 or 3 times. • Let's ask: What is Bauleni doing? • Let's answer: He is sleeping/ dreaming. • Repeat the question and answer 2 or 3 times. • Let's ask: What does the bird do? • Let's answer: The bird eats the food. • Repeat the question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will ask the questions and you will answer on your own. • Ask: What is the boy's name? (Learners answer: The boy's name is Bauleni.) • Ask: What is Bauleni doing? (Learners answer: He is sleeping/dreaming.) • Ask other questions to make sure the learners understand the story.

Activity 1.10.4 Read decodable sentences with words with the initial letter b 15 minutes

Now we will read sentences. I will read the sentences. We will read sentences together. Then you will read sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: Ben is a man. • Move the pointer under each word as you read. • Read the sentence twice. • Write the next sentence on the chalkboard: Ben is a big man. • Read the sentence twice. 	<ul style="list-style-type: none"> • Say: Lets read together. • Move the pointer under each word as you slowly read with the learners: Ben_is_a_man. • Repeat 2 or 3 times. • Move the pointer under each word as you slowly read with learners: Ben_is_a_big_man. • Repeat 2 or 3 times. • Then read both sentences together with the learners. 	<ul style="list-style-type: none"> • Say: Open your books at page 6. • Be in pairs. Take turns to read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading.

Assessment of Unit 1 

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

Is the learner able to:	Excellent	Good	Average	Needs support
greet each other formally?				
respond to greetings formally?				
welcome each other?				
sing a song?				
discuss an illustration?				
read a dialogue?				
answer comprehension questions?				
name objects beginning with the letter a ?				
identify the initial letter sound / a / in words?				
read words with the initial letter sound / a /?				
write words with the initial letter a ?				
blend sounds to make words?				
read decodable words with the letter a ?				
read decodable sentences?				
match words with pictures?				
read words with the medial letter a ?				
write words with the medial letter a ?				
blend words in a sentence?				
revise decodable words?				
read words with initial and medial letter a ?				
say goodbye formally?				
read a story?				
name objects beginning with the letter b ?				
identify the beginning sound / b / in words?				
read words with the initial letter b ?				
write words with the initial letter b ?				
revise words?				
read decodable words with the initial letter b ?				
read decodable sentences with words with the initial letter b ?				

UNIT 2 Lesson planner

UNIT 2 Week 1: My friends

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend words in a sentence Greet each other and respond casually Read decodable sentences 	<ul style="list-style-type: none"> Blend words in a sentence Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects with the initial letter c Identify the initial letter sound /k/ in words Read sight words with the initial letter c Write words with the initial letter c 	<ul style="list-style-type: none"> Segment words in a sentence Read words ending with -ck Match words with pictures Read decodable sentences 	<ul style="list-style-type: none"> Segment words in a sentence Say where things are Complete sentences using prepositions
Introduction	A command game	Song: <i>The more we are together</i>	Song: <i>Show me b</i>	Revising sight words	Greeting chain game
References: Learners' book/ Teachers' guide	LB Page 6 TG Page 189, Song 4	LB Page 7 TG Page 190, Songs 5 and 8	LB Page 8 TG Page 189, Song 3	LB Page 9 TG Page 190, Song 7	LB Page 10
Listening and speaking	Greeting each other casually; bidding farewell casually	Talking about an illustration; answering comprehension questions	Naming objects beginning with the letter c	Matching pictures with words	Saying where things are
Phonological awareness	Blending words in a sentence	Blending words in a sentence	Identifying the initial letter sound /k/	Segmenting words in a sentence; learning -ck ending	Segmenting words in a sentence
Reading					
Alphabetic principle			Naming objects beginning with the initial letter c	Read words with -ck	
Vocabulary	<i>bat, bag, Ben, bell, bed, belt</i>	<i>what's, hello, name</i>	<i>cat, car, cow, clock, candle, camera, cake, cage, cable, comb, cock, coin</i>	<i>cat, cap, cock, cot, cob, can, cack, clock, back; kick, back, sack, clock</i>	
Fluency and comprehension	Reading decodable sentences	Reading a story; answering comprehension questions		Reading decodable sentences	Completing sentences using prepositions
Writing			Writing words with the initial letter c		Completing sentences using prepositions
Closing the lesson	Song: <i>Bye-bye! Bye-bye! But not forever!</i>	Song: <i>What's your name?</i>	Song: <i>Show me c</i>	Song: <i>Little brother</i>	Using prepositions to say where objects are

UNIT 2 Week 2: My friends

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Introduce oneself Revise decodable sentences 	<ul style="list-style-type: none"> Blend sounds into words Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Blend sounds into words Name objects with the initial letter d Identify the initial letter sound /d/ in words Read words with the initial letter d Write words with the initial letter d 	<ul style="list-style-type: none"> Segment words in a sentence Read words with double letters Match words with pictures Read decodable sentences 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies
Introduction	Playing a command game	Song: <i>Clap your hands</i>	Song: <i>The more we are together</i>	Revising sight words	Review one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Page 9 TG Page 190, Song 8	LB Page 11 TG Pages 190 and 191, Songs 5 and 9	LB Page 12 TG Pages 189 and 190, Songs 3 and 5	LB Page 13 TG Page 191, Song 10	
Listening and speaking	Introducing oneself	Discussing an illustration; answering comprehension questions	Identifying objects beginning with the letter d	Matching pictures with words	Answering comprehension questions
Phonological awareness	Blending sounds into words	Blending sounds into words	Blending sounds into words; identifying the initial letter sound /d/	Segmenting words in a sentence; learning that double consonants (ss/ll/dd) have a single sound	Blending words in a sentence
Reading					
Alphabetic principle			Naming objects beginning with the initial letter d		
Vocabulary	<i>My name is ____.</i> <i>I live at ____.</i>		<i>desk, doll, dog, doctor, driver, drum, day, duck, dig, down, dance, dress</i>	<i>has, the, run</i>	
Fluency and comprehension	Revising decodable sentences	Reading a story; answering comprehension questions	Reading words with the initial letter d	Reading words with double letters; reading decodable sentences	Reading a story; reading decodable sentences
Writing			Writing words with the initial letter d	Writing decodable words	
Closing the lesson	Song: <i>What's your name?</i>	Song: <i>The more we are together</i>	Song: <i>Show me d</i>	Song: <i>I like school</i>	Song: Any from unit

UNIT 2 • My friends

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend words in a sentence
 - greet each other and respond casually
 - read decodable sentences

Resources

- Pictures of people greeting each other
- Pictures of people bidding farewell
- Observation checklist
- Chart paper: Words and sentences copied from Learners' book, page 6
- This teachers' guide, page 189, song 4

Introduction: Playing a command game

5 minutes

Play a command game with any of the following commands: Stand up, clap hands, greet your friend, hands in the air, sit down.

Activity 2.1.1 Blending words in a sentence

10 minutes

Today we will join words to make a sentence. I will join words to make a sentence. We will join words to make a sentence. Then you will join words to make a sentence on your own.

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="177 1151 507 1417"> <p> Teacher tip</p> <p>This is a phonological awareness activity. It involves listening and responding. Do not write the words or sentence.</p> </div> <ul style="list-style-type: none"> • Listen: Welcome_back_to_school. • Then say at normal speed: The sentence is: Welcome back to school. • Repeat the sentence 2 or 3 times. • Say: Thank_you_sir. The sentence is: Thank you, sir. <div data-bbox="177 1823 507 2011"> <p> Teacher tip</p> <p>Pause between each word. You may hold up one finger as you say each word.</p> </div>	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence with me. • Welcome_back_to_school. What is the sentence? • Teacher and learners say: Welcome back to school. • Repeat the sentence 2 or 3 times. • Say: Thank_you_sir. • Let's say the sentence together: Thank you, sir. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence. • Welcome_back_to_school. What is the sentence? • Learners say: Welcome back to school. • Repeat 2 or 3 times. • Say: Thank_you_sir. • Learners say: Thank you, sir. • Repeat with groups, pairs and individuals.

Activity 2.1.2 Greeting each other casually

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Point to the class and say:</i> Hello, children. How are you? • <i>Point to yourself and say:</i> Hello, Sir/Madam. I am fine. How are you? • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Point to the class and say:</i> Hello, children. How are you? • <i>Say:</i> Let's say together: Hello, Sir/Madam. I am fine. How are you? • <i>Repeat this 2 or 3 times.</i> • <i>Call two learners to the front and help one to say:</i> Hello, (name). How are you? • <i>Help the other to say:</i> Hello, (name). I am fine. How are you? • <i>Repeat with another pair of learners.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask and answer: Hello, (name). How are you? Hello, (name). I am fine. How are you? • <i>Move round the class and help the learners where needed.</i> • <i>Ask some pairs to show the class what they were doing.</i>

..... **Break**

Activity 2.1.3 Bidding farewell casually

10 minutes

Now we will learn how to bid farewell to each other. I will bid farewell to you. We will bid farewell to each other. Then you will bid farewell to your friends.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Pretend to leave the classroom using gestures. Say to the class:</i> Bye-bye, children! • <i>Answer:</i> Bye-bye, teacher! • <i>Repeat this 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Bye-bye, children! • Now let's say together: Bye-bye, teacher! • <i>Repeat 2 or 3 times.</i> • <i>Call two learners to the front. Help one to say:</i> Bye-bye, (name)! • <i>Help the other to answer:</i> Bye-bye, (name). • <i>Repeat this with other 2 or 3 pairs of learners.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to say bye bye to each other. • <i>Ask some pairs to show the class what they were doing.</i>

Activity 2.1.4 Reading decodable sentences**15 minutes**

Now we will read words and sentences. I will read words and sentences. We will read words and sentences together. Then you will read words and sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on word cards or on the chalkboard: Ben, big, man. • For each word, say each letter sound as you move a pointer under the word. • Then read at a normal pace. • Repeat 2 or 3 times. • Read the sentences on the chalkboard: <ul style="list-style-type: none"> Ben is a man. Ben is a big man. • Read the sentences moving the pointer under each word as you read. 	<ul style="list-style-type: none"> • Now let's read the words together: <i>Ben, big, man.</i> • Repeat 2 or 3 time with the whole class, groups, pairs and individuals. • Say: Now let's read the sentences together. Ben, big, man. <ul style="list-style-type: none"> Ben is a man. Ben is a big man. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 6. • Take turns to read the words and sentences. • Move round to observe and help the learners as needed. • Ask some pairs to read the words and sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading—e.g.: What is the man's name? Is he big or small?

Closing the lesson**5 minutes**

Sing with the learners: Bye-bye! Bye-bye! But not forever!

Success criteria

- Learners must be able to:
- blend words in a sentence
 - discuss an illustration
 - read a story
 - answer comprehension questions

Resources

- Pictures
- Word cards
- Learners' book, page 7
- This teachers' guide, page 190, songs 5 and 8

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing the song: The more we are together.

Activity 2.2.1 Blending words in a sentence

10 minutes

Now we will put words together to make a sentence. I will say the words. Then I will say the sentence. I will say the words, and we will say the sentence together. Then I will say the words, and you will say the sentence on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: Ben_is_a_man. • The sentence is: Ben is a man. • <i>Repeat the sentence 2 or 3 times:</i> Ben_is_a_big_man. • The sentence is: Ben is a big man. <div data-bbox="225 1279 555 1469" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each word. You may hold up one finger as you say each word.</p> </div>	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence with me. • Ben_is_a_man. What is the sentence? • <i>Teacher and learners say:</i> Ben is a man. • <i>Repeat the sentence 2 or 3 times.</i> • <i>Do the same with:</i> Ben is a big man. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence. • The sentence is: Ben_is_a_man. • <i>Learners say:</i> Ben is a man. • <i>Repeat the sentence 2 or 3 times.</i> • <i>Do the same with:</i> Ben is a big man.

Activity 2.2.2 Discussing an illustration**15 minutes**

Today we will talk about pictures. I will talk about the pictures. We will talk about the pictures together. Then you will talk about the pictures.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 7. Look at the pictures. • <i>Repeat 2 or 3 times as you walk around to make sure that all learners are looking at the picture.</i> • <i>Ask:</i> What do you see in the picture? • <i>Repeat each sentence 2 or 3 times.</i> • <i>Answer:</i> I see a boy/a girl/ children. 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the picture on page 7. • What do you see in the picture? • Let's answer together (<i>point to each item as you name it</i>): I see a boy/a girl/children. • <i>Repeat each sentence 2 or 3 times with the learners as a whole class, in groups, pairs and as individuals.</i> 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 7 on your own. • <i>Ask the learners:</i> What do you see in the picture? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals.</i>

..... **Break**

Activity 2.2.3 Reading a story**15 minutes**

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Show word cards with the following words, or write them on the chalkboard one at a time:</i> what's/hello/name. • <i>Read each word 3 times.</i> • <i>Demonstrate the meaning of each word through gestures, pictures or real objects.</i> • <i>For each card say the word 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read each word one at a time with the learners.</i> • <i>Repeat 2 or 3 times with the whole class, in groups, pairs and as individuals.</i> • <i>Help the learners to read by sounding out the initial letter and other letters they know.</i> 	<ul style="list-style-type: none"> • Now you will read on your own. • <i>Show the word card or point to each word on the chalkboard one at a time:</i> what's/ hello/name. • <i>Have the learners read as a whole class, in groups, in pairs and individually.</i>

<ul style="list-style-type: none"> • Say: Open your books at page 7. • Say: Listen. I will read. • Make sure the learners are on the right page and are ready to listen. • Read the dialogue aloud while the learners listen and follow in their books. • Use different tones for Chisoni and Kabowa. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the dialogue. • Say: Move your fingers under the words as you read. • Read the whole dialogue together with the learners. • Repeat 2 or 3 times with the whole class. • Divide the class into two. • Say: Half of the class will read with me as Chisoni. The other half will read as Kabowa. • Then exchange roles. 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs and take turns to read as Chisoni and Kabowa. • When you have finished, exchange roles. • Move round to observe and help the learners where needed. • Ask some pairs to read to the class.
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Activity 2.2.4 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer some questions about the story. We will answer questions about the story. You will answer questions about the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: Who says hello? • Repeat 2 or 3 times. • Answer: Chisoni. • Ask: Who says: What's your name? • Answer: Chisoni. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: Who says hello? • Repeat 2 or 3 times. • Let's answer together: Chisoni. • Ask: Who says: What's your name? • Let's answer together: Chisoni. 	<ul style="list-style-type: none"> • Now you will answer the questions on your own. • Ask: Who says hello? • Learners answer: Chisoni. • Ask: Who says: What's your name? • Learners answer: Chisoni. • Ask other questions to make sure the learners understand the story.

Closing the lesson

5 minutes

Sing with the learners: What's your name?

Lesson 3

Time needed:
60 minutes



Success criteria

Learners must be able to:

- name objects with the initial letter **c**
- identify the initial letter sound /k/ in words
- read words with the initial letter **c**
- write words with the initial letter **c**

Resources

- Real objects, pictures or models of a cat, a car, a cow, a clock
- Letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 8
- This teachers' guide, page 189, song 3

Introduction: Singing a song

5 minutes

Ask the learners to sing the song: Show me **b**. Point at words with **b** in the classroom.

Activity 2.3.1 Naming objects beginning with the letter c

15 minutes

Today we will name objects with the letter **c**. 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 a cat, a car, a cow, a clock, one at a time. • Ask: What is this? And answer: It is a cat./It is a car./It is a cow./It is a clock. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Show pictures/objects one at a time and say. Let's ask together: What is this? • Let's say together: It is a cat./It is a car./It is a cow./It is a clock. • Repeat with learners 2 or 3 times as a whole class, in groups and individually. • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: It is a cat./It is a car./It is a cow./It is a clock. 	<ul style="list-style-type: none"> • Now open your books at page 8. In pairs, take turns to ask: What is this? • And answer: It is a cat./It is a car./It is a cow./It is a clock. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing. • Invite two learners to the front with their Learners' book. • Help one learner to ask: What is this? • Help the other learner to answer: It is a cat./It is a car./It is a cow./It is a clock.

Activity 2.3.2 Identifying the initial letter sound /k/ in words**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: The sound is /k/. The first word is <i>cat, cat</i>. <i>Cat</i> begins with /k/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>arrow, arrow</i>. <i>Arrow</i> does not begin with /k/. So I point my thumb down. • The next word is <i>car, car</i>. <i>Car</i> begins with /k/. So I point my thumb up. • Continue with <i>big, cow, book, clock, bell</i>. 	<ul style="list-style-type: none"> • Let's say /k/ together: /k/, /k/. (<i>Repeat with learners several times.</i>) • Now I will say a word. If it begins with /k/, we point our thumbs up. • If it does not begin with /k/, we point our thumbs down. • Say: <i>Cat, cat</i> (<i>teacher and learners point thumbs up</i>). • Say: <i>Arrow, arrow</i> (<i>teacher and learners point thumbs down</i>). • Continue with other examples: <i>big, cow, book, clock, bell, 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. • Say: <i>cat, cat</i> (<i>learners put thumbs up</i>). • Continue with other examples: <i>arrow, car, big, cow, book, clock, bell, etc.</i>

..... Break

Activity 2.3.3 Reading sight words with the initial letter c**10 minutes**

Now we will read words that begin with the letter **c**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the word cards with the following words, one at a time: <i>candle/camera/cake/cage/cable/comb/cock/coin</i>. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners. The following words one at a time: <i>candle/camera/cake/cage/cable/comb/cock/coin</i>. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs. Open your books at page 8. • Take turns to read all the words on the page. • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 2.3.4 Writing words with the initial letter c**15 minutes**

Now we will write the words that begin with the letter **c**. I will write the words. We will write the words together. Then you will write the words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: a cat  <ul style="list-style-type: none"> • Read: a cat, moving a pointer under the letters as you read. • Repeat 2 or 3 times. • Do the same with a car/a cow/a clock. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word cat on the chalkboard and say: Let's write a cat in the air. • Together with the learners, write a cat in the air. • Do the same with a car/a cow/a clock. 	<ul style="list-style-type: none"> • Now you will write on your own. • Open your books at page 8. Write in your exercise books the words on your own. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div data-bbox="1034 860 1366 1088" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson**5 minutes**

Sing with the learners, pointing at words with **c** in the classroom: Show me **c**.

Success criteria

- Learners must be able to:
- segment words in a sentence
 - read words ending with **ck**
 - match words with pictures
 - read decodable sentences

Resources

- Letter cards
- Word cards
- Learners' book, page 9
- This teachers' guide, page 190, song 7

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Show the word cards with the following words one at a time and in random order for the learners to read: a cat, a car, a cow, a clock. Ask the learners to read them as a whole class, in pairs and as individuals.

Activity 2.4.1 Segmenting words in a sentence

10 minutes

Now we will segment words in a sentence. I will segment words in a sentence. Then we will segment words in a sentence together. Then you will segment words in a sentence on your own. *Note to teacher: You may hold up a finger as you or learners say each word.*

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Listen. Welcome back to school. • Say: The words are: Welcome_back_to_school. • Say: Listen. Good morning, children. • Say: The words are: Good_morning_children. 	<ul style="list-style-type: none"> • Now I will say the sentence and you will say the words with me. • Say: Welcome back to school. What are the words? • Teacher and learners say: Welcome_back_to_school. • Say: Good morning, children. What are the words? • Teacher and learners say: Good_morning_children. • Continue with 2 or 3 other simple sentences. 	<ul style="list-style-type: none"> • Now I will say the sentences and you will say the words. • Say: Welcome back to school. What are the words? • Learners say: Welcome_back_to_school. • Say: Good morning, children. What are the words? • Learners say: Good_morning_children. • Continue with 2 or 3 other simple sentences with the whole class, groups and individuals.

Activity 2.4.2 Reading words ending with **ck**

15 minutes

Now we will read words with **ck**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the following words: bat Ben big bin bed. • Read each word, moving the pointer under each letter. <div data-bbox="177 689 507 882" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>This is revision so do not spend much time on the above words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: cock. • Sound out each letter sound as you move the pointer under it: /c/ /o/ /ck/. • Then read the word at a normal pace. • Repeat 2 or 3 times. • Do the same for: cob/cot/kick/can/cap/cat/back/sack/clock. <div data-bbox="177 1335 507 1527" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Tell the learners that when c and k are together, they make one sound /k/.</p> </div>	<ul style="list-style-type: none"> • Now we will read together. • Sound out the first word with the learners: /c/ /o/ /ck/, cock. • Lets read the word together: cock. • Repeat 2 or 3 times. • Do the same for: cob/cot/kick/can/cap/cat/back/sack/clock. • Read each word with the learners 2 or 3 times as whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 9. Read the words in Box 1 on your own. • Now read the words in Box 2 on your own. • Move round to observe and help the learners where needed. • Ask one or two learners to read the words to the class.

..... Break

Activity 2.4.3 Matching words with pictures**10 minutes**

Now we will match words with pictures. I will match words with pictures. We will match words with pictures together. Then you will match words with pictures on your own. Then you will write the words.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a cat on the chalkboard. To the right of the drawing, write in a vertical column: cap, cock and cat. • Read the words as you point to the drawing and say: This is not a cap. This is not a cock. This is a cat. • Repeat 2 or 3 times. • Write on the chalkboard: cat. • Read the word 2 or 3 times. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your books at page 9. • Say: Point to Picture 1. • Let's ask: What is this? • Let's answer: This is a cat. • Let's read the words to find the word <i>cat</i>: cap, cock, cat. • Let's write the word: <i>cat</i>. • Call a learner to the front to write a cat on the chalkboard. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your exercise books. • Write the correct word for Picture 1. • Now write the correct word for Picture 2 and 3. • Move round to observe, mark the learners' work and help where needed. • Ask some learners to read their answers to the class.

Activity 2.4.4 Reading decodable sentences**15 minutes**

Now we will read sentences. I will read the sentences. We will read sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write this sentence on the chalkboard: A big cat can sit on a mat. • Move the pointer under each word as you read. • Do the same for the next sentence: A big cat can kick a rat. • Read each sentence 2 or 3 times. • Explain the meaning of the words and sentences with pictures, gestures or real items. 	<ul style="list-style-type: none"> • Now let's read together. • Move the pointer under each word in the sentences as you read with learners: A big cat can sit on a mat. A big cat can kick a rat. • Repeat reading the sentences 2 or 3 times. 	<ul style="list-style-type: none"> • Open your books at page 9. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading, for example: Where can a big cat sit? What can a big cat kick?

Closing the lesson**5 minutes**

Sing with the learners the song, Little brother.

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words in a sentence
 - say where things are
 - complete sentences using prepositions

Resources

- Different items such as a book, a bag, a bottle, a cup, a basket, a banana
- Learners' book, page 10

Introduction: Playing the greeting chain game

5 minutes

Play the greeting chain game. Choose a learner to greet. Then that learner chooses any other learner to greet. Continue until about 15 learners have greeted each other in the chain.

Activity 2.5.1 Segmenting words in a sentence

10 minutes

Now we will learn how to say words in a sentence. I will say a sentence. Then I will say the words in the sentence. I will say a sentence and we will say the words together. Then I will say a sentence and you will say the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen. The sentence is: This is a cup. • Say: This_is_a_cup. • Say: The sentence is: My name is Kabowa. • Say: My_name_is_Kabowa. 	<ul style="list-style-type: none"> • Say: Now I will say the sentence. You will say the words with me. • Say: This is a cup. What are the words? • Teacher and learners say: This_is_a_cup. • Say: My name is Kabowa. What are the words? • Teacher and learners say: My_name_is_Kabowa. 	<ul style="list-style-type: none"> • Now I will say the sentence. You will say the words on your own. The sentence is: This is a cup. What are the words? • Learners say: This_is_a_cup. • Say: The sentence is: My name is Kabowa. What are the words? • Learners say: My_name_is_Kabowa.

Activity 2.5.2 Saying where things are

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Place a book on a table and say: Listen: The book is on the table. (Point at the book.)</i> • <i>Ask: Where is the book?</i> • <i>Answer: The book is on the table.</i> • <i>Repeat this 2 to 3 times.</i> • <i>Do the same with different objects (e.g., bag, bottle, cup, basket, banana) using the words under, near, in.</i> 	<ul style="list-style-type: none"> • Now we will do it together. • <i>Place a book on a table and say: Let's say together: The book is on the table. (Point at the book.)</i> • <i>Ask: Where is the book?</i> • <i>Answer: The book is on the table.</i> • <i>Repeat 2 to 3 times with the whole class, in groups, in pairs and individually.</i> • <i>Do the same with different objects using the words: under, near, in.</i> • <i>Call two learners to the front. Help one to place a cup. And the other to answer: It is under/on/in/near the table/bag.</i> 	<ul style="list-style-type: none"> • Now be pairs. Take turns to place different objects in different positions. • Ask where the object is. For example, ask: Where is the book? • <i>The other learner must answer: The book is on the table. The bottle is under the book.</i> • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some pairs to show the class what they were doing.</i>

..... **Break**

Activity 2.5.3 Completing sentences using prepositions**25 minutes**

Now we will complete sentences. I will complete some sentences. We will complete sentences together. Then you will complete sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard the first sentence on page 10: The cat is ____ the chair. • Say: Look at the picture. • Ask: Where is the cat? • Answer: The cat is <i>under</i> the table. • Repeat 2 or 3 times. • Write the word under on the chalkboard. • Do the same for Sentences 2 to 4. 	<ul style="list-style-type: none"> • Open your books at page 10. Now let's complete the sentences together. • Look at the picture. Then read the first sentence: The cat is ____ the chair. • Let's ask: Where is the cat? • Let's answer together: The cat is <i>under</i> the table. • Repeat 2 or 3 times. • Point to the word under on the chalkboard. • Do the same for Sentences 2 to 4. 	<ul style="list-style-type: none"> • Now open your exercise books. • Copy the first sentence: The cat is ____ the chair. • As the learners are copying, move round to check and help where needed. • Now complete the sentence. • Your sentence should look like this: (<i>point to the sentence on the chalkboard</i>). • Now read the sentence: (<i>Learners read: The cat is under the chair.</i>) • Do the same with Sentences 2 to 4. • Move round to mark the learners' work and help where needed. • Ask some learners to read the sentences they have written.

Closing the lesson**5 minutes**

Place objects in different positions (in, on, under and near). Ask the learners to use these prepositions to say where the objects are.

Success criteria

- Learners must be able to:
- blend sounds into words
 - introduce oneself
 - revise decodable words

Resources

- Pictures of people introducing themselves
- Books
- Pencils
- Dusters
- Learners' book, page 9
- This teachers' guide, page 190, song 8

Time needed:
60 minutes



Introduction: Playing a command game

5 minutes

Play a command game with any of the following commands: Stand up, clap hands, greet your friend, hands up, sit down, etc.

Activity 2.6.1 Blending sounds into words

10 minutes

Now we will put sounds together to make a word. I will say the sounds, and then I will say the word. I will say the sounds, and we will say the words together. Then I will say the sounds, and you will say the word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /c/ /o/ /k/. The word is <i>cock</i>. • Listen: /b/ /a/ /k/. The word is <i>back</i>. • <i>Do the same for sack/kick.</i> <div data-bbox="225 1339 555 1637" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together. • <i>Say: /c/ /o/ /k/. (Teacher and learners say: The word is cock.)</i> • <i>Say: /b/ /a/ /k/. (Teacher and learners say: The word is back.)</i> • <i>Do the same with sack/kick.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words. • <i>Say: /c/ /o/ /k/. What is the word? (Learners say: cock.)</i> • <i>Say: /b/ /a/ /k/. What is the word? (Learners say: back.)</i> • <i>Do the same with sack/kick.</i> • <i>Repeat with groups, pairs and as individuals.</i>

Activity 2.6.2 Introducing oneself

15 minutes

Today we will introduce ourselves and say where we live. I will introduce myself and say where I live. We will introduce ourselves and say where we live. Then you will introduce yourself and say where you live.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: What is your name? • Repeat 2 or 3 times. • Answer: My name is ____ . • Repeat 2 or 3 times. • Ask: Where do you live? • Repeat 2 or 3 times. • Answer: I live at ____ . • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Learners, look at me. • Let's ask together: What is your name? • Let's answer: My name is ____ . • Repeat 2 or 3 times. • Let's ask together: Where do you live? • Let's answer together: I live at ____ . • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What is your name? • And answer: My name is ____ . • Then ask: Where do you live? • And answer: I live at ____ . • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Break

Activity 2.6.3 Revising decodable sentences

25 minutes

Now we will read sentences. I will read the sentences. We will read sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write this sentence on the chalkboard: A big cat can sit on a mat. • Move the pointer under each word as you read. • Do the same for the next sentence: A big cat can kick a rat. • Read each sentence 2 or 3 times. • Explain the meaning of the words and sentences with pictures, gestures or real items. 	<ul style="list-style-type: none"> • Now let's read together. • Move the pointer under each word in the sentences as you read with learners: A big cat can sit on a mat. A big cat can kick a rat. • Repeat reading the sentences 2 or 3 times. 	<ul style="list-style-type: none"> • Open your books at page 9. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading, for example: Where can a big cat sit? What can a big cat kick?

Closing the lesson

5 minutes

Sing with the learners: What's your name?

Success criteria

- Learners must be able to:
- blend sounds into words
 - discuss an illustration
 - read a story
 - answer comprehension questions

Resources

- Word cards
- Pictures
- Observation checklist
- Learners' book, page 11
- This teachers' guide, pages 190 and 191, songs 5 and 9

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing the song: Clap your hands.

Activity 2.7.1 Blending sounds into words

10 minutes

Today we will put sounds together to make a word. I will say the sounds and then I will say the word. I will say the sounds and we will say the words together. Then I will say the sounds and you will say the word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /c/ /a/ /t/. The word is <i>cat</i>. • Listen: /b/ /a/ /t/. The word is <i>bat</i>. • Do the same with kick/big. <div data-bbox="225 1227 555 1529" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together: • Say: /c/ /a/ /t/. • Say with the learners: The word is <i>cat</i>. • Say: /b/ /a/ /t/. • Say with the learners: The word is <i>bat</i>. • Do the same with kick/big. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words: • Say: /c/ /a/ /t/. What is the word? (<i>Learners say: cat.</i>) • Say: /b/ /a/ /t/. What is the word? (<i>Learners say: bat.</i>) • Do the same with kick/big. • Repeat with groups, pairs and as individuals.

Activity 2.7.2 Discussing an illustration

15 minutes

Now we will talk about a picture. I will talk about the picture. We will talk about the picture together. Then you will talk about the picture on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 11. Look at the picture. • <i>Repeat 3 to 4 times as you walk around to make sure that all learners are looking at the picture.</i> • <i>Ask:</i> What do you see in the picture? • <i>Repeat 3 to 4 times.</i> • <i>Answer:</i> I see a boy/two girls/ children/a ball/a pole with a hoop. • <i>Repeat the sentences with 3 or 4 of these items.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Look at the picture. What do you see in the picture? • <i>Let's answer together (point to each part of the picture as you name it):</i> I see a boy/two girls/ children/a ball/a pole with a hoop. 	<ul style="list-style-type: none"> • Now you will talk about the picture on your own. • <i>Ask:</i> What do you see in the picture? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals:</i> I see a boy/two girls/ children/a ball/a pole with a hoop.

..... **Break**

Activity 2.7.3 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read a story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Write the following sentences on the chalkboard:</i> Kabowa is my friend. Mary is my friend. We play games. • <i>Read each sentence 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's read together. • <i>Read the sentences together.</i> Kabowa is my friend. Mary is my friend. We play games. • <i>Use the pointer to guide the learners' reading.</i> • <i>Repeat 2 or 3 times with the whole class, groups and individuals.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 11. • Take turns to read the sentences on your own. • <i>Move round to observe and help the learners where needed.</i> • Ask individual learners to read to the whole class.

Activity 2.7.4 Answering comprehension questions**10 minutes**

Now we will answer questions about the story. I will answer some questions. We will answer questions together. You will answer questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: Who is my friend? • Repeat 2 or 3 times. • Answer: Kabowa is my friend. Mary is my friend. • Repeat 2 or 3 times. • Ask: What do we play? • Repeat this 2 to 3 times. • Answer: We play games. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will ask questions. We will answer the questions together. • Ask: Who is my friend? • Repeat 2 or 3 times. • Let's answer: Kabowa is my friend. Mary is my friend. • Repeat 2 or 3 times. • Ask: What do we play? • Repeat 2 or 3 times. • Let's answer: We play games. • Repeat 2 to 3 times. • Call three learners to the front. Help one to ask: Who is my friend? Have the others answer: Kabowa is my friend. Mary is my friend. • Then help the first learner to ask: What do we play? And the others to answer: We play games. 	<ul style="list-style-type: none"> • Now be in groups of three. Take turns to ask the questions: <ul style="list-style-type: none"> Who is my friend? What do we play? • And answer: Kabowa is my friend. Mary is my friend. We play games. • Move round to observe and help the learners where needed. • Ask some groups to show the class what they were doing.

Closing the lesson**5 minutes**

Sing the song: The more we are together.

Lesson 8

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - name objects with the initial letter **d**
 - identify the initial letter sound /**d**/ in words
 - read words with the initial letter **d**
 - write words with the initial letter **d**

Resources

- Real objects, pictures or models of desk, doll, dog, doctor, driver, drum
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, pages 12
- This teachers' guide, pages 189 and 190, songs 3 and 5

Introduction: Singing a song

5 minutes

Ask the learners to sing the song: The more we are together.

Activity 2.8.1 Blending sounds into words

10 minutes

Now we will put sounds together to make a word. I will say the sounds, and then I will say the word. I will say the sounds, and we will say the words together. Then I will say the sounds, and you will say the word on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /k/ /o/ /b/. The word is <i>cob</i>. • Listen: /k/ /o/ /t/. The word is <i>cot</i>. • Do the same with <i>can/cap</i>. <div data-bbox="172 1406 507 1711" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together: • Say: /k/ /o/ /b/. • Say with the learners: The word is <i>cob</i>. • Say: /k/ /o/ /t/. • Say with the learners: The word is <i>cot</i>. • Do the same with <i>can/cap</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words: • Say: /k/ /o/ /b/. What is the word? (<i>Learners say: cob.</i>) • Say: /k/ /o/ /t/. What is the word? (<i>Learners say: cot.</i>) • Do the same with <i>can/cap</i>. • Repeat with groups, pairs and individuals.

Activity 2.8.2 Naming objects with the initial letter d**15 minutes**

Today we will name objects that begin with the letter sound /d/. 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 real object, a picture or a model of a desk, a doll, a dog, a doctor, a driver, a drum. • <i>Point to an object and ask:</i> What is this? • <i>Answer:</i> It is a desk./It is a doll./It is a dog./It is a doctor./It is a driver./It is a drum. • <i>Repeat for each object 2 to 3 times.</i> 	<ul style="list-style-type: none"> • Let's say together: What is this? • Let's answer together: It is a desk./It is a doll./It is a dog./It is a doctor./It is a driver./It is a drum. • <i>Repeat with the learners 2 to 3 times as a whole class, in groups and individually.</i> • <i>Invite 2 learners to the front and help one of them to ask:</i> What is this? • <i>Help the other to answer:</i> It is a desk./It is a doll./It is a dog./It is a doctor./It is a driver./It is a drum. 	<ul style="list-style-type: none"> • Now be in pairs, open your books at page 12. • Take turns to ask: What is this? • Then answer: It is a desk./It is a doll./It is a dog./It is a doctor./It is a driver./It is a drum. • <i>Ask some pairs to show the class what they were doing.</i>

Break**Activity 2.8.3 Identifying the initial letter sound /d/****8 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is /d/. The first word is <i>desk, desk</i>. <i>Desk</i> begins with /d/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>cat, cat</i>. <i>Cat</i> does not begin with /d/. So I put my thumb down. • The next word is <i>dog, dog</i>. <i>Dog</i> begins with /d/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /d/ together: /d/, /d/. • <i>Repeat with learners 2 or 3 times.</i> • Now I will say a word. If it begins with /d/, we point our thumbs up. • If it does not begin with /d/, we point our thumbs down. • <i>Say: dog, dog. (Teacher and learners point thumbs up.)</i> • <i>Say: cat, cat. (Teacher and learners point thumbs down.)</i> • <i>Continue with other examples, such as: desk, ant, drum, boy, doll, driver, cup and doctor.</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /d/, point your thumbs up. • If it does not begin with /d/, point your thumbs down. • <i>Say: dog, dog. (Learners point thumbs up.)</i> • <i>Continue with other examples, such as: desk, ant, drum, boy, doll, driver, cup and doctor.</i>

Activity 2.8.4 Reading words with the initial letter d**10 minutes**

Today we will read words that begin with the letter **d**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write the following words on the chalkboard or show the word cards one at a time: day/duck/dig/down/dance/dress. • For each card, say the word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards one at a time and read them with the learners: day/duck/dig/down/dance/dress. • Repeat each word 3 to 4 times. 	<ul style="list-style-type: none"> • Now open your books at page 12. Be in pairs. • Take turns to read all the words on the page. • Ask the learners to read aloud as a whole class, in groups, in pairs and individually.

Activity 2.8.5 Writing words with the initial letter d**10 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: a desk  <ul style="list-style-type: none"> • Read: a desk, moving a pointer under the letters as you read. • Ask: What is this? • And answer: desk. • Read the word 3 times, moving your finger under the letters of the word. • Draw and write also for a doll/a dog/a doctor/a driver/a drum. 	<ul style="list-style-type: none"> • Now we will draw and write together. • Point to the word desk on the chalkboard and say: Let's write the word desk in the air. • Teacher and learners write desk in the air. • Let's write the word doll. • Do the same with dog/doctor/driver/drum. <div data-bbox="603 1496 938 1765" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Use time wisely during this part of the cycle. The main objective is for the learners to draw and write in their exercise books.</p> </div>	<ul style="list-style-type: none"> • Now you will draw and write on your own. • Open your exercise books. • Draw a desk and write the word desk. • Move round to observe and help the learners where needed. • Now draw and write the word doll. • Instruct the learners to do the same for a dog/a doctor/a driver/a drum. • Ask some learners to show and read what they have drawn and written. <div data-bbox="1029 1704 1364 1928" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson**2 minutes**

Sing with the learners: Show me **d**, pointing at **d** words in the classroom.

Success criteria

- Learners must be able to:
- segment words in a sentence
 - read words with double letters
 - match pictures with words
 - read decodable sentences

Resources

- Word cards
- Pictures
- Learners' book, page 13
- This teachers' guide, page 191, song 10

Time needed:
60 minutes



Introduction: Revising sight words

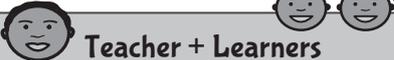
5 minutes

Show the word cards with the following words one at a time and in random order for the learners to read: a desk/a doll/a dog/a doctor/a driver/a drum. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 2.9.1 Segmenting words in a sentence

10 minutes

Now I will say a sentence, and then I will say the words in the sentence. We will say the sentence and we will say the words together. Then I will say a sentence and you will say the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen. The sentence is: Kabowa is my friend. • The words are: Kabowa_is_my_friend. • The sentence is: We play games. • The words are: We_play_games. <div data-bbox="225 1384 555 1534" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you or the learners say each word.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sentence and you will say the words with me. • Say: Kabowa is my friend. What are the words? (<i>Teacher and learners say: Kabowa_is_my_friend.</i>) • Say: We play games. What are the words? (<i>Teacher and learners say: We_play_games.</i>) 	<ul style="list-style-type: none"> • Now I will say the sentence and you will say the words. • Kabowa is my friend. What are the words? • Learners say: Kabowa_is_my_friend. • We play games. What are the words? • Learners say: We_play_games. • Repeat with groups, pairs and individuals.

Activity 2.9.2 Reading words with double letters

15 minutes

Today we will read words that have double letters. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard the words: doll, dress, add. • Read the words. Then say: Two of the same letter at the end of a short word have one sound. The letters ll at the end of <i>doll</i> have the sound /l/. The letters ss at the end of <i>dress</i> have the sound /s/. The letters dd at the end of <i>add</i> have the sound /d/. 	<ul style="list-style-type: none"> • Point under the ll in the word <i>doll</i>. • Say: Say the sound with me, /l/. • Repeat the sound 3 times as a whole class and 2 or 3 times as individuals. • Do the same for the double letters in <i>dress</i> and <i>add</i>. 	<ul style="list-style-type: none"> • Point under ll. • Say: What is the sound? • Repeat 2 or 3 times. • Learners say the sound 2 or 3 times as a whole class, in pairs and as individuals. • Do the same for <i>dress</i> and <i>add</i>.
<ul style="list-style-type: none"> • Write on the chalkboard the words: cob, cap, back, kick. • Read the words with the learners 2 or 3 times. • Show word cards or write on the chalkboard these words, one at a time: dig, dog, red, dam, dad, add, Dick, dress, doll, den. • For each card say the word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards, or point to the words on the chalkboard one at a time. • Let's read together: dig, dog, red, dam, dad, add, Dick, dress, doll, den. • Repeat each word 3 to 4 times. • Ask the learners to read aloud as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now open your books at page 13. Read all the words on the page. • Learners read as individuals or in pairs. • Move round the class to observe and help the learners where needed.

Break

Activity 2.9.3 Matching words with pictures

10 minutes

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. Then you will match pictures with words on your own. Then you will write the words.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Draw a drum on the chalkboard. To the right of the drawing write dig, doll, and dog as a list. • Read the words as you point to the drum and say: This is not dig. This is a doll. This is not a dog. 	<ul style="list-style-type: none"> • Say: Now open your books at page 13. Look at Box 3. • Point to Picture 1 and ask: What is this? • Let's answer: This is a doll. • Let's read the words to find a doll. 	<ul style="list-style-type: none"> • Say: Now open your exercise books. Write the correct word Picture 1. • Move round to observe and mark the learners' work. • Say: Now write the correct word for Picture 2 and 3.

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Repeat 2 or 3 times. • Write a drum under the drawing. • Read the word 2 or 3 times. | <ul style="list-style-type: none"> • Read with the learners: dig, doll, dog. • Let's write the word: doll. • Call a learner to the front to write doll on the chalkboard. • Do the same for Picture 2. | <ul style="list-style-type: none"> • Move round to observe and mark the learners' work. • Ask some learners to read their answers to the class. |
|--|--|---|

Activity 2.9.4 Reading decodable sentences

15 minutes

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="225 846 555 1223" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>has, the, run</i>) on the chalkboard. Explain their meanings. Read each word 3 or 4 times. Ask the learners to read the sight words with you in groups, in pairs and individually.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard this sentence: Dan has a cat. • Move the pointer under each word as you read. • Do the same for the next sentences: Pat has a dog. The cat and the dog run at the rat. • Read the sentences twice. 	<ul style="list-style-type: none"> • Now we will read together. • Read the first sentence with the learners 2 or 3 times. • Do the same for the other sentences. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 13. • Now read the sentences on your own. • Move round to supervise and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading, for example: What does Dan have? What does Pam have?

Closing the lesson

5 minutes

Sing with the learners: I like school.

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 2. 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 65.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend words in a sentence	34, 37	
• greet each other and respond casually	35	
• read decodable sentences	36, 45, 59	6, 9, 13
• sing a song	36, 37, 39, 40, 42, 45, 50, 51, 53, 54, 56, 59	
• discuss an illustration	38, 52	7, 11
• read a story	38–39, 52	7, 11
• answer comprehension questions	39, 53	
• name objects with the initial letter c	40	8
• identify the initial letter sound / k / in words	41	
• read sight words with the initial letter c	41	8
• write words with the initial letter c	42	8
• revise sight words	43, 57	
• segment words in a sentence	43, 46, 57	
• read words ending with -ck	44	9
• read decodable sentences	45	
• match words with pictures	45, 58–59	9, 13
• say where things are	47	
• complete sentences using prepositions	48	10
• blend sounds into words	49, 51, 54	
• introduce oneself	50	
• revise decodable words and sentences	50	9
• name objects with the initial letter d	55	12
• identify the initial letter sound / d / in words	55	
• read words with the initial letter d	56	12
• write words with the initial letter sound / d /	56	
• read words with double letters	58	13

Revising

In this lesson, you will revise the activities done in Days 1–9. Learners will practise these activities to master the skills of blending words in a sentence, reading with the teacher, answering questions and reading sentences.

Informal assessment

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

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

Introduction: Singing a song

5 minutes

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

Activity 2.10.1 Blending words in a sentence

10 minutes

Now we will put words together to make a sentence. I will say the words. Then I will say the sentence. I will say the words, and we will say the sentence together. Then I will say the words, and you will say the sentence on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: Ben_is_a_man. • The sentence is: Ben is a man. • Repeat the sentence 2 or 3 times: Ben_is_a_big_man. • The sentence is: Ben is a big man. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence with me. Ben_is_a_man. What is the sentence? • Teacher and learners say: Ben is a man. • Repeat the sentence 2 or 3 times. • Do the same with: Ben is a big man. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence on your own. • The sentence is: Ben_is_a_man. • Learners say: Ben is a man. • Repeat the sentence 2 or 3 times. • Do the same with: Ben is a big man.

Activity 2.10.2 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read a story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following sentences on the chalkboard: Kabowa is my friend. Mary is my friend. We play games. • Read each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Read the sentences together. Kabowa is my friend. Mary is my friend. We play games. • Use the pointer to guide the learners' reading. • Repeat 2 or 3 times with the whole class, groups and individuals. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 11. • Take turns to read the sentences on your own. • Move round to observe and help the learners where needed. • Ask individual learners to read to the whole class.

Break

Activity 2.10.3 Answering comprehension questions

10 minutes

Now we will answer questions about the text. I will answer some questions. We will answer questions together. You will answer questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: Who is my friend? • Repeat 2 to 3 times. • Answer: Kabowa is my friend. Mary is my friend. • Repeat 2 or 3 times. • Ask: What do we play? • Repeat this 2 to 3 times. • Answer: We play games. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Teacher asks: Who is my friend? • Repeat 2 or 3 times. • Let's answer: Mary is my friend. • Repeat 2 or 3 times. • Teacher asks: What do we play? • Repeat 2 or 3 times. • Let's answer: We play games. • Repeat 2 to 3 times. • Call 3 learners to the front. Help one to ask: Who is my friend? Have the others answer: Kabowa is my friend. Mary is my friend. • Then help one learner to ask: What do we play? And the others to answer: We play games. 	<ul style="list-style-type: none"> • Now be in groups of 3. Take turns to ask and answer the questions. • Who is my friend? • Learners answer: Kabowa is my friend. Mary is my friend. • What do we play? • Learners answer: We play games. • Move round to observe and help the learners where needed. • Ask some groups to come in front and show what they were doing.

Activity 2.10.4 Reading decodable sentences

15 minutes

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="225 510 555 887" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>has, the, run</i>) on the chalkboard. Explain their meanings. Read each word 3 or 4 times. Ask the learners to read with you. Then ask some learners to read in groups, in pairs and individually.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the following sentences one at a time: <ul style="list-style-type: none"> Dan has a cat. Pat has a dog. The cat and the dog run at the rat. • Move the pointer under each word as you read. • Read the sentences twice. 	<ul style="list-style-type: none"> • Now we will read together. • Read the sentences with the learners. • Let's read the sentences twice. • Read with the learners as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 13. • Now read the sentences on your own. • Move round to supervise and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading, for example: What does Dan have? What does Pam have?

Closing the lesson

5 minutes

Let the learners choose a song or game to finish the lesson.

Assessment of Unit 2

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

Is the learner able to:	Excellent	Good	Average	Needs support
blend words in a sentence?				
greet each other and respond casually?				
read decodable sentences?				
sing a song?				
discuss an illustration?				
read a story?				
answer comprehension questions?				
name objects with the initial letter c ?				
identify the initial letter sound / k / in words?				
read sight words with the initial letter c ?				
write words with the initial letter c ?				
revise sight words?				
segment words in a sentence?				
read words ending with -ck ?				
read decodable sentences?				
match words with pictures?				
say where things are?				
complete sentences using prepositions?				
blend sounds into words?				
introduce oneself?				
revise decodable words and sentences?				
name objects with the initial letter d ?				
identify the initial letter sound / d / in words?				
read words with the initial letter d ?				
write words with the initial letter d ?				
read words with double letters?				

UNIT 3 Lesson planner

UNIT 3 Week 1: The things we do

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Ask for and give permission Blend words to make sentences Read decodable words and sentences 	<ul style="list-style-type: none"> Blend sounds to make words Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects beginning with the letter e Identify initial letter sound /e/ in words Read words with the initial letter e Write words with the initial letter e 	<ul style="list-style-type: none"> Segment words in a sentence Read decodable words with initial and medial letter e Match words with pictures Read decodable sentences 	<ul style="list-style-type: none"> Read words with double consonants Use plural forms of words Write plural forms of words
Introduction	Playing a command game	Revising asking for and giving permission	Song: <i>Cats on the run</i>	Revising sight words	Song: <i>Draw an egg in the air</i>
References: Learners' book/ Teachers' guide	LB Page 13 TG Page 190, Song 7	LB Pages 14 and 15 TG Page 191, Song 11	LB Pages 16 and 17 TG Page 191, Song 11	LB Page 17 TG Page 190, Song 7	LB page 15 TG Page 191, Song 12
Listening and speaking	Asking for and giving permission	Talking about an illustration; answering comprehension questions	Naming objects beginning with the letter e	Revising sight words; matching words with pictures	Using plural forms of words
Phonological awareness	Blending sounds to make words; blending words to make sentences	Blending sounds to make words	Identifying the initial letter sound /e/	Segmenting words in a sentence	
Reading					
Alphabetic principle			Name objects beginning with the letter e		
Vocabulary	<i>May I _____, please? Yes you may.</i>	<i>food, happy, see, young</i>	<i>elephant, elbow, egg, eyes, eleven, eat, ear, each, east</i>	<i>elephant, elbow, egg, eyes, eleven, eat, ear, each, east, and sight words he, to</i>	<i>Books, boys, girls, pens, stones</i>
Fluency and comprehension	Reading decodable words and sentences	Reading a story; answering comprehension questions	Reading words with the initial letter e	Reading decodable sentences	Reading words with double letters
Writing			Writing words with the initial letter e	Writing correct words for pictures	Writing plural forms of words
Closing the lesson	Song: <i>Little brother</i>	Song: <i>The rats are on the run</i>	Song: <i>Show me e</i>	Song: <i>Little brother</i>	Making plural forms of words

UNIT 3 Week 2: The things we do

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Ask for and give information Read decodable words 	<ul style="list-style-type: none"> Blend sounds to make words Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Identify the sound /sh/ in words Name objects beginning with the letter f Identify the initial letter sound /f/ in words Read words with the initial letter f Write words with the initial letter f 	<ul style="list-style-type: none"> Identify words with the initial sound /f/ Blend sounds into words Use <i>a</i> and <i>an</i> with names of objects Read decodable words Match pictures with words Read decodable sentences 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies
Introduction	Song: <i>This is the way</i>	Song: <i>This is the way</i>	Song: <i>This is my head</i>	Playing thumbs up/thumbs down with f words	Review one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Page 17 TG Page 192, Song 13	LB Page 18 TG Page 192, Song 13	LB Pages 19, 20 TG Pages 189 and 192, Songs 3 and 14	LB Pages 20, 21 TG Page 189, Song 3	
Listening and speaking	Asking for and giving information	Discussing an illustration; answering comprehension questions	Identifying objects beginning with the letter f	Using <i>a</i> and <i>an</i> with the names of objects; matching pictures with words	Answering comprehension questions
Phonological awareness	Blending sounds into words; blending words to make sentences	Blending sounds into words	Identifying the initial letter sound /f/ in words; identifying the sound /sh/ in words	Blending sounds into words; learning the -sh digraph	Blending words in a sentence
Reading					
Alphabetic principle			Name objects beginning with the letter f		
Vocabulary	<p><i>What does Tadala do at school every day? Tadala sweeps the classroom at school every day.</i></p> <p><i>What does Tadala do at home every day?</i></p> <p><i>Tadala helps her mother at home every day.</i></p> <p><i>Who does Tadala play with every day? Tadala plays with her little sister every day.</i></p>	<p><i>What does Temwa do every day? Temwa wakes up at 6 o'clock every day. Temwa brushes her teeth every day.</i></p>	<p><i>farmer, foot, face, frog, fingers, fish, father, fan, fat, food, fork</i></p>	<p><i>A, an; fat, fish, finish, fit, fig, fin, fill</i></p>	
Fluency and comprehension	Reading decodable sentences	Reading a story; answering comprehension questions	Reading words with the letter f	Read decodable words (with -sh); reading decodable sentences	Reading a story; reading decodable sentences
Writing			Writing words with the initial letter f	Writing the correct word for a picture	
Closing the lesson	Playing Mrs Phiri says	Song: <i>This is the way</i>	Song: <i>Show me f</i>	Song: <i>Show me f</i>	Playing a plurals game

UNIT 3 • The things we do

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - ask for and give permission
 - blend words to make sentences
 - read decodable words and sentences

Resources

- Word cards
- Learners' book, page 13
- This teachers' guide, page 190, song 7

Introduction: Playing a game

5 minutes

Ask the learners to play a command game: Mr Phiri says. Use commands such as: stand up, jump, dance.

Activity 3.1.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: /s/ /a/ /t/. The word is sat. • Repeat 2 or 3 times. • Say: /d/ /i/ /ng/. The word is ding. • Repeat 2 or 3 times. • Say: /d/ /o/ /ng/. The word is dong. • Repeat 2 or 3 times. • Do the same with bell. 	<ul style="list-style-type: none"> • Now I will say the sounds and we will say the words with me. • Say: /s/ /a/ /t/. What is the word? • Teacher and learners say: sat. • Do the same for ding/ dong/bell. • Repeat 2 or 3 times with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /s/ /a/ /t/. What is the word? • Learners say: sat. • Repeat 2 or 3 times. • Do the same for ding/ dong/bell. • Repeat with groups, pairs and individuals.

Activity 3.1.2 Asking for and giving permission

15 minutes

Now we will ask for and give permission. I will ask for and give permission. We will ask for and give permission. Then you will ask for and give permission.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: May I go out, please? • Answer: Yes, you may. (Mime the action of accepting the request.) • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together. May I go out, please? • Repeat 2 or 3 times. • Let's say: Yes, you may. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs and take turns to ask and answer. • Ask each other: May I go out, please? May I sit down, please? May I stand up, please?

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Say: May I sit down, please? • Answer: Yes, you may. (<i>Mime the action of accepting the request.</i>) • Repeat 2 or 3 times. | <ul style="list-style-type: none"> • Do the same with similar requests, such as: May I sit down, please? May I stand up, please? • Let the learners ask and answer in groups, pairs and individually. • Invite two learners to the front. Help one of them to ask: May I sit down, please? And the other to answer: Yes, you may. • The one who answers should mime accepting the request. | <ul style="list-style-type: none"> • And answer: Yes, you may. • The one who answers should mime giving permission. • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing. |
|--|--|--|

..... Break

Activity 3.1.3 Blending words to make sentences

10 minutes

Now we will join words to make a sentence. I will join words to make a sentence. We will join words to make a sentence. Then you will join words to make sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Listen: How_are_you? The sentence is: How are you? • Listen: I_am_fine. The sentence is: I am fine. • Listen: My_name_is_James. The sentence is: My name is James. 	<ul style="list-style-type: none"> • Now I will say the words then we will say the sentence together: • Say: How_are_you? What is the sentence? (<i>Teacher and learners say: How are you?</i>) • Say: I_am_fine. What is the sentence? (<i>Teacher and learners say: I am fine.</i>) • Do the same with My name is James. My father is a nurse. 	<ul style="list-style-type: none"> • Now I will say the words. You will make the sentences. • How_are_you? What is the question? • Learners say: How are you? • I_am_fine. <i>What is the sentence? Learners say: I am fine.</i> • Do the same with My name is James. My father is a nurse. • Repeat with groups, pairs and individuals.

Activity 3.1.3 Reading decodable words and sentences**15 minutes**

Now we will read words and sentences. I will read words and sentences. We will read words and sentences together. Then you will read the words and sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on word cards or on the chalkboard: has, the, run. • For each word, say each letter sound as you move a pointer under the word. • Then read the word at a normal pace. • Repeat 2 or 3 times. • Write these sentences on the chalkboard: <p>Dan has a cat.</p> <p>Pat has a dog.</p> <p>The cat and the dog run at the rat.</p> • Read the sentences, moving the pointer under each word as you read. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now let's read the words together: has, the run. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. • Say: Now let's read the sentences together: <p>Dan has a cat.</p> <p>Pat has a dog.</p> <p>The cat and the dog run at the rat.</p> • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 13. • Take turns to read the words and sentences. • Move round to observe and help the learners where needed. • Ask some pairs to read the words and sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Who has a dog? What do the cat and dog run at?

Closing the lesson**5 minutes**

Sing with the learners: Little brother.

Success criteria

- Learners must be able to:
- blend sounds to make words
 - discuss an illustration
 - read a story
 - answer comprehension questions

Resources

- Word cards
- Learners' book, pages 14, 15
- This teachers' guide, page 191, song 11

Time needed:
60 minutes



Introduction: Revising asking for permission

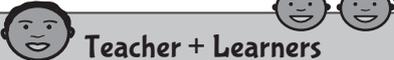
5 minutes

Ask the learners if you can use their books/pencils, etc. and have them accept the request as a whole class and in groups (miming the actions they accept the request).

Activity 3.2.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /e/ /g/. The word is <i>egg</i>. • Listen: /h/ /e/ /n/. The word is <i>hen</i>. • Listen: /w/ /e/ /l/. The word is <i>well</i>. <div data-bbox="225 1263 555 1563" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /e/ /g/. What is the word? (Teacher and learners say: egg.) • Say: /h/ /e/ /n/. What is the word? (Teacher and learners say: hen.) • Do the same with well. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /e/ /g/. What is the word? (Learners say: egg.) • Say: /h/ /e/ /n/. What is the word? (Learners say: hen.) • Say: /w/ /e/ /l/. What is the word? (Learners say: well.) • Repeat with groups, pairs and individuals.

Activity 3.2.2 Discussing an illustration**15 minutes**

Today we will talk about a picture. I will talk about the picture. We will talk about the picture together. Then you will talk about the picture on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 14. Look at the top picture. • <i>Repeat 2 or 3 times as you walk round to make sure that all learners are looking at the picture.</i> • <i>Ask:</i> What do you see in the top picture? • <i>Answer:</i> I see a table/rats/food on the floor. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What do you see in the lower picture? • <i>Answer:</i> I see a cat/a door/a window/a curtain/a table/rats. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with the picture on page 15.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the top picture. What do you see? • Let's answer together (<i>point to each item as you name it</i>): I see a table/rats/food on the floor. • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> What do you see in the lower picture? (<i>Teacher and learners answer:</i> I see a cat/a door/a window/a curtain/a table/rats.) • <i>Repeat 2 or 3 times.</i> • <i>Do the same with the picture on page 15.</i> 	<ul style="list-style-type: none"> • Now you will talk about the pictures on page 14 on your own. • <i>Ask:</i> What do you see in the top picture? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals:</i> I see a table/rats/food on the floor. • <i>Ask:</i> What do you see in the lower picture? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals:</i> I see a cat/a door/a window/a curtain/a table/rats. • <i>Do the same with the picture on page 15.</i>

..... **Break**

Activity 3.2.3 Reading a story**15 minutes**

Now we will read a story. I will read the story. We will read the story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Show word cards with the following words or write them on the chalkboard, one at a time:</i> food/ happy/see/young. • <i>Demonstrate the meaning of each word through gestures, pictures or real objects.</i> • <i>Read each word 2 or 3 times.</i> • <i>Show the learners how to read by sounding out the initial letter and other letters they know.</i> 	<ul style="list-style-type: none"> • Now we will read the words together. • <i>Read each word one at a time with the learners:</i> food/happy/ see/young. • <i>Repeat each word 2 or 3 times.</i> • <i>Help the learners to read the words by sounding out the initial letter and other letters that they know.</i> 	<ul style="list-style-type: none"> • Now you will read the words on your own. • <i>Show the word card or point to each word on the chalkboard one at a time:</i> food/happy/see/ young. • <i>Have the learners read as a whole class, in groups, in pairs and individually.</i>

<ul style="list-style-type: none"> • <i>Say:</i> Open your books at pages 14 and 15. Look at the pictures. • <i>Say:</i> Listen. I will read. • <i>Make sure the learners are on the right page and are ready to listen.</i> • <i>Read the story aloud while the learners listen and follow in their books.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's read together. • <i>Say:</i> Put your finger under the first word of the story. • <i>Say:</i> Move your fingers under the words as you read. • <i>Read the whole story together with the learners.</i> • <i>Repeat 2 or 3 times with the whole class.</i> 	<ul style="list-style-type: none"> • Now you will read the story on your own. Be in pairs and take turns to read. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read the story to the class.</i>
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Activity 3.2.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Ask:</i> How many rats are under the table? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> There are five rats under the table. • <i>Repeat 2 or 3 times.</i> • Where is the cat on in the picture on page 15? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> The cat is on the table. 	<ul style="list-style-type: none"> • Now I will ask questions and we will answer together. • <i>Ask:</i> How many rats are under the table? • <i>Repeat 2 or 3 times.</i> • <i>Let's answer together:</i> There are five rats under the table. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Where is the cat in the picture on page 15? • <i>Repeat 2 or 3 times.</i> • <i>Let's answer together:</i> The cat is on the table. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now you will answer on your own. • <i>Ask:</i> How many rats are under the table? • <i>Learners answer:</i> There are five rats under the table. • <i>Ask:</i> Where is the cat in the picture on page 15? • <i>Learners answer:</i> The cat is on the table. • <i>Ask other questions to make sure the learners understand the story, such as:</i> What do the rats do when the cat comes in? (<i>Learners answer:</i> They run away.)

Closing the lesson

5 minutes

Sing with the learners: The rats are on the run.

UNIT 3 • The things we do

Lesson 3

Time needed:
60 minutes



Success criteria

Learners must be able to:

- name objects beginning with the letter **e**
- identify the initial letter sound /e/ in words
- read words with the initial letter **e**
- write words with the initial letter **e**

Resources

- Pictures or models of an elephant, an elbow, an egg, eyes
- Word cards, letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 16
- This teachers' guide, page 191, song 11

Introduction: Singing a song

5 minutes

Sing with the learners: The rats are on the run.

Activity 3.3.1 Naming objects beginning with the letter e

15 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 or model of an elephant, an elbow, an egg, eyes, one at a time. • Ask: What is this? Answer: It is an elephant./It is an elbow./It is an egg./It is eyes. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Show pictures/objects one at a time and say: Let's ask together: What is this? • Let's answer together: It is an elephant./It is an elbow./It is an egg./It is eyes. • Repeat with learners 2 or 3 times (whole class, in groups and as individuals). • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: It is an elephant./It is an elbow./It is an egg./It is eyes. 	<ul style="list-style-type: none"> • Now open your books at page 16. In pairs, take turns to ask: What is this? • And answer: It is an elephant./It is an elbow./It is an egg./It is eyes. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 3.3.2 Identifying the initial letter sound /e/ in words

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /e/. The first word is <i>elephant, elephant</i>. <i>Elephant</i> begins with /e/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>boy, boy</i>. <i>Boy</i> does not begin with /e/. So I point my thumb down. • The next word is <i>egg, egg</i>. <i>Egg</i> begins with /e/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /e/ together: /e/, /e/. • Repeat with learners several times. • Now I will say a word. If it begins with /e/, we point our thumbs up. • If it does not begin with /e/, we point our thumbs down. • Say: elephant, elephant (<i>teacher and learners point thumbs up</i>). • Say: cat, cat (<i>teacher and learners point thumbs down</i>). • Continue with other examples (animal, elbow, egg, rat, etc.). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /e/, point your thumbs up. • If it does not begin with /e/, point your thumbs down. • Say: egg (<i>learners put thumbs up</i>). • Continue with other examples (elephant, animal, elbow, cat, eat, ear, rat, each, etc.).

..... **Break**

Activity 3.3.3 Reading words with the initial letter e

10 minutes

Now we will read words that begin with the letter e. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show word cards with the following words, or write them on the chalkboard, one at a time: eleven/eat/ear/each/east. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words one at a time: eleven/eat/ear/each/east. • Repeat each word 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs. Open your books at page 17. • Take turns to read all the words on the page to each other. • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 3.3.4 Writing words with the initial letter e

15 minutes

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: an elephant.  <ul style="list-style-type: none"> • Read, moving a pointer under the letters as you read: an elephant. • Repeat 2 or 3 times. • Do the same with an elbow/an egg/eyes. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: an elephant. • Let's write an elephant in the air. • Together with the learners, write an elephant in the air. • Do the same for an elbow/an egg/eyes. 	<ul style="list-style-type: none"> • Now open your books at page 16. Write the words in your exercise books on your own. • Move round to observe and help the learners where needed. • Ask some learners to show their drawings and read what they have written. <div data-bbox="1031 813 1366 1037" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson

5 minutes

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

Success criteria

- Learners must be able to:
- segment words in a sentence
 - read decodable words with the initial and medial letter **e**
 - match words with pictures
 - read decodable sentences

Resources

- Pictures or objects
- Word cards
- Learners' book, page 17
- This teachers' guide, page 191, song 12

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Show word cards with the following words one at a time and in random order for the learners to read: *eleven, eat, ear, each, east, eyes, egg*. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 3.4.1 Segmenting words in a sentence

10 minutes

Now I will say a sentence. I will say the words in a sentence. We will say the sentence. We will say the words together. Then I will say the sentence again. Then you will say the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Listen:</i> Ken has a hen. • The words are: Ken_ has_a_hen. • <i>Listen:</i> He can sell eggs. • The words are: He_can_ sell_eggs. • <i>Do the same for other sentences, such as:</i> He can sell eggs. She will bake cakes. 	<ul style="list-style-type: none"> • Now I will say the sentence. You will say the words with me. • <i>Say:</i> Ken has a hen. • What are the words? (<i>Teacher and learners say:</i> Ken_ has_a_hen.) • <i>Say:</i> He can sell eggs. • What are the words? (<i>Teacher and learners say:</i> He_can_sell_ eggs.) • <i>Repeat 2 or 3 times.</i> • <i>Do the same for other sentences, such as:</i> He can sell eggs. She will bake cakes. 	<ul style="list-style-type: none"> • Now I will say the sentence. You will say the words on your own. • <i>Say:</i> Ken has a hen. (<i>Learners say:</i> Ken_has_a_hen.) • <i>Repeat 2 or 3 times.</i> • <i>Do the same for:</i> He can sell eggs. She will bake cakes. • <i>Have the learners repeat in groups, pairs and as individuals.</i>

Activity 3.4.2 Reading decodable words

15 minutes

Now we will read words. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the following word: egg. • Move the pointer under each letter as you read. • Do the same for the next words: sell/well/hen/ten/pen/net/men/leg/Ken. • Read each word 2 or 3 times. • Explain the meaning of the words and sentences with pictures, gestures or real objects. 	<ul style="list-style-type: none"> • Now we will read together. • Move the pointer under each word as you read the words with learners: egg/sell/well/hen/ten/pen/net/men/leg/Ken. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Open your books at page 17. • Be in pairs. Take turns to read all the words on the page to each other. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

Break

Activity 3.4.3 Matching words with pictures

10 minutes

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. Then you will match pictures with words on your own. Then you will write words.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw an egg on the chalkboard. To the right of the drawing write in a vertical column: leg/egg/pen. • Read the words as you point to drawing and say: This is not a leg. This is not a pen. This is an egg. • Repeat 2 or 3 times. • Write under the drawing the word: egg. • Read the word 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books at page 17. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: This is an egg. • Let's read the words to find the word: egg. • Read with the learners: leg/egg/pen. • Repeat 2 or 3 times. • Let's write the word: egg. • Call a learner to the front to write the word egg on the chalkboard. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word Picture 1. • Move round to observe and mark the learners' work. • Now write the correct word for Picture 2 and 3. • Move round to observe and mark the learners' work and help where needed. • Ask some learners to read their answers to the class.

Activity 3.4.4 Reading decodable sentences**15 minutes**

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<div data-bbox="225 488 555 757" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>he, to</i>) on the chalkboard. Explain their meanings. Read each word 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard these sentences: Ken has a hen. He can sell eggs. Ken can sell eggs to Pam. • Read the first sentence, moving the pointer under each word as you read. • Do the same for the other two sentences. • Read each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Let's read together: <i>he</i>. • Repeat 2 or 3 times. • Now let's read together: <i>to</i>. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with learners. Ken has a hen. He can sell eggs. Ken can sell eggs to Pam. • Repeat each sentence 2 or 3 times. • Do the same for the other sentences. • Then read all 3 sentences together with learners. 	<ul style="list-style-type: none"> • Open your books at page 17. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: What can Ken do? What does Ken have?

Closing the lesson**5 minutes**

Sing with the learners: Little brother.

UNIT 3 • The things we do

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- read words with double letters
 - use plural forms of words
 - write plural forms of words

Resources

- Learners' book, page 15
- This teachers' guide, page 191, song 12

Introduction: Singing a song

5 minutes

Sing: Draw an egg in the air. Use other **e** words such as *elephant, elbow* and *eyes*.

Activity 3.5.1 Reading words with double letters

10 minutes

Today we will read words that have double letters. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following words on the chalkboard or word cards: egg, sell, well. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="172 1137 507 1328" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>This is revision so do not spend much time on the above words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: dress. • Sound out each letter sound as you move the pointer under it, like this: /d/ /r/ /e/ /s/. • Then read the word at a normal pace: dress. • Repeat 2 or 3 times. • Do the same for: fill/tell/off. 	<ul style="list-style-type: none"> • Now we will read words together: egg, sell, well. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's say the sounds and the word together: /d/ /r/ /e/ /s/, dress. • Repeat 2 or 3 times. • Do the same for: fill/tell/off. 	<ul style="list-style-type: none"> • Write all the words on the chalkboard or have them on word cards. • Now it's your turn. As I point to a word, read the word on your own. • Move round to observe and help the learners where needed. • Ask one or two learners to read the words to the class.

Activity 3.5.2 Using plural forms of words**15 minutes**

Now we will use the plural forms of words. I will use the plural form. We will use the plural form together. Then you will use the plural form on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Show the learners a book and say: This is one book.</i> • <i>Repeat 2 or 3 times.</i> • <i>Write: one book on the chalkboard.</i> • <i>Then read: one book.</i> • <i>Repeat 2 or 3 times.</i> • <i>Show the learners four books and say: There are four books.</i> • <i>Repeat 2 or 3 times.</i> • <i>Write: four books on the chalkboard.</i> • <i>Then read: four books.</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same with singular and plural forms of boy/girl/pen/stone.</i> 	<ul style="list-style-type: none"> • <i>Now let's do it together.</i> • <i>Show the learners one book.</i> • <i>Point to the book and say: Let's say together: This is one book.</i> • <i>Write on the chalkboard: one book.</i> • <i>Say: Let's read the words together: one book.</i> • <i>Repeat 2 or 3 times.</i> • <i>Show four books and say: There are four books.</i> • <i>Write on the chalkboard: four books.</i> • <i>Say: Let's read the words together: four books.</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same with singular and plural forms of boy/girl/pen/stone.</i> 	<ul style="list-style-type: none"> • <i>Now do it on your own.</i> • <i>Show the learners one book and ask: How many?</i> • <i>Learners say: one book.</i> • <i>Repeat as a whole class, in groups and in pairs.</i> • <i>Then show the learners four books and ask: How many?</i> • <i>Learners say: four books.</i> • <i>Repeat as a whole class, in groups and in pairs.</i> • <i>Do the same with singular and plural forms of boy/girl/pen/stone.</i>

..... **Break**

Activity 3.5.3 Writing plural forms of words**25 minutes**

Now we will write plural forms of words. I will write plural forms of words. We will write plural forms of words together. Then you will write plural forms of words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 15. Watch as I write. • <i>Be sure that the learners are ready to watch as you write the first word from the list on Learners' book, page 15: rat.</i> • <i>Say:</i> I will form the plural of rat by adding an s. • Write on the chalkboard: rat/rats. • <i>Do the same with book.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Now we will form plurals together. • Open your exercise books. Copy the first word in your exercise book: rat. • <i>As the learners are copying, move round to check and help the learners where needed.</i> • <i>Say:</i> Now let's write the plural of <i>rat</i> beside it. Let's write <i>rats</i>. • Do the same with <i>book</i>. 	<ul style="list-style-type: none"> • Now finish writing the words and their plurals on your own in your exercise book. • <i>Move round to mark the learners' work and help where needed.</i> • <i>Ask some learners to read the pairs of words they have written.</i>

Closing the lesson**5 minutes**

Ask the learners to make plural forms of words covered in the lesson.

Success criteria

- Learners must be able to:
- blend sounds to make words
 - ask for and give information
 - revise decodable sentences

Resources

- Learners' book, page 17
- This teachers' guide, page 192, song 13

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

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

Activity 3.6.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /e/ /g/. The word is <i>egg</i>. • Repeat 2 or 3 times. • Listen: /h/ /e/ /n/. The word is <i>hen</i>. • Repeat 2 or 3 times. • Listen: /w/ /e/ /l/. The word is <i>well</i>. • Repeat 2 or 3 times. • Do the same with <i>net/men</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. We will say the word together. • Say: /e/ /g/. What is the word? (Teacher and learners say: <i>egg</i>.) • Repeat 2 or 3 times. • Say: /h/ e/n/. What is the word? (Teacher and learners say: <i>hen</i>.) • Repeat 2 or three times. • Say: /w/ /e/ /l/. What is the word? (Teacher and learners say: <i>well</i>.) • Repeat 2 or 3 times. • Do the same with <i>net/men</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Say: /e/ /g/. What is the word? (Learners say: <i>egg</i>.) • Repeat 2 or 3 times. • Say: /h/ /e/ /n/. What is the word? (Learners say: <i>hen</i>.) • Repeat 2 or 3 times. • Say: /w/ /e/ /l/. What is the word? (Learners say <i>well</i>.) • Repeat 2 or 3 times. • Do the same with <i>net/men</i>. • Repeat with groups, pairs and individuals.
<p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p>		

Activity 3.6.2 Asking for and giving information

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> What does Tadala do at school every day? • <i>Answer:</i> Tadala sweeps the classroom at school every day. • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> What does Tadala do at home every day? • <i>Answer:</i> Tadala helps her mother at home every day. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Who does Tadala play with every day? • <i>Answer:</i> Tadala plays with her little sister every day. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Learners, look at me! • <i>Let's say together:</i> What does Tadala do at school every day? <i>Let's answer together:</i> Tadala sweeps the classroom every day. • <i>Repeat 2 or 3 times.</i> • <i>What does Tadala do at home every day? Let's answer:</i> Tadala helps her mother at home every day. • <i>Repeat 2 or 3 times.</i> • <i>Do the same for:</i> Tadala plays with her little sister every day. 	<ul style="list-style-type: none"> • Now I will ask the questions and you will answer on your own. • <i>Ask:</i> What does Tadala do at school every day? • <i>Learners answer:</i> Tadala sweeps the classroom at school every day. • <i>Ask:</i> What does Tadala do at home every day? • <i>Learners answer:</i> Tadala helps her mother at home every day. • <i>Ask:</i> Who does Tadala play with every day? • <i>Learners answer:</i> Tadala plays with her little sister every day. • <i>Move round to observe and help the learners where needed.</i>

..... **Break**

Activity 3.6.3 Revising decodable sentences**25 minutes**

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following sentence on the chalkboard: Ken has a hen. • Move the pointer under each word as you read. • Read the sentence 2 or 3 times. • Do the same for the other sentences: He can sell eggs. Ken can sell eggs to Pam. 	<ul style="list-style-type: none"> • Now we will read together. • Let's read the first sentence. (Teacher and learners read: Ken has a hen.) • Repeat 2 or 3 times. • Do the same for the other two sentences. • Read the sentences with the learners as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 17. • Be in pairs. Take turns to read the sentences. • Move round to observe and help the learners where needed. • Ask some learners to read to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: Who has a hen? What can he sell?

Closing the lesson**5 minutes**

Play Mrs Phiri Says with commands that practise recognition of numbers, e.g.: Show four fingers/ Hold up one book/Point to three girls/boys, etc.

UNIT 3 • The things we do

Lesson 7

Time needed:
60 minutes



Success criteria

Learners must be able to:

- blend sounds to make words
- discuss an illustration
- read a story
- answer comprehension questions

Resources

- Real objects, pictures or models of plates, clothes, food
- Word cards
- Learners' book, page 18
- This teachers' guide, page 192, song 13

Introduction: Singing a song

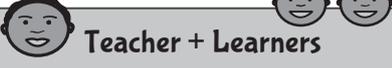
5 minutes

Sing with the learners: This is the way.

Activity 3.7.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /p/ /e/ /n/. The word is <i>pen</i>. • Repeat 2 or 3 times. • Say: /s/ /e/ /l/. The word is <i>sell</i>. • Repeat 2 or 3 times. • Say: /t/ /e/ /n/. The word is <i>ten</i>. • Repeat 2 or 3 times. • Do the same for Ken/leg. 	<ul style="list-style-type: none"> • Now I will say the sounds and we will say the words with me. • Say: /p/ /e/ /n/. What is the word? (<i>Teacher and learners say: pen.</i>) • Repeat 2 or 3 times. • Do the same for sell/ten/ Ken/leg. • Repeat 2 or 3 times with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Say: /p/ /e/ /n/. What is the word? (<i>Learners say: pen.</i>) • Repeat 2 or 3 times. • Do the same for sell/ten/ Ken/leg. • Repeat with groups, pairs and individuals.

Activity 3.7.2 Discussing an illustration

15 minutes

Today we will talk about pictures. I will talk about the pictures. We will talk about the pictures together. Then you will talk about the pictures on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 18. Look at the first picture. • Repeat 2 or 3 times as you walk around to make sure that all learners are looking at the picture. • Ask: What do you see in the first picture? 	<ul style="list-style-type: none"> • Say: Let's look at the pictures. What do you see in the first picture? • Point to each picture as you ask and answer together. • Let's answer together: I see a girl sitting on a bed. 	<ul style="list-style-type: none"> • Now I will ask questions and you will answer them on your own. • Ask: What do you see in the first picture? • Learners answer: I see a girl sitting on a bed.

<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Answer: I see a girl sitting on a bed. • Repeat the sentence 2 or 3 times. • Ask: What do you see in the next picture? • Repeat 2 or 3 times. • Answer: I see a girl brushing her teeth. • Repeat 2 or 3 times. • Do the same for the other pictures. 	<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Say: What do you see in the next picture? • Let's answer together: I see a girl brushing her teeth. • Do the same for the other pictures. 	<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Ask: What do you see in the next picture? • Learners answer: I see a girl brushing her teeth. • Repeat 2 or 3 times. • Do the same for the other pictures. • Let the learners reply as a whole class, in groups, in pairs and as individuals.
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..... Break

Activity 3.7.3 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then, you will read a story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show word cards with the following words, or write them on the chalkboard one at a time: wakes up, brushes, washes, eats, breakfast. • Explain the meaning of the words with gestures, pictures, real items or an example in a sentence. • Show the learners how to read by sounding out the initial letter and other letters they know. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the words together. • Read each word one at a time with the learners: wakes up, brushes, washes, eats, breakfast. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • Show the word card or point to each word on the chalkboard one at a time: wakes up, brushes, washes, eats, breakfast. • Have the learners read the words as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • Say: Open your books at page 18. • Say: Listen. I will read. • Make sure all learners are at the right page and that they are following. • Read aloud the story. • Use the pointer to show where to begin. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the story. • Say: Move your finger under the words as we read together. • Read the story together with the learners. 	<ul style="list-style-type: none"> • Now, it is your turn to read the story on your own. • Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.
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Activity 3.7.4 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions together. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Open your books at page 18. • Ask: In Picture 1, when does Temwa wake up every day? • Answer: Temwa wakes up at 6 o'clock every day. • Repeat 2 or 3 times. • Ask: In Picture 2, what does Temwa do every day? • Answer: Temwa brushes her teeth every day. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer the questions together. • Ask: When does Temwa wake up every day? • Lets answer together: Temwa wakes up at 6 o'clock every day. • Repeat 2 or 3 times. • Ask: What does Temwa do next? • Answer: Temwa brushes her teeth every day. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns asking and answering the questions. • Move round to observe and help the learners where needed.

Closing the lesson

5 minutes

Ask the learners to sing the song: This is the way (use different actions).

Success criteria

Learners must be able to:

- identify the sound /sh/ in words
- name objects beginning with the letter **f**
- identify the initial letter sound /f/ in words
- read words with the initial letter **f**
- write words with the initial letter **f**

Resources

- Pictures or models of a farmer, a foot, a face, a frog, fingers and a fish
- Word cards, letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, pages 19 and 20
- This teachers' guide, pages 189 and 193, songs 3 and 14

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing the song: This is my head.

Activity 3.8.1 Identify the sound /sh/ in words

10 minutes

Now we are going to learn the sound /sh/. I will say a word. If the word ends with /sh/, point your thumbs up. If the word does not end with /sh/, point your thumbs down.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the word: fish. Say: /f/ /i/ /sh/. • Read the word slowly separating the sounds: /f/ /i/ /sh/. Then read the word at a normal pace. • Repeat 2 or 3 times. • Do the same with finish/dish/cash/push. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say /sh/ together: /sh/, /sh/. • Repeat with learners 2 or 3 times. • Now I will say a word. If it ends with /sh/, we point our thumbs up. • If it does not end with /sh/, we point our thumbs down (teacher and learners point thumbs up or down): • Say: Fish, fish. Fish ends with /sh/, so we put our thumbs up. (Teacher and learners put thumbs up.) • Boy, boy. Boy does not end with /sh/, so we put our thumbs down. (Teacher and learners put thumbs down.) • Do the same for finish/ elbow/ dish/egg/cash/ fan/push. 	<ul style="list-style-type: none"> • Now I will say a word. If it ends with /sh/, point your thumbs up. • If it does not begin with /sh/, point your thumbs down. • Say: fish (learners point thumbs up). • Do the same for finish/elbow/ dish/egg/cash/fan/push.

Activity 3.8.2 Naming objects beginning with the letter f**15 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 or model of a farmer/a foot/a face/a frog/fingers/a fish, one at a time. • Ask: What is this? • And answer: It is a farmer./It is a foot./It is a face./It is a frog./It is fingers./It is a fish. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Hold up a picture and say: Let's ask together: What is this? • Let's answer together: It is a farmer./It is a foot./It is a face./It is a frog./It is fingers./It is a fish. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Now open your books at page 19. • In pairs, take turns to ask: What is this? • Answer: It is a farmer./It is a foot./It is a face./It is a frog./It is fingers./It is a fish.

..... **Break**

Activity 3.8.3 Identifying the initial letter sound /f/ in words**5 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /f/. The first word is <i>farmer</i>. <i>Farmer</i> begins with /f/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>boy</i>. <i>Boy</i> does not begin with /f/. So I point my thumb down. • The next word is <i>face</i>. <i>Face</i> begins with /f/. So I point my thumb up. • Continue with <i>foot/ face/frog/ fingers/fish</i>. 	<ul style="list-style-type: none"> • Let's say /f/ together: /f/, /f/. • Repeat with learners 2 or 3 times. • Now I will say a word. If it begins with /f/, we point our thumbs up. • If it does not begin with /f/, we point our thumbs down. (<i>Teacher and learners point thumbs up or down.</i>) • Say: farmer, farmer. <i>Farmer</i> begins with /f/ so we point our thumbs up. • Say: elbow, elbow. <i>Elbow</i> does not begin with /f/ so we point our thumbs down. • Do the same for: <i>foot/ elephant/face/animal/frog/ cat/fingers/rat/fish</i>. 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /f/, point your thumbs up. • If it does not begin with /f/, point your thumbs down. • Say: farmer (<i>learners point thumbs up</i>). • Do the same for: <i>foot/ elephant/face/animal/frog/ cat/fingers/rat/fish</i>.

Activity 3.8.4 Reading words with the initial letter f**10 minutes**

Now we will read words that begin with the letter **f**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show word cards with the following words, one at a time: fan, fat, father, food, finger, fork. • For each card, say the word 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards, one at a time, and say: Let's read together: fan, fat, father, food, finger, fork. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs. Open your books at page 19. • Take turns to read all the words on the page. • Move round to observe and help the learners where necessary. • Let some learners read to the class.

Activity 3.8.5 Writing words with the initial letter f**10 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: a farmer. <p><u> </u> - a farmer - <u> </u></p> <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a farmer. • Repeat 2 or 3 times. • Do the same for: a foot/a face/a frog/fingers/a fish. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word farmer on the chalkboard and say: a farmer. • Let's write a farmer in the air. • Teacher and learners write a farmer in the air. • Say: Let's write the word foot. • Do the same for: a face/a frog/fingers/a fish. <div data-bbox="651 1615 986 1877" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Use time wisely on this part of the cycle. The main objective is for the learners to draw and write in their exercise books.</p> </div>	<ul style="list-style-type: none"> • Now open your exercise books. Write in your exercise books on your own. • Move round to observe and help the learners where needed. • Ask some learners to show their drawings and read what they have written. <div data-bbox="1078 1536 1414 1760" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson**5 minutes**

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

UNIT 3 • The things we do

Lesson 9

Time needed:
60 minutes



Success criteria

Learners must be able to:

- blend sounds into words
- use *a* and *an* with names of objects
- read decodable words
- match pictures with words
- read decodable sentences

Resources

- Pictures or models of an egg, a plate and other objects that begin with a vowel or a consonant
- Word cards
- Learners' book, pages 20, 21
- This teachers' guide, page 189, song 3

Introduction: Identifying words with the initial sound /f/

5 minutes

Play thumbs up/thumbs down with **f** words.

Activity 3.9.1 Blending sounds into words

10 minutes

Now we will put sounds together to make a word. I will say the sounds. Then I will say the word. I will say the sounds again. Then we will say the words together. I will say the sounds again. Then you will say the word on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /f/ /a/ /n/. The word is <i>fan</i>. • Listen: /f/ /i/ /sh/. The word is <i>fish</i>. • Listen: /f/ /i/ /g/. The word is <i>fig</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together. • Say: /f/ /a/ /n/. • <i>Teacher and learners say:</i> The word is <i>fan</i>. • Say: /f/ /i/ /sh/. • <i>Teacher and learners say:</i> The word is <i>fish</i>. • Repeat with <i>fig</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then you will say the words. • The sounds are: /f/ /a/ /n/. • <i>Learners say:</i> The word is <i>fan</i>. • Do the same with <i>fish/fig</i>.

Activity 3.9.2 Using *a* and *an* with the names of objects**15 minutes**

Now we will use *a* and *an* with names of things. I will use *a* and *an* with names of things. We will use *a* and *an* with names of things. Then you will use *a* and *an* with names of things.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Look at me. • Show the learners an egg or a picture of an egg and ask: What is this? • And answer: It is an egg. • Do the same with another object that begins with a vowel. • Write each sentence on the chalkboard. • Repeat the question and answer 2 or 3 times. • Show the learners a plate and say: What is this? • And answer: It is a plate. • Do the same with another object that does not begin with a vowel. • Write each sentence on the chalkboard. • Repeat the question and answer 2 or 3 times. • Say: An goes with words that begin with a, e, i, o and u. A goes with words that begin with other letters. • Model adding a or an before these words: an axe, a plate. 	<ul style="list-style-type: none"> • Show the learners an egg or picture of an egg. • Let's say together: What is this? • Let's answer together: It is an egg. • Do the same with another object that begins with a vowel. • Repeat the question and answer 2 or 3 times. • Show the learners a plate or a picture of a plate and ask: What is this? • Teacher and learners answer together: It is a plate. • Do the same with another object that does not begin with a vowel. • Repeat the question and answer 2 or 3 times. • Read the sentences on the chalkboard together. • Let's add a or an together: an egg, a plate. 	<ul style="list-style-type: none"> • Be in groups and open your books at page 21. • Copy the words from Exercise C in your exercise books and add <i>an</i> or <i>a</i> before the words. • Move round to observe and help the learners where needed.

..... **Break**

Activity 3.9.3 Reading decodable words**9 minutes**

Now we will read words. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the letters: sh. • Point under sh. Say: The letters s and h together make the sound /sh/. • Write on the chalkboard the following words, one at a time: fan/fat/fig/fill/fell/fit/fish/finish/fin/off. • Say each letter sound as you move the pointer under each word. • Then read each word at a normal pace. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Point under sh. Say the sound with me: /sh/, /sh/, /sh/. • Now we will read the words on the chalkboard together. • Point to each word and read with the learners 2 times. • Have the learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Point under sh. Say: What is the sound? • Have the learners say the sound 3 times as a whole class and a few times as individuals. • Say: Open your books at page 20. Read the words in the Box 1. • Now read the words in the Box 2 on your own. • Move round to observe and help the learners where needed (supervise the learners). • Ask one or two learners to read to the class.

Activity 3.9.4 Matching pictures with words**9 minutes**

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. Then you will match pictures with words on your own. Then you will write words.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Look at me. • Draw a fish on the chalkboard. Draw an arrow to the fin of the fish. To the right of the drawing write: fin, fat, fill. • Read the words as you point to the fin and say: This is not fat. This is not fill. This is a fin. • Repeat 2 or 3 times. • Now write: fin. • Read the word 2 times. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your books at page 20. • Point to Picture 1 and say: Let's ask together: What is this? • Let's say together: This is not fat. This is not fill. This is a fin. • Let's read the words to find <i>fin</i>: fin, fat, fill. • Let's write the word <i>fin</i> in the air. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your books at page 20 and open your exercise books. • Do Picture 1 on your own in your exercise books. • Move round to observe and mark the learners' work. • Now do Pictures 2 and 3. • Ask some learners to read their answers to the class.

Activity 3.9.5 Reading decodable sentences**9 minutes**

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<div data-bbox="225 488 555 555" style="border: 1px solid black; padding: 5px;">  Teacher tip Before reading, write the sight word <i>no</i> on the chalkboard. Explain its meaning. Read the word 3 or 4 times. Ask the learners to read the word with you. </div> <ul style="list-style-type: none"> • Write on the chalkboard this question and answer: Can Pam get a fish? No! • Move the pointer under each word as you read. • Do the same for the next sentences: Can Dan get a fish? No! Can a cat get a fish? Yes! • Read each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's read the first line together. • <i>Read the first line with the learners 2 or 3 times.</i> • <i>Do the same for the other lines.</i> • <i>Have the learners read as a whole class, in groups, in pairs and individually.</i> 	<ul style="list-style-type: none"> • Open your books at page 20. Be in pairs. • Take turns to read the sentences on your own. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read to the class.</i> • <i>Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: Who can get a fish? Who can't get a fish?</i>

Closing the lesson**3 minutes**

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

UNIT 3 • The things we do

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 3. 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 101.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds to make words	68, 71, 83, 86, 92	
• ask for and give permission	68–69	
• blend words to make sentences	69, 67	
• read decodable words and sentences	70	13
• sing a song	70, 73, 74, 76, 79, 80, 83, 86, 88, 89, 91, 95, 97	
• revise asking for and giving permission	71	
• discuss an illustration	72, 86	14, 15, 18
• read a story	72–73, 87–88, 90	14, 15, 18
• answer comprehension questions	73, 88, 89	14, 15, 18
• name objects beginning with the letter e	74	16
• identify the initial letter sound /e/ in words	75	
• read words with the initial letter e	75	17
• write words with the initial letter e	76	
• revise sight words	77	
• segment words in a sentence	77	
• read decodable words with the initial and medial letter e	78	17
• match words with pictures	78, 94	17, 20
• read decodable sentences	79, 95, 99	17, 20
• read words with double letters	80	
• use plural forms of words	81	
• write plural forms of words	82	15
• ask for and give information	84	
• revise decodable sentences	85	17
• identify the sound /sh/ in words	89	
• name objects beginning with the letter f	90	19
• identify the initial letter sound /f/ in words	90	19
• read words with the initial letter f	91	19
• write words with the initial letter f	91	19
• revise words with the initial letter sound /f/	92	
• use <i>a</i> and <i>an</i> with names of objects	93	21
• read decodable words	94	20

Revising

In this lesson, you will revise the activities done in Days 1–9. Learners will practise these activities to master the skills of blending words in a sentence, reading with the teacher, answering questions and reading sentences.

Informal assessment

As learners work to complete the activities, walk round the class to make sure that they are completing the activities correctly. You can also assess their progress 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

5 minutes

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

Activity 3.10.1 Blending words to make sentences

10 minutes

Now we will join words to make a sentence. I will join words to make a sentence. We will join words to make a sentence. Then you will join words to make sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Listen: How_are_you? The sentence is: How are you? • Listen: I_am_fine. The sentence is: I am fine. • Listen: My_name_is_James. The sentence is: My name is James. 	<ul style="list-style-type: none"> • Now I will say the words then we will say the sentence together: • Say: How_are_you? What is the sentence? (<i>Teacher and learners say: How are you?</i>) • Say: I_am_fine. What is the sentence? (<i>Teacher and learners say: I am fine.</i>) • <i>Do the same with: My name is James. My father is a nurse.</i> 	<ul style="list-style-type: none"> • Now I will say the words. You will make the sentences. • How_are_you? What is the question? • <i>Learners say: How are you?</i> • I_am_fine. <i>What is the sentence? Learners say: I am fine.</i> • <i>Do the same with: My name is James. My father is a nurse.</i> • <i>Repeat with groups, pairs and individuals.</i>

Activity 3.10.2 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then, you will read a story on your own.

 Teacher	 Teacher + Learners  	 Learners  
<ul style="list-style-type: none"> • Show word cards with the following words, or write them on the chalkboard one at a time: wakes up, brushes, washes, eats, breakfast. • Explain the meaning of the words with gestures, pictures, real items or an example in a sentence. • Show the learners how to read by sounding out the initial letter and other letters they know. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the words together. • Read each word one at a time with the learners: wakes up, brushes, washes, eats, breakfast. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • Show the word card or point to each word on the chalkboard one at a time: wakes up, brushes, washes, eats, breakfast. • Have the learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at page 18. • Say: Listen. I will read. • Make sure all learners are at the right page and that they are following. • Read aloud the story. • Use the pointer to show where to begin. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the story. • Say: Move your finger under the words as we read together. • Read the story together with the learners. 	<ul style="list-style-type: none"> • Now, it is your turn to read on your own. • Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

..... **Break**

Activity 3.10.3 Answering comprehension questions

12 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions together. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: In Picture 1, when does Temwa wake up every day? • Answer: Temwa wakes up at 6 o'clock every day. • Repeat 2 or 3 times. • Ask: In Picture 2, what does Temwa do every day? • Answer: Temwa brushes her teeth every day. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer the questions together. • Ask: When does Temwa wake up every day? • Lets answer together: Temwa wakes up at 6 o'clock every day. • Repeat 2 or 3 times. • Ask: What does Temwa do next? • Answer: Temwa brushes her teeth every day. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns asking and answering the questions. • Move round to observe and help the learners where needed.

Activity 3.10.4 Reading decodable sentences

13 minutes

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="225 1330 555 1599" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>he, to</i>) on the chalkboard. Explain their meanings. Read each word 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard these sentences: Ken has a hen. He can sell eggs. Ken can sell eggs to Pam. • Read the first sentence, moving the pointer under each word as you read. • Do the same for the other two sentences. • Read each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Let's read together: <i>he</i>. • Repeat 2 or 3 times. • Now let's read together: <i>to</i>. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with learners. Ken has a hen. He can sell eggs. Ken can sell eggs to Pam. • Repeat each sentence 2 or 3 times. • Do the same for the other sentences. • Then read all 3 sentences together with learners. 	<ul style="list-style-type: none"> • Open your books at page 17. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: What can Ken do? What does Ken have?

Closing the lesson

5 minutes

Play a forming plurals game: Divide the class into two groups. Teacher shows words to each group and asks them to compete by forming plurals from the words.

Evaluation tools

Now ask the learners to say:

 One or two things they liked in the lesson.

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

Assessment of Unit 3 

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

Is the learner able to:	Excellent	Good	Average	Needs support
Blend sounds to make words?				
Ask for and give permission?				
Blend words to make sentences?				
Read decodable words and sentences?				
Sing a song?				
Revise asking for and giving permission?				
Discuss an illustration?				
Read a story?				
Answer comprehension question?				
Name objects beginning with the letter e ?				
Identify the initial letter sound / e / in words?				

Is the learner able to:	Excellent	Good	Average	Needs support
read words with the initial letter e ?				
write words with the initial letter e ?				
revise sight words?				
segment words in a sentence?				
read decodable words with the initial and medial letter e ?				
match words with pictures?				
read decodable sentences?				
read words with double letters?				
use plural forms of words?				
write plural forms of words?				
ask for and give information?				
revise decodable sentences?				
identify the sound / sh / in words?				
name objects beginning with the letter f ?				
identify the initial letter sound / f / in words?				
read words with the initial letter f ?				
write words with the initial letter f ?				
revise words with the initial letter sound / f /?				
use <i>a</i> and <i>an</i> with names of objects?				
read decodable words?				

UNIT 4 Lesson planner

UNIT 4 Week 1: My village

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Ask for and reject permission Read decodable words and sentences 	<ul style="list-style-type: none"> Blend sounds into words Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects beginning with the letter g Identify the initial letter sound /g/ in words Read words with the initial letter g Write words with the initial letter g 	<ul style="list-style-type: none"> Blend sounds into words Read decodable words Match pictures with words Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds into words Write letters of the alphabet Copy sentences neatly and legibly
Introduction	Playing a command game	Revise asking for and rejecting permission	Playing a command game	Revising sight words	Song: <i>The alphabet song</i>
References: Learners' book/ Teachers' guide	LB Page 20 TG Page 191, Song 9	LB Pages 22, 23 TG Page 192, Song 15	LB Page 24 TG Page 189, Song 3	LB Page 25 TG Page 189, Song 3	LB Page 25 TG Page 192, Song 16
Listening and speaking	Asking for and refusing permission Singing a song	Asking for and giving permission; discussing illustrations; answering comprehension questions	Naming objects beginning with the letter g	Matching pictures with words	
Phonological awareness	Blending sounds into words	Blending sounds into words	Identify the initial letter sound /g/ in words	Blending sounds into words	Blending sounds into words
Reading					
Alphabetic principle			Naming objects beginning with the letter g		Reading letters of the alphabet
Vocabulary	<i>Can I use your (pencil, ruler)? No I am sorry. I am using it.</i> <i>fat, fit, fell, fish, finish, fin, finish, fig, fill</i>	<i>village, near, dogs, ducks, goats</i>	<i>girl, goat, gun, grandfather, guitar, grandmother, garden, grass, good, goodbye</i>	<i>God, gun, gum, leg, fog, log, grass, sing, king, long</i>	
Fluency and comprehension	Revising decodable words and sentences	Reading a story; answering comprehension questions	Reading words with the initial letter g	Reading decodable words; reading decodable sentences	Reading letters of the alphabet, reading decodable sentences
Writing			Writing words with the initial letter g	Writing the correct word for the picture	Writing letters of the alphabet; copying sentences neatly and legibly
Closing the lesson	Song: <i>Clap your hands</i>	Song: <i>How many people live in your house?</i>	Song: <i>Show me g</i>	Song: <i>I like school</i>	Playing a command game

UNIT 4 Week 2: My village

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Ask for and give information Match numbers with words Revise decodable sentences 	<ul style="list-style-type: none"> Blend sound into words Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects beginning with the letter h Identify the initial letter sound /h/ in words Read words with the initial letter h Write words with the initial letter h 	<ul style="list-style-type: none"> Blend sounds into words Read decodable words Match pictures with words Read decodable sentences 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies
Introduction	Song: <i>One, two, three, four, five</i>	Song: <i>Good morning to you</i>	Song: <i>Show me h</i>	Revising sight words	Review one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Page 25 TG Page 193, Song 17	LB Pages 26 and 27 TG Pages 189 and 193, Songs 1 and 18	LB Page 28 TG Pages 189 and 192, Songs 3 and 16	LB Page 29 TG Page 193, Song 19	
Listening and speaking	Asking for and giving information	Discussing illustrations; answering comprehension questions	Naming objects beginning with the letter h	Matching pictures with words	Answering comprehension questions
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /h/ in words	Blending sounds into words	Blending sounds into words
Reading					
Alphabetic principle	Revise decodable sentences		Reading words with the initial letter h		
Vocabulary	<i>How many _____ (books, sticks, boxes, pencils) are there? There are _____.</i>	<i>lion, sick, hyena, medicine, heart</i>	<i>hat, hoe, head, hare, hyena, hair, hippo, home, hall</i>	<i>hat, hen had, hit, hip, hill, hot, him, ham, hand</i>	
Fluency and comprehension	Matching numbers with words; revising decodable sentences	Reading a story; answering comprehension questions	Reading words with the initial letter h	Reading decodable words; reading decodable sentences	Reading a story; answering comprehension questions; reading decodable sentences
Writing	Copying numbers in numerals and words		Writing words with the initial letter h	Writing the correct word for the picture	
Closing the lesson	<i>Playing Mrs Phiri says, using numbers</i>	Song: <i>Where are the lions?</i>	Song: <i>The alphabet song</i>	Song: <i>Where does the hat go?</i>	Song: <i>Show me h</i>

UNIT 4 • My village

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - ask for and reject permission
 - read decodable words and sentences

Resources

- Pencils, pens, school bags, rulers, rubbers
- Learners' book, page 20
- This teachers' guide, page 191, song 9

Introduction: Playing a command game

5 minutes

Play the game Mrs Phiri says with any of the following commands: Clap hands, stand up, sit down, point to the door.

Activity 4.1.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Listen: /f/ /a/ /t/. The word is <i>fat</i>. • Listen: /f/ /i/ /t/. The word is <i>fit</i>. • Listen: /f/ /i/ /sh/. The word is <i>fish</i>. <div data-bbox="177 1227 509 1527" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /f/ /a/ /t/. What is the word? (<i>Teacher and learners say: fat.</i>) • Say: /f/ /i/ /t/. What is the word? (<i>Teacher and learners say: fit.</i>) • Do the same with fish. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /f/ /a/ /t/. What is the word? (<i>Learners say: fat.</i>) • Listen: /f/ /i/ /t/. What is the word? (<i>Learners say: fit.</i>) • Listen: /f/ /i/ /sh/. What is the word? (<i>Learners say: fish.</i>) • Repeat with groups, pairs and individuals.

Activity 4.1.2 Asking for and rejecting permission

15 minutes

Now we will make and reject requests. I will make and reject requests. We will make and reject requests. Then you will make and reject requests on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Can I use your pencil, please? • Answer: No, I am sorry. I am using it. <i>(Mime the action of rejecting the request.)</i> • Repeat 2 or 3 times. • Say: Can I use your ruler, please? • Answer: No, I am sorry. I am using it. <i>(Mime rejecting the request.)</i> • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: Can I use your pencil, please? • Repeat 3 or 4 times. • Let's say: No, I am sorry, I am using it. • Repeat 2 or 3 times. • Do the same with similar requests, such as: Can I use your ruler, please? • Let the learners ask and answer in groups, pairs and individuals. • Invite 2 learners to the front. Help one of them to ask: Can I use your pencil, please? And the other to answer: No, I am sorry. I am using it. • The one who answers should mime rejecting the request. 	<ul style="list-style-type: none"> • Now be in pairs and take turns to ask: Can I use your pencil/ ruler, please? And answer: No, I am sorry, I am using it. • The one who answers should mime rejecting the request. • Learners should take turns to ask and answer. • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

..... Break

Activity 4.1.3 Revising decodable words and sentences**25 minutes**

Now we will read words and sentences. I will read words and sentences. We will read words and sentences together. Then you will read words and sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on word cards or on the chalkboard some words from the Learners' book, page 20: for example: fat, fit, fell, fish. • For each word, say each letter sound as you move a pointer under the word. • Then read the word at a normal pace. • Repeat 2 or 3 times • Write the sentences on the chalkboard. <p>Can Pam get a fish?</p> <p>No! Can Dan get a fish? No!</p> <p>Can a cat get a fish? Yes!</p> • Read the sentences, moving the pointer under each word as you read. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now let's read the words together: fat, fit, fell, fish. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals • Say: Now let's read the sentences together: <p>Can Pam get a fish?</p> <p>No! Can Dan get a fish? No!</p> <p>Can a cat get a fish? Yes!</p> • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 20. Take turns to read the words in Box 2 and the sentences. • Move round to observe and help the learners as needed. • Ask some pairs to read the words and sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: Can Pam get a fish? What can get a fish?

Closing the lesson**5 minutes**

Sing with the learners: Clap your hands.

Success criteria

- Learners must be able to:
- blend sounds into words
 - discuss an illustration
 - read a story
 - answer comprehension questions

Resources

- Learners' book, pages 22, 23
- This teachers' guide, page 192, song 15

Time needed:
60 minutes



Introduction: Revising asking for and rejecting permission

5 minutes

Ask the learners if you can use their books/pencils, etc. and have them reject the request as a whole class and in groups (miming the actions as they reject the request).

Activity 4.2.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /f/ /i/ /g/. The word is <i>fig</i>. • Listen: /o/ /f/. The word is <i>off</i>. • Listen: /f/ /i/ /n/ /i/ /sh/. The word is <i>finish</i>. <div data-bbox="225 1263 555 1563" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /f/ /i/ /g/. What is the word? (<i>Teacher and learners say: fig.</i>) • Say: /o/ /f/. What is the word? (<i>Teacher and learners say: off.</i>) • Do the same with finish. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /f/ /i/ /g/. What is the word? (<i>Learners say: fig.</i>) • Listen: /o/ /f/. What is the word? (<i>Learners say: off.</i>) • Do the same with finish. • Repeat with groups, pairs and individuals.

Activity 4.2.2 Discussing illustrations

15 minutes

Now we will talk about pictures. I will talk about pictures. We will talk about pictures. Then you will talk about pictures.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 22. Look at the picture. • Repeat 2 or 3 times as you walk around to make sure that all learners are looking at the picture. • Ask: What do you see in the picture? • Repeat 2 or 3 times. • Answer: I see houses/a goat/a man and a woman/hills/trees/a water pump. • Repeat each sentence 2 or 3 times. • Do the same with the pictures on page 23. 	<ul style="list-style-type: none"> • Say: Let's look at the picture on page 22. What do we see in the picture? • Let's answer together (point to each item as you name it): • I see houses/a goat/a man and a woman/hills/trees/a borehole. • Repeat each sentence 2 or 3 times with the learners as a whole class, in groups, pairs and as individuals. • Do the same with the picture on page 23. 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 22 on your own. • Ask the learners: What do you see in the picture? • Let the learners reply as a whole class, in groups, pairs and as individuals. • Do the same for the picture on page 23.

Break

Activity 4.2.3 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard one at a time: village/near/dogs/ducks/goats. • Read each word 3 times. • Demonstrate the meaning of each word through gestures, pictures or real objects. • Show the learners how to read by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now we will read together. • Read each word one at a time with the learners: village/near/dogs/ducks/goats. • Repeat 2 or 3 times with the whole class, in groups, pairs and as individuals. • Help the learners to read the words by sounding out the initial letter and other letters that they know. 	<ul style="list-style-type: none"> • Now you will read on your own. • Show the word card or point to each word on the chalkboard one at a time: village/near/dogs/ducks/goats. • Learners read the words as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • Say: Open your books at page 22. • Say: Listen. I will read. • Make sure the learners are on the right page and are ready to listen. • Read the story aloud while the learners listen and follow in their books. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the story. • Say: Move your fingers under the words as you read. • Read the whole story together with the learners. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now you will read on your own. Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.
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Activity 4.2.4 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions about the story. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: My village. • Repeat 2 or 3 times. • Ask: What is near my village? • Repeat 2 or 3 times. • Answer: A hill. • Repeat 2 or 3 times. • Ask two questions for page 23. For example: How many dogs/goats are there? • Answer: 3 dogs/2 goats. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Let's answer together: My village. • Repeat 2 or 3 times. • Ask: What is near my village? • Let's answer together: a hill. • Repeat 2 or 3 times. • Ask two questions for page 23. For example: How many dogs/goats are there? • Answer: 3 dogs/2 goats. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the story about? (Learners answer: My village.) • Ask: What is near my village? (Learners answer: a hill.) • Do the same for page 23. • Ask other questions to make sure the learners understand the story.

Closing the lesson

5 minutes

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

Lesson 3

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **g**
 - identify the initial letter sound /g/ in words
 - read words with the initial letter sound /g/
 - write words with the initial letter **g**

Resources

- Pictures or models of a girl/ a goat/a gun/a grandfather/ a guitar/a grandmother
- Word cards
- Chalkboard: Lines for writing prepared in advance
- Learners' book, page 24
- This teachers' guide, page 189, song 3

Introduction: Playing a command game

5 minutes

Play Mrs Phiri says with any of the following commands: Clap hands, hands in the air, jump, stand up, sit down.

Activity 4.3.1 Naming objects beginning with the letter g

15 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 or model of a girl/a goat/a gun/a grandfather/a guitar/a grandmother one at a time. • Ask: What is this? Answer: It is a girl./It is a goat./It is a gun./It is a grandfather./It is a guitar./It is a grandmother. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Show pictures/objects one at a time and say: Let's ask together: What is this? • Let's answer together: It is a girl./It is a goat./It is a gun./It is a grandfather./It is a guitar./It is a grandmother. • Repeat with learners 2 or 3 times (whole class, in groups and as individuals). • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: It is a girl./It is a goat./It is a gun./It is a grandfather./It is a guitar./It is a grandmother. 	<ul style="list-style-type: none"> • Now open your books at page 24. In pairs, take turns to ask: What is this? • And answer: It is a girl./It is a goat./It is a gun./It is a grandfather./It is a guitar./It is a grandmother. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 4.3.2 Identifying the initial letter sound /g/ in words**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /g/. The first word is <i>get, get</i>. <i>Get</i> begins with /g/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>fish, fish</i>. <i>Fish</i> does not begin with /g/. So I point my thumb down. • The next word is <i>goat, goat</i>. <i>Goat</i> begins with /g/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /g/ together: /g/, /g/. (<i>Repeat with learners several times.</i>) • Now I will say a word. If it begins with /g/, we point our thumbs up. • If it does not begin with /g/, we point our thumbs down: • <i>Get, get</i> (<i>teacher and learners point thumbs up.</i>) • <i>Fish, fish</i> (<i>teacher and learners point thumbs down.</i>) • <i>Continue with other examples</i> (<i>grass, bed, girl, fin, gun, cat, egg, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /g/, point your thumbs up. • If it does not begin with /g/, point your thumbs down: • <i>Say: gate</i> (<i>learners put thumbs up.</i>) • <i>Continue with other examples</i> (<i>grass, bed, girl, fin, get, cat, egg, etc.</i>).

..... **Break**

Activity 4.3.3 Reading words with the initial letter g**10 minutes**

Now we will read words that begin with the letter **g**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Show the word cards with the following words, or write them on the chalkboard one at a time: a garden, grass, good, goodbye, go.</i> • <i>Read each word 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read with the learners the following words one at a time: a garden, grass, good, goodbye, go.</i> • <i>Repeat each word 2 or 3 times with the whole class, groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs. Open your books at page 24. • Take turns to read all the words on the page. • <i>Move round to observe and help the learners where necessary.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 4.3.4 Writing words with the initial letter g**15 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: a girl.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a girl. • Repeat 2 or 3 times, • Do the same with: a goat/a gun/a grandfather/a guitar/a grandmother. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a girl. • Let's write a girl in the air. • Together with the learners, write a girl in the air. • Do the same for a goat/a gun/a grandfather/a guitar/a grandmother. 	<ul style="list-style-type: none"> • Now open your books at page 24, and write in your exercise books the words on your own. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div data-bbox="1034 779 1366 1003" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson**5 minutes**

Sing with the learners, pointing at words in the classroom starting with **g**: Show me **g**.

Success criteria

Learners must be able to:

- blend sounds into words
- read decodable words
- match pictures with words
- read decodable sentences

Resources

- Pictures or objects
- Word cards
- Learners' book, 25
- This teachers' guide, page 191, song 10

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Show the word cards with the following words one at time and in random order for the learners to read: a girl, a goat, a gun, a grandmother, a grandfather, a guitar, a grandmother. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 4.4.1 Blending sounds to form words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /g/ /u/ /m/. The word is <i>gum</i>. • Listen: /G/ /o/ /d/. The word is <i>God</i>. • Listen: /g/ /e/ /t/. The word is <i>get</i>. • Do the same with other decodable words such as <i>gun/log</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /g/ /u/ /m/. What is the word? • Teacher and learners say: <i>gum</i>. • Repeat 2 or 3 times. • Do the same for <i>God/get/gun/log</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /g/ /u/ /m/. • Learners say: <i>gum</i>. • Repeat 2 or 3 times. • Do the same for <i>God/get/gun/log</i>. • Have the learners repeat in groups, pairs and as individuals.

Activity 4.4.2 Reading decodable words

15 minutes

Now we will read words. I will read words. We will read words. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the following words on the chalkboard: fan, fill, fish, off, fin. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="177 678 509 831" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>This is revision so do not spend much time on these words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: God. • Sound out each letter sound as you move the pointer under it, like this: G_o_d. • Then read the word at a normal pace: God. • Repeat 2 or 3 times. • Do the same for gun/gum/leg/fog/log/grass/sing/king/long. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: fan, fill, fish, off, fin. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: G_o_d, God. • Repeat 2 or 3 times. • Do the same for gun/gum/leg/fog/log/grass/sing/king/long. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 25. Read the words in Box 1 on your own. • Now read the words in Box 2 on your own. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

Break

Activity 4.4.3 Matching pictures with words

10 minutes

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. Then you will match pictures with words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a leg on the chalkboard. To the right of the drawing, write in a vertical column: leg/fog/gun. • Read the words as you point to the drawing and say: This is not fog. This is not a gun. This is a leg. 	<ul style="list-style-type: none"> • Say: Now open your books at page 25. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a leg. • Let's read the words to find the word: leg. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark the learners' work. • Now write the correct word for Pictures 2 and 3.

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Repeat 2 or 3 times. • Write under the drawing the word: leg. • Read the word 2 or 3 times. | <ul style="list-style-type: none"> • Read with the learners: leg/ fog/gun. • Repeat 2 or 3 times. • Let's write the word: leg. • Call a learner to the front to write the word leg on the chalkboard. • Do the same for Picture 2. | <ul style="list-style-type: none"> • Move round to observe, mark the learners' work and help where needed. • Ask some learners to read their answers to the class. |
|---|---|--|

Activity 4.4.4 Reading decodable sentences

15 minutes

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Teacher tip</p> <p>Before reading, write the sight word (<i>put</i>) on the chalkboard. Read the word 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard this sentence: Ding dong bell. • Move the pointer under each word as you read. • Do the same for the next sentences: A fish is in a well. Get the fish. Put it in a dish. • Read each sentence 2 or 3 times. • Explain the meaning of the words and sentences with pictures, gestures or real items. 	<ul style="list-style-type: none"> • Now we will read together. • Let's read together: put. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with learners. Ding dong bell. A fish is in a well. Get the fish. Put it in a dish. • Repeat each sentence 2 or 3 times. • Then read the poem together with the learners. 	<ul style="list-style-type: none"> • Open your books at page 25. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading, for example: What is in the well? Where do we put the fish?

Closing the lesson

5 minutes

Sing with the learners: I like school.

UNIT 4 • My village

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - write letters of the alphabet
 - copy sentences neatly and legibly

Resources

- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 25
- This teachers' guide, page 192, song 16

Introduction: Singing a song

5 minutes

Have the learners sing: The alphabet song.

Activity 4.5.1 Blending sounds to form words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /d/ /i/ /g/. The word is <i>dig</i>. • Repeat 2 or 3 times. • Say: /l/ /o/ /g/. The word is <i>log</i>. • Repeat 2 or 3 times. • Say: /f/ /o/ /g/. The word is <i>fog</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds and then you will say the word with me. • Say: /d/ /i/ /g/. What is the word? • Teacher and learners say: <i>dig</i>. • Repeat 2 or 3 times. • Do the same for <i>log</i> and <i>fog</i>. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /d/ /i/ /g/. What is the word? • Learners say: <i>dig</i>. • Repeat 2 or 3 times. • Do the same for <i>log/fog</i>. • Repeat with groups, pairs and individuals.

Activity 4.5.2 Writing letters of the alphabet

15 minutes

Now we will write letters of the alphabet. I will write the letters. We will write the letters together. Then you will write letters.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the following letters legibly between the lines: a, b, c, d, e, f, g.  <ul style="list-style-type: none"> • Read the letters while moving a pointer under each letter as you read. • Now I will write the letters in the air as I say them. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's write the letters in the air as we say them together. • Write the letters in the air with the learners. • Repeat 2 or 3 times. • Have the learners write as a whole class, in groups, in pairs and as individuals. 	<ul style="list-style-type: none"> • Now open your exercise books and copy the letters. • Move round to observe and help the learners where needed. • Ask some learners to write the letters on the chalkboard.

Break

Activity 4.5.3 Copying sentences

25 minutes

Now we will copy sentences. I will copy the sentences. We will copy the sentences together. Then you will copy the sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Watch as I write. • Repeat 2 or 3 times to ensure that the learners are ready to watch as you write the sentences. • Write the following sentences neatly and legibly between the lines prepared earlier: Ding dong bell. A fish is in a well. • Read the sentences while moving a pointer under each word. • Repeat 2 or 3 times. <div data-bbox="225 1182 555 1563" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Make sure the learners notice correct letter formation (upper and lower case), correct position on and between the lines, adequate spacing between letters and words and consistency in size and slant of letters.</p> </div>	<ul style="list-style-type: none"> • Now we will read the sentences together. • Repeat 2 or 3 times. • Read with the learners: Ding dong bell A fish is in a well. • Call 2 or 3 learners to the front to write parts of the sentences on the chalkboard. • The rest of the class should watch and say if they are writing correctly. • Encourage the learners to correct their own errors. 	<ul style="list-style-type: none"> • Now open your exercise books and copy the sentences. • Move round to observe and help the learners where needed. • Draw the learners' attention to the points in the teacher tip in the first column. • Ask some learners to read what they have written. <div data-bbox="1082 969 1412 1265" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Learners who finish early can either draw a picture for the sentences or write the last two sentences of the poem on page 25 of the Learners' book: Get the fish. Put it in a dish.</p> </div>

Closing the lesson

5 minutes

Play a command game using **g** words, such as: Go to the side of the class! Grow tall! Greet your friend!

Lesson 6

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to form words
 - Ask for and give information
 - match numbers with words
 - revise decodable sentences

Resources

- Number cards
- Word cards
- Objects in different quantities up to 9 (e.g., stones, books sticks, etc.)
- Numbers 1–9 in numerals and words, on chart paper or on the chalkboard
- This teachers' guide, page 193, song 17

Introduction: Singing a song

5 minutes

Ask the learners to sing the song: One, two, three, four, five.

Activity 4.6.1 Blending sounds to form words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /f/ /i/ /sh/. The word is <i>fish</i>. • Repeat 2 or 3 times. • Say: /d/ /i/ /ng/. The word is <i>ding</i>. • Repeat 2 or 3 times. • Say: /d/ /o/ /ng/. The word is <i>dong</i>. • Repeat 2 or 3 times. • Do the same with bell. 	<ul style="list-style-type: none"> • Now I will say the sounds and we will say the words with me. • Say: /f/ /i/ /sh/. What is the word? • Teacher and learners say: fish. • Do the same for: ding/ dong/bell. • Repeat 2 or 3 times with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /f/ /i/ /sh/. What is the word? • Learners say: fish. • Repeat 2 or 3 times. • Do the same for: ding/ dong/bell. • Repeat with groups, pairs and individuals.

Activity 4.6.2 Asking for and giving information**15 minutes**

Now we will talk about numbers of objects. I will talk about numbers of objects. We will talk about numbers of objects together. Then you will talk about numbers of objects on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Hold up 5 books and say: How many books are there?</i> • <i>Repeat 2 or 3 times.</i> • <i>Say: There are 5 books.</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same for: 6 sticks/8 boxes/9 pencils (or whatever resources you have brought).</i> 	<ul style="list-style-type: none"> • <i>Ask: How many books are there?</i> • <i>Let's answer together: There are five books.</i> • <i>Repeat 2 or 3 times with the whole class, in groups and in pairs.</i> • <i>Do the same for: 6 sticks/8 boxes/9 pencils.</i> • <i>Repeat 2 or 3 times.</i> • <i>Call two learners to the front. Help one to hold up 5 books and ask: How many books are there?</i> • <i>Help the other to answer: There are 5 books.</i> • <i>Let them do the same for 6 sticks.</i> 	<ul style="list-style-type: none"> • <i>Now be in groups.</i> • <i>Hand out different numbers of objects to the groups.</i> • <i>Take turns to ask: How many books/sticks/pencils/boxes are there?</i> • <i>And answer: There are 5/6/8/9 books/sticks, etc.</i> • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some groups to show the class what they were doing.</i>

..... **Break**

Activity 4.6.3 Matching numbers with words**15 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Look at me. • Show a card with the numeral 1 in one hand. Show a card with the word one in another hand. • Hold the cards side by side and say: one. • Repeat 2 or 3 times. • Do the same for Numbers 2 to 9. 	<ul style="list-style-type: none"> • Now we will read together. • Show the card with the numeral 1 and another with the word one. • Let's read together the word for the number. • Teacher and learners say: 1, one. • Repeat 2 or 3 times. • Do the same for Numbers 2 to 9. • Call two learners to the front, and help them to take turns to pick a number and its matching word. Then help them read the word for the number. • Repeat with other pairs. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your exercise books. • Copy from the chalkboard the numbers and words from 1 to 9. • Move round to mark work and help the learners where needed. • Ask some learners to show the class what they were doing. <div data-bbox="1034 875 1366 1066" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish they can complete the activity as homework.</p> </div>

Activity 4.6.4 Revising decodable sentences**10 minutes**

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write this sentence on the chalkboard: Ding dong bell. • Move the pointer under each word as you read. • Read the sentence 2 or 3 times. • Do the same for the other sentences: A fish is in the well. Get the fish. Put it in a dish. 	<ul style="list-style-type: none"> • Now we will read together. • Read each sentence with the learners 2 or 3 times. • Read the sentences with learners as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 25. • Now read the sentences on your own and in pairs. • Move round to observe and help the learners where needed. • Ask some learners to read to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: What is in the well? Where will you put the fish?

Closing the lesson**5 minutes**

Play Mrs Phiri says, using commands that practise recognition of numbers: Show four fingers/hold up one book/point to three girls/point to three boys, etc.

Success criteria

- Learners must be able to:
- blend sounds into words
 - discuss an illustration
 - read a story
 - answer comprehension questions

Resources

- Real objects, pictures or models of plates, clothes, food
- Word cards
- Learners' book, pages 26, 27
- This teachers' guide, pages 189 and 193, songs 1 and 18

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Sing with learners: Good morning to you.

Activity 4.7.1 Blending sounds to form words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /g/ /e/ /t/. The word is <i>get</i>. • Repeat 2 or 3 times. • Say: /w/ /e/ /l/. The word is <i>well</i>. • Repeat 2 or 3 times. • Say: /f/ /i/ /sh/. The word is <i>fish</i>. • Repeat 2 or 3 times. • Do the same for leg. 	<ul style="list-style-type: none"> • Now I will say the sounds and we will say the words with me. • Say: /g/ /e/ /t/. What is the word? • Teacher and learners say: <i>get</i>. • Do the same for well/fish/leg. • Repeat 2 or 3 times with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /g/ /e/ /t/. What is the word? • Learners say: <i>get</i>. • Repeat 2 or 3 times. • Do the same for well/fish/leg. • Repeat with groups, pairs and individuals.

Activity 4.7.2 Discussing illustrations

15 minutes

Today we will talk about pictures. I will talk about the pictures. We will talk about the pictures together. Then you will talk about the pictures.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Open your books at page 26. Look at the first picture. • Repeat 2 or 3 times as you walk around to make sure that all learners are looking at the picture. • Ask: What do you see in the picture? 	<ul style="list-style-type: none"> • Say: Let's look at the pictures. What do you see in the first picture? • Let's answer together (<i>point to each picture as you say it together</i>). • Teacher and learners say: I see a lion and a hare. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • Ask: What do you see in the first picture? • Learners answer: I see a lion and a hare. • Repeat 2 or 3 times

Teacher

- Repeat 2 or 3 times.
- Answer: I see a lion and a hare.
- Repeat the sentences 2 or 3 times.
- Ask: What do you see in the next picture?
- Repeat 2 or 3 times.
- Answer: I see a hyena and a lion.
- Repeat 2 or 3 times.
- Do the same for the pictures on page 27.

Teacher + Learners

- Repeat 2 or 3 times.
- Say: What do you see in the next picture?
- Let's answer together: I see a hyena and a lion.
- Repeat 2 or 3 times.
- Do the same for the pictures on pages 27.

Learners

- Ask: What do you see in the next picture?
- Learners answer: I see a hyena and a lion.
- Do the same for the pictures on pages 27.
- Let the learners reply as a whole class, in groups, pairs and as individuals.



Teacher tip

If the learners give any other correct sentence, accept and praise them.

Break

Activity 4.7.3 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read a story on your own.



Teacher

- Show word cards with the following words, or write them on the chalkboard, one at a time: lion, sick, hyena, medicine, heart.
- Explain the meaning of the words with gestures, pictures, real items or an example in a sentence.
- Show the learners how to read by sounding out the initial letter and other letters they know.
- Read each word 2 or 3 times.



Teacher + Learners



- Now we will read the words together:
- Read each word one at a time with the learners: lion/sick/hyena/medicine/heart.
- Repeat each word 2 or 3 times.



Learners



- Now you will read the words on your own.
- Show the word card or point to each word on the chalkboard one at a time: lion/sick/hyena/medicine/heart.
- Learners read the words as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • <i>Say: Open your books at page 26.</i> • <i>Say: Listen. I will read.</i> • <i>Make sure all learners are on the right page and that they are following.</i> • <i>Read aloud the story on pages 26 and 27.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say: Let's read together.</i> • <i>Say: Put your finger under the first word of the story.</i> • <i>Say: Move your finger under the words as you read.</i> • <i>Read the story together with the learners.</i> • <i>Repeat 2 or 3 times with the whole class.</i> 	<ul style="list-style-type: none"> • Now, it is your turn to read on your own. • Be in pairs and take turns to read. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read to the class.</i>
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Activity 4.7.4 Answering questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions together. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask: Who is sick?</i> • <i>Answer: Lion is sick.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who comes to see lion?</i> • <i>Answer: Hyena comes to see Lion.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who knows the medicine?</i> • <i>Answer: Hare knows the medicine.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is the medicine?</i> • <i>Answer: The heart of the hyena.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's answer the questions together. • <i>Ask: Who is sick?</i> • <i>Answer with the learners: Lion is sick.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who comes to see lion?</i> • <i>Answer with the learners: Hyena comes to see Lion.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who knows the medicine?</i> • <i>Answer with the learners: Hare knows the medicine.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is the medicine?</i> • <i>Answer: The heart of the hyena.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now you will answer on your own. • <i>Ask: Who is sick?</i> • <i>Learners answer: Lion is sleeping.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who comes to see Lion?</i> • <i>Learners answer: Hyena comes to see Lion.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who knows the medicine?</i> • <i>Answer: Hare knows the medicine.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is the medicine?</i> • <i>Answer: The heart of the hyena.</i> • <i>Repeat 2 or 3 times,</i>

Closing the lesson

5 minutes

Sing with the learners: Where are the lions?

Lesson 8

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- name objects beginning with the letter **h**
 - identify the initial letter sound /**h**/ in words
 - read words with the initial letter **h**
 - write words with the initial letter /**h**/

Resources

- Real objects, pictures or models of a hat/a hoe/a head/a hare
- Word cards with **h** words
- Chalkboard: Lines for writing prepared in advance
- Learners' book, page 28
- This teachers' guide, pages 189 and 192, songs 3 and 16

Introduction: Singing a song

5 minutes

Have the learners sing: Show me **h**.

Activity 4.8.1 Naming objects beginning with the letter **h**

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 or model of these objects one at a time: a hat/a hoe/a head/a hare. • Ask: What is this? • Answer: It is a hat./It is a hoe./It is a head./It is a hare. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Show pictures/objects one at a time and say: Let's ask together. What is this? • Let's answer together: It is a hat./It is a hoe./It is a head./It is a hare. • Repeat with learners several times (whole class, in groups and individually). • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: It is a hat./It is a hoe./It is a head./It is a hare. 	<ul style="list-style-type: none"> • Now open your books at page 28. In pairs, take turns to ask: What is this? • And answer: It is a hat./It is a hoe./It is a head./It is a hare. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 4.8.2 Identifying the initial letter /h/ sound in words**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /h/. The first word is <i>hat, hat</i>. <i>Hat</i> begins with /h/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>fish, fish</i>. <i>Fish</i> does not begin with /h/. So I point my thumb down. • The next word is <i>hot, hot</i>. <i>Hot</i> begins with /h/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /h/ together: /h/, /h/. (<i>Repeat with learners several times.</i>) • Now I will say a word. If it begins with /h/, we point our thumbs up. • If it does not begin with /h/, we point our thumbs down: • <i>hat, hat</i> (<i>Teacher and learners point thumbs up.</i>) • <i>fish, fish</i> (<i>Teacher and learners point thumbs down.</i>) • <i>Continue with other examples</i> (<i>hot, get, axe, hand, dog, hip, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /h/, point your thumbs up. • If it does not begin with /h/, point your thumbs down. • <i>Say: hat. (Learners put thumbs up.)</i> • <i>Continue with other examples</i> (<i>hot, get, axe, hand, bottle, hip, etc.</i>).

..... **Break**

Activity 4.8.3 Reading words with the initial letter h**10 minutes**

Now we will read words that begin with the letter **h**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Show the word cards with the following words, or write them on the chalkboard one at a time: hyena/hair/hippo/home/hall.</i> • <i>Read each word 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read with the learners the following words one at a time: hyena/hair/hippo/home/hall.</i> • <i>Repeat each word 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs. Open your books at page 28. • Take turns to read all the words on the page. • <i>Move round to observe and help the learners where necessary.</i> • <i>Ask some pairs to read to the class.</i>

Activity 4.8.4 Writing words with the initial letter h**15 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: a hat.  <ul style="list-style-type: none"> • Read while moving a pointer under the letters: a hat. • Repeat 2 or 3 times. • Do the same for: a hoe/a head/a hare. 	<ul style="list-style-type: none"> • Now we will write together. • Point to a hat on the chalkboard and say: Let's write a hat in the air. • Together with the learners, write a hat in the air. • Do the same for a hoe/a head/a hare. 	<ul style="list-style-type: none"> • Now open your books at page 28. Write the words in your exercise books. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div data-bbox="1034 779 1369 1003" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson**5 minutes**

Have the learners sing the alphabet song.

Success criteria

Learners must be able to:

- blend sounds into words
- read decodable words
- match pictures with words
- read decodable sentences

Resources

- Learners' book, pages 29,
- This teachers' guide, page 193, song 19

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Show the word cards with the following words one at a time and in random order for the learners to read: a hat/a hoe/a head/a hare. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 4.9.1 Blending sounds to form words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /h/ /a/ /t/. The word is <i>hat</i>. • Repeat 2 or 3 times. • Say: /h/ /i/ /p/. The word is <i>hip</i>. • Repeat 2 or 3 times. • Say: /h/ /o/ /t/. The word is <i>hot</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds and you will say the word with me. • Say: /h/ /a/ /t/. What is the word? • Teacher and learners say: <i>hat</i>. • Repeat 2 or 3 times. • Do the same for <i>hip/hot</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /h/ /a/ /t/. What is the word? (<i>Learners say: hat.</i>) • Say: /h/ /i/ /p/. What is the word? (<i>Learners say: hip.</i>) • Say: /h/ /o/ /t/. What is the word? (<i>Learners say: hot.</i>) • Repeat with groups, pairs and individuals.

Activity 4.9.2 Reading decodable words

15 minutes

Now we will read words that begin with the letter **h**. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the following words on the chalkboard: God leg sing grass dig. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="177 725 509 878" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>This is revision so do not spend much time on these words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: hat. • Sound out each letter sound as you move the pointer under it, like this: h_a_t. • Then read the word at a normal pace: hat. • Repeat 2 or 3 times • Do the same, one at a time for: hen, had, hand, hit, hot, ham. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: God leg sing grass dig. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: h_a_t, hat. • Repeat 2 or 3 times • Do the same for: hen, had, hand, hit, hot, ham. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 29. Read the words in Box 1 on your own. • Now read the words in Box 2 on your own. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

Break

Activity 4.9.3 Matching pictures with words

10 minutes

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. Then you will match pictures with words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a body with arrows pointing to hips on the chalkboard. To the right of the drawing write in a vertical column: hen/had/hip. • Read the words as you point to the drawing and say: This is not a hen. This is not had. This is a hip. 	<ul style="list-style-type: none"> • Now open your books at page 29. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a hip. • Let's read the words to find <i>hip</i>. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark the learners' work. • Now write the correct word for Picture 2 and 3.

- Repeat 2 or 3 times.
- Write the word hip under the drawing.
- Read the word 2 or 3 times.

- Read with the learners: hen, had, hip.
- Repeat 2 or 3 times.
- Let's write the word: hip.
- Call a learner to the front to write the word hip on the chalkboard.
- Do the same for Picture 2.

- Move round to observe, mark the learners' work and help where needed.
- Ask some learners to read their answers to the class.

Activity 4.9.4 Reading decodable sentences

15 minutes

Now we will read sentences. I will read the sentences. We will read sentences together. Then you will read sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: Dan has a hat. • Move the pointer under each word as you read. • Read it twice • Do the same for the next sentences: It is a red hat. A cat got the hat. The cat had the hat. • Explain the meaning of the words and sentences with pictures, gestures or real items. • Read all the sentences again 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Move the pointer under each word as you read the sentences with learners. Dan has a hat. It is a red hat. A cat got the hat. The cat had the hat. • Repeat each sentence 2 or 3 times. • Then read the whole story together with the learners. 	<ul style="list-style-type: none"> • Open your books at page 29. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading, for example: What colour is the hat? Who had the hat?

Closing the lesson

5 minutes

Have the learners sing: Where does the hat go?

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 4. 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 135.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds into words	104, 107, 113, 116, 118, 121, 127, 131	
• ask for and reject permission	105	
• read decodable words and/or sentences	106, 114, 115, 120, 128, 129, 133	25, 29
• sing a song	106, 109, 112, 115, 116, 118, 121, 123, 124, 126, 129, 131, 133	
• revise asking for and rejecting permission	107	
• revise decodable words and sentences	106, 120	20, 25
• discuss an illustration	108, 121–122	26, 27
• read a story	108–109, 122–123, 131–132	22, 23, 26, 27
• answer comprehension questions	109, 123	
• name objects beginning with the letter g	110	24
• identify the initial letter sound / g / in words	111	
• read words with the initial letter sound / g /	111	24
• write words with initial letter g	112	
• revise sight words	113, 127	
• match pictures with words	114–115	
• write letters of the alphabet	116	
• copy sentences neatly and legibly	117	
• ask for and give information	119	
• match numbers with words	120	
• name objects beginning with the letter h	124	28
• identify the initial letter sound / h / in words	125	
• read words with the initial letter h	125	28
• write words with the initial letter h	126	28

Revising

In this lesson, you will revise the activities done in Days 1–9. Learners will practise these activities to master the skills of blending words in a sentence, reading with the teacher, answering questions and reading sentences.

Informal assessment

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

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

Introduction

5 minutes

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

Activity 4.10.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> Listen: /f/ /i/ /g/. The word is <i>fig</i>. Listen: /o/ /f/. The word is <i>off</i>. Listen: /f/ /i/ /n/ /i/ /sh/. The word is <i>finish</i>. <div data-bbox="225 1473 555 1776" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> Now I will say the sounds. You will say the word with me. Say: /f/ /i/ /g/. What is the word? (<i>Teacher and learners say: fig.</i>) Say: /o/ /f/. What is the word? (<i>Teacher and learners say: off.</i>) Do the same with finish. 	<ul style="list-style-type: none"> Now I will say the sounds. You will say the word. Listen: /f/ /i/ /g/. What is the word? (<i>Learners say: fig.</i>) Listen: /o/ /f/. What is the word? (<i>Learners say: off.</i>) Do the same with finish. Repeat with groups, pairs and individuals.

Activity 4.10.2 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read a story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show word cards with the following words, or write them on the chalkboard, one at a time: lion, sick, hyena, medicine, heart. • Explain the meaning of the words with gestures, pictures, real items or an example in a sentence. • Show the learners how to read by sounding out the initial letter and other letters they know. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the words together: • Read each word one at a time with the learners: lion/sick/hyena/medicine/heart. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • Show the word card or point to each word on the chalkboard one at a time: lion/sick/hyena/medicine/heart. • Learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at page 26. • Say: Listen. I will read. • Make sure all learners are on the right page and that they are following. • Read aloud the story on pages 26, 27 and 28. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the story. • Say: Move your finger under the words as you read. • Read the story together with the learners. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now, it is your turn to read on your own. • Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

..... **Break**

Activity 4.10.3 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions together. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Ask: Who is sick?</i> • <i>Answer: Lion is sick.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who comes to see lion?</i> • <i>Answer: Hyena comes to see Lion.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who knows the medicine?</i> • <i>Answer: Hare knows the medicine.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is the medicine?</i> • <i>Answer: The heart of the hyena.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Now let's answer the questions together.</i> • <i>Ask: Who is sick?</i> • <i>Answer with the learners: Lion is sick.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who comes to see lion?</i> • <i>Answer with the learners: Hyena comes to see Lion.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who knows the medicine?</i> • <i>Answer with the learners: Hare knows the medicine.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is the medicine?</i> • <i>Answer: The heart of the hyena.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Now you will answer on your own.</i> • <i>Ask: Who is sick?</i> • <i>Learners answer: Lion is sleeping.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who comes to see Lion?</i> • <i>Learners answer: Hyena comes to see Lion.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: Who knows the medicine?</i> • <i>Answer: Hare knows the medicine.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is the medicine?</i> • <i>Answer: The heart of the hyena.</i> • <i>Repeat 2 or 3 times.</i>

Activity 4.10.4 Reading decodable sentences

15 minutes

Now we will read sentences. I will read the sentences. We will read sentences together. Then you will read sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: Dan has a hat. • Move the pointer under each word as you read. • Read it twice. • Do the same for the next sentences: It is a red hat. A cat got the hat. The cat had the hat. • Explain the meaning of the words and sentences with pictures, gestures or real items. • Read all the sentences again 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Move the pointer under each word as you read the sentences with the learners. Dan has a hat. It is a red hat. A cat got the hat. The cat had the hat. • Repeat each sentence 2 or 3 times. • Then read the sentences together with the learners. 	<ul style="list-style-type: none"> • Open your books at page 30. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: What colour is the hat? Who had the hat?

Closing the lesson

5 minutes

Sing with the learners: Show me **h**.

Evaluation tools

Now ask the learners to say:

 One or two things they liked in the lesson.

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

Assessment of Unit 4 ✓

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

Is the learner able to:	Excellent	Good	Average	Needs support
blend sounds into words?				
ask for and reject permission?				
read decodable words and/or sentences?				
sing a song?				
revise asking for and rejecting permission?				
revise decodable words and sentences?				
discuss an illustration?				
read a story?				
answer comprehension questions?				
name objects beginning with the letter g ?				
identify the initial letter sound / g / in words?				
read words with the initial letter sound / g /?				
write words with the initial letter g ?				
revise sight words?				
match pictures with words?				
write letters of the alphabet?				
copy sentences neatly and legibly?				
ask for and give information?				
match numbers with words?				
name objects beginning with the letter h ?				
identify the initial letter sound / h / in words?				
read words with the initial letter h ?				
write words with the initial letter h ?				

UNIT 5 Week 1: My name is Chifundo

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Introduce members of their family Read decodable sentences Write their surnames 	<ul style="list-style-type: none"> Blend sounds into words Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects with the initial letter <i>i</i> Identify the initial letter sound /i/ in words Read words with the initial letter <i>i</i> Write words with the initial letter <i>i</i> 	<ul style="list-style-type: none"> Blend sounds into words Read decodable words with the letter <i>i</i> Match pictures with words Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds into words Read words with the long <i>e</i> sound Use adverbs Read decodable words
Introduction	Song: <i>Cats sleep anywhere</i>	Song: <i>I like school</i>	Song: <i>The alphabet song</i>	Revising sight words	Song: <i>This is the way</i>
References: Learners' book/ Teachers' guide	LB Page 29 TG Pages 193 and 190, Songs 20 and 8	LB Page 30 TG Page 191, Song 10	LB Page 31 TG Pages 192 and 189, Songs 16 and 3	LB Page 32 TG Page 191, Song 12	TG Page 192, Song 13
Listening and speaking	Introducing members of their family	Discussing an illustration; answering questions	Identifying objects beginning with the letter <i>i</i>	Matching pictures with words	Saying how one is doing something
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /i/	Blending sounds into words	Blending sounds into words; reading words with long <i>e</i> sound
Reading					
Alphabetic principle			Naming objects with the initial letter <i>i</i>		Read ee and ea words
Vocabulary	<i>My father's name is Mr ____.</i> <i>My mother's name is Mrs ____.</i>	<i>name, many, things, read</i>	<i>iron, insect, ink, it, in, inside, is</i>	<i>ink, drink, pink, it, dish, tin, in, pin, sit, pill; for, do, this</i>	<i>Eat, meat, see, tree, feet, meet, seat, teach, team slowly, quickly</i>
Fluency and comprehension	Reading decodable sentences	Reading a story; answering comprehension questions	Reading words with the initial letter <i>i</i>	Reading words with the initial and medial letter <i>i</i>	Reading words with the long <i>e</i> sound; playing a reading scratch-off game
Writing	Writing surnames		Writing words with the initial letter <i>i</i>	Writing the correct word for the picture	
Closing the lesson	Song: <i>What is your surname?</i>	Song: <i>the</i>	Song: <i>Show me i</i>	Song: <i>Draw an insect in the air</i>	<i>Playing Mrs Phiri says using quickly and slowly</i>

UNIT 5 Week 2: My name is Chifundo

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Praise others Read decodable words and sentences 	<ul style="list-style-type: none"> Blend sounds into words Discuss illustrations Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects with the initial letter j Identify the initial letter sound /j/ in words Read words with the initial letter j Write words with the initial letter j 	<ul style="list-style-type: none"> Blend sounds into words Read decodable words with the initial letter j Match words with pictures Read decodable sentences 	<ul style="list-style-type: none"> Show understanding of the units skills and strategies
Introduction	Song: <i>One, two, three, four, five</i>	Song: <i>This is the way</i>	Playing <i>Follow the leader</i>	Revising sight words	Review one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Page 32 TG Page 193, Songs 17 and 20	LB Pages 34-35 TG Page 192, Song 15	LB Page 36 TG Page 189, Song 3	LB Page 37 TG Page 193, Song 17	
Listening and speaking	Praising others	Discuss illustrations; answering comprehension questions	Naming objects beginning with the letter j	Matching pictures with words	
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /j/	Blending sounds into words	Blending sounds into words
Reading					
Alphabetic principle			Naming objects beginning with the letter j	Decodable sentences with words with the initial letter j : <i>jacket, Jack, jam, Jill, job</i>	
Vocabulary	<i>Well done. Keep it up!</i>	<i>food, washing, plate, pail</i>	<i>jacket, jersey, jug, juice, jam, jeans, join</i>	<i>jam, jet, job, jacket, jump, jab, Jill, Jack, jug</i>	
Fluency and comprehension	Reading decodable words and sentences	Reading a story; answering comprehension questions	Reading words that begin with the letter j	Reading decodable sentences that begin with the letter j	Reading a story; answering comprehension question; reading decodable sentences
Writing			Writing words with the initial letter j	Writing the correct word for a picture	
Closing the lesson	Song: <i>Cats sleep anywhere</i>	Song: <i>This is the way we wash our clothes/eat our food/clean our plates</i>	Song: <i>Show me j</i>	Song: <i>One, two, three, four, five</i>	Singing a song or playing a game chosen by learners

UNIT 5 • My name is Chifundo

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - introduce members of the family
 - read decodable words and sentences
 - write their surnames

Resources

- Chalkboard: Lines for writing, prepared in advance
- Word cards
- Learners' book, page 29
- This teachers' guide, page 193 and 190, songs 20 and 8

Introduction: Singing a song

5 minutes

Sing with learners: Cats sleep anywhere. Emphasize revision of the prepositions (in, on, under).

Activity 5.1.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /h/ /a/ /t/. The word is <i>hat</i>. • Repeat 2 or 3 times. • Listen: /h/ /i/ /t/. The word is <i>hit</i>. • Repeat 2 or 3 times. • Listen: /h/ /e/ /n/. The word is <i>hen</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /h / /a/ /t/. What is the word? (<i>Teacher and learners say: hat.</i>) • Repeat 2 or 3 times. • Do the same with <i>hit/hen</i>. • Repeat with <i>groups, pairs and individuals</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /h/ /a/ /t/. What is the word? (<i>Learners say: hat.</i>) • Repeat 2 or 3 times. • Do the same with <i>hit/hen</i>. • Repeat with <i>groups, pairs and individuals</i>.
<div style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that they all get a chance to hear the sounds.</p> </div>		

Activity 5.1.2 Introducing members of the family**15 minutes**

Now we will say the names of our 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>Ask: What is your father's name?</i> • <i>Answer: My father's name is ____.</i> • <i>Ask: What is your mother's name?</i> • <i>Answer: My mother's name is ____.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Now let's say together: What is your father's name?</i> • <i>Teacher and learners say: My father's name is ____.</i> • <i>Now let's say together: What is your mother's name?</i> • <i>Teacher and learners answer: My mother's name is ____.</i> • <i>Repeat 2 or 3 times.</i> • <i>Invite two learners to the front. Help one to ask: What is your father's name?</i> • <i>Help the other to answer: My father's name is Mr ____.</i> • <i>Invite another pair to ask and answer the same questions for mother's name.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Take turns to ask: What is your father's name?</i> • <i>And answer: My father's name is Mr ____.</i> • <i>Do the same for mother's name.</i> • <i>Invite some learners to show the class what they were doing.</i>

..... **Break**

Activity 5.1.3 Reading decodable sentences**15 minutes**

Now we will read words and sentences. I will read words and sentences. We will read words and sentences together. Then you will read words and sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the sentences on the chalkboard: <ul style="list-style-type: none"> Dan has a hat. It is a red hat. The cat got the hat. The cat had the hat. • Read the sentences, moving the pointer under each word as you read. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now let's read the sentences together: <ul style="list-style-type: none"> Dan has a hat. It is a red hat. The cat got the hat. The cat had the hat. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 29. Take turns to read the words in Box 2 and the sentences. • Move round to observe and help the learners as needed. • Ask some pairs to read the words and sentences to the class. • Ask one or two comprehension questions to check that the learners understand what they are reading. For example: What colour is Dan's hat? Who had the hat?

Activity 5.1.4 Writing our surnames**10 minutes**

Now we will write our surnames. I will write my surname. We will write our surnames together. Then you will write your surname on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Look here! My name is Mrs Mary Phiri. My surname is Phiri. • Write your surname clearly on the chalkboard between the four lines. 	<ul style="list-style-type: none"> • Now let's write our surnames together. • Call a learner to the front. • Say: My surname is Phiri (pointing to your name on the chalkboard). What is your surname? • Help the learner to say his/her surname. • Help the learner to write his/her surname on the chalkboard. • Repeat this with 2 or 3 learners. 	<ul style="list-style-type: none"> • Now it's your turn. Open your exercise book and write your surname. • Move round to mark the learners' work and assist where needed. • Ask several learners to show and read what they have written.

Closing the lesson**5 minutes**

Sing with the learners: What is your surname, what is your surname? (sung to the tune of: Good morning to you).

Success criteria

- Learners must be able to:
- blend sounds to make words
 - discuss an illustration
 - read a story
 - answer comprehension questions

Resources

- Word cards
- Learners' book, page 30
- This teachers' guide, page 191, song 10

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Sing with the learners: I like school.

Activity 5.2.1 Blending sounds to make words

10 minutes

Today I will say some sounds to make a word. We will say some sounds to make a word. Then you will say some sounds to make a word.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /f/ /i/ /sh/. The word is <i>fish</i>. • Listen: /d/ /o/ /g/. The word is <i>dog</i>. • Listen: /m/ /a/ /t/. The word is <i>mat</i>. <div data-bbox="225 1267 555 1570" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that they all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. Then you will say the word with me. • Say: /f/ /i/ /sh/. What is the word? (<i>Teacher and learners say: fish.</i>) • Repeat 2 or 3 times. • Do the same with <i>dog/mat</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /f/ /i/ /sh/. What is the word? (<i>Learners say: fish.</i>) • Repeat 2 or 3 times. • Do the same with <i>dog/mat</i>. • Repeat with groups, pairs and individuals.

Activity 5.2.2 Discussing an illustration**15 minutes**

Now we will talk about a picture. I will talk about the picture. We will talk about the picture. Then you will talk about the picture.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 30. Look at the picture. • <i>Repeat 2 to 3 times as you walk around to make sure that all learners are looking at the picture.</i> • <i>Ask:</i> What do you see in the picture? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> I see a girl/a chair/a book/a school/a girl reading/a girl sitting on a chair. • <i>Repeat each sentence 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the picture on page 30. What do we see in the picture? • Let's answer together (<i>point to each item as you name it</i>): I see a girl/a chair/a book/a school/a girl reading/a girl sitting on a chair. • <i>Repeat each sentence 2 or 3 times as a whole class, in groups, pairs and as individuals.</i> 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 30 on your own • <i>Ask the learners:</i> What do you see in the picture? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals.</i> • <i>Move round to help the learners as needed.</i> • <i>Invite some learners to show the class what they were doing.</i>

..... **Break**

Activity 5.2.3 Reading a story**15 minutes**

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Show the word cards with the following words or write them on the chalkboard, one at a time:</i> name/many/things/read. • <i>Read each word 3 times.</i> • <i>Demonstrate the meaning of each word through gesture, pictures or real objects.</i> • <i>Show the learners how to read by sounding out the initial letter and other letters they know.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read each word one at a time with the learners:</i> name/many/things/read. • <i>Repeat 2 or 3 times with the whole class, in groups, pairs and as individuals.</i> • <i>Help the learners to read the words by sounding out the initial letter and other letters they know.</i> 	<ul style="list-style-type: none"> • Now you will read on your own. • <i>Show the word cards or point to each word on the chalkboard one at a time:</i> name/many/things/read. • <i>Let the learners read the words as a whole class, in groups, in pairs and individually.</i>

<ul style="list-style-type: none"> • Say: Open your books at page 30. • Say: Listen. I will read. • Make sure all learners are on the same page and that they are ready to listen. • Read the story aloud while the learners listen and follow in their books. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the story. • Say: move your fingers under the words as you read. • Read the whole story together with the learners. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.
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Activity 5.2.4 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions about the story. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the girl's name? • Repeat 2 or 3 times. • Answer: The girl's name is Chifundo. • Repeat 2 or 3 times. • Ask: What is Chifundo doing? • Repeat 2 or 3 times. • Answer: Chifundo is reading a book. • Repeat 2 or 3 times. • Ask: Where is Chifundo? • Answer: Chifundo is at school. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the girl's name? • Repeat 2 or 3 times. • Let's answer together: The girl's name is Chifundo. • Ask: What is Chifundo doing? • Repeat 2 or 3 times. • Let's answer together: Chifundo is reading a book. • Repeat 2 or 3 times. • Ask: Where is Chifundo? • Let's answer: Chifundo is at school. • Repeat 2 or 3 times 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the girl's name? (Learners answer: The girl's name is Chifundo.) • Ask: What is Chifundo doing? (Learners answer: Chifundo is reading a book.) • Ask: Where is Chifundo? (Learners answer: Chifundo is at school.)

Closing the lesson

5 minutes

Have the learners sing the song: I like school.

Lesson 3

Time needed:
60 minutes



Success criteria

Learners must be able to:

- name objects beginning with the letter *i*
- identify the initial letter sound /i/ in words
- read words with the initial letter *i*
- write words with the initial letter *i*

Resources

- Pictures or models of an iron/ an insect/ink
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 31
- This teachers' guide, pages 192 and 189, songs 16 and 3

Introduction: Singing a song

5 minutes

Sing with learners: The alphabet song.

Activity 5.3.1 Naming objects beginning with the letter *i*

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 or model of an iron/an insect/ink, one at a time. • Ask: What is this? Answer: It is an iron./It is an insect./It is ink. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Show pictures/objects one at a time and say: Let's ask together: What is this? • Let's answer together: It is an iron./It is an insect./It is ink. • Repeat with learners 2 or 3 times (whole class, in groups and as individuals). • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: It is an iron./It is an insect./It is ink. 	<ul style="list-style-type: none"> • Now open your books at page 31. In pairs, take turns to ask: What is this? • And answer: It is an iron./It is an insect./It is ink. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 5.3.2: Identifying the initial letter sound /i/ in words**15 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> The sound is /i/. The first word is <i>insect, insect</i>. <i>Insect</i> begins with /i/. So, I point my thumb up (<i>demonstrate this action</i>). The next word is <i>hippo, hippo</i>. <i>Hippo</i> does not begin with /i/. So I point my thumb down. The next word is <i>ink, ink</i>. <i>Ink</i> begins with /i/. So I point my thumb up. 	<ul style="list-style-type: none"> Let's say /i/ together: /i/, /i/. (<i>Repeat with learners several times.</i>) Now I will say a word. If it begins with /i/, we point our thumbs up. If it does not begin with /i/, we point our thumbs down. <i>Say: Insect, insect (teacher and learners point thumbs up).</i> <i>Say: Boy, boy (teacher and learners point thumbs down).</i> <i>Continue with other examples (ink, axe, pencil, it, cup, is, etc.).</i> 	<ul style="list-style-type: none"> Now I will say a word. If it begins with /i/, point your thumbs up. If it does not begin with /i/, point your thumbs down. <i>Say: insect (learners point thumbs up).</i> <i>Continue with other examples (ink, axe, pencil, it, cup, is, etc.).</i>

Break**Activity 5.3.3 Reading words with the initial letter i****10 minutes**

Now we will read words that begin with the letter i. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> Show the word cards with the following words, or write them on the chalkboard one at a time: it/in/inside/is. Read each word 2 or 3 times. 	<ul style="list-style-type: none"> Now we will read together. Read with the learners the following words one at a time: it/in/inside/is. Repeat each word 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> Now you will read on your own. Be in pairs. Open your books at page 31. Take turns to read all the words on the page. Move round to observe and help the learners where necessary. Ask some pairs to show the class what they were doing.

Activity 5.3.4 Writing words with the initial letter i**15 minutes**

Now we will write the words that begin with the letter i. I will write the words. We will write the words together. Then you will write the words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: an iron. <p>_____</p> <p>---an iron---</p> <p>_____</p> <ul style="list-style-type: none"> • Read, moving a pointer under the letters as you read: an iron. • Repeat 2 or 3 times. • Do the same with: an insect/ink. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: an iron. • Let's write <i>an iron</i> in the air. • Together with the learners, write <i>an iron in the air</i>. • Do the same with an insect/ink. 	<ul style="list-style-type: none"> • Now you open your books at page 31. Write the words in your exercise books on your own. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div data-bbox="1034 808 1369 1037" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson**5 minutes**

Sing with the learners, pointing at words in the classroom starting with i: Show me *i*.

Success criteria

- Learners must be able to:
- blend sounds to make words
 - read decodable words
 - read decodable sentences
 - match pictures with words

Resources

- Letter cards
- Word cards
- Learners' book, page 32
- This teachers' guide, page 191, song 12

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Show word cards with the following words, one at a time, and in random order for the learners to read: an iron/an insect/ink. Ask the learners to read them as whole class, in groups, in pairs and as individuals.

Activity 5.4.1 Blending sounds to make words

10 minutes

Today I will say some sounds to make a word. We will say some sounds to make a word. Then you will say some sounds to make a word.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /i/ /n/ /k/. The word is <i>ink</i>. • Listen: /i/ /t/. The word is <i>it</i>. • Listen: /i/ /n/. The word is <i>in</i>. • Do the same with other decodable words such as tin/sit/pink/pin. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /i/ /n/ /k/. What is the word? (<i>Teacher and learners say: ink.</i>) • Repeat 2 or 3 times. • Do the same for it/in/tin/sit/pink/pin. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /i/ /n/ /k/. What is the word? (<i>Learners say: ink.</i>) • Repeat 2 or 3 times. • Do the same for in/it/tin/sit/pink/pin. • Have the learners repeat in groups, pairs and as individuals.

Activity 5.4.2 Reading decodable words

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the following words on the chalkboard one at a time: hat, hip, hand, hot, him. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="172 723 507 913" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>This is revision so do not spend much time on these words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: ink. • Sound out each letter sound as you move the pointer under it, like this: i_n_k. • Then read the word at a normal pace: ink. • Read 2 or 3 times. • Do the same for drink/pink/it/dish/tin/in/pin/sit/pill. 	<ul style="list-style-type: none"> • Now we will read together. • Read with learners the following words: hat, hip, hand, hot, him. • Read each word with learners 2 or 3 times as a whole class, in groups and as individuals. • Say: Now let's read together: i_n_k, ink. • Repeat 2 or 3 times. • Do the same for drink/pink/it/dish/tin/in/pin/sit/pill. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 32. Read the words in Box 1 on your own. • Now read the words in Box 2 on your own. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

..... Break

Activity 5.4.3 Matching pictures with words

10 minutes

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. You will match pictures with words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a pink circle on the chalkboard. To the right of the drawing write in a vertical column: ink, pink, it. • Read the words as you point to the drawing and say: This is not ink. This is not it. This is pink. 	<ul style="list-style-type: none"> • Say: Now open your books at page 32. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is pink. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe, help and mark the learners' work.

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Repeat 2 or 3 times. • Write under the drawing the word: pink. • Read the word 2 or 3 times. | <ul style="list-style-type: none"> • Let's read the words to find the word pink. • Read with learners: ink/pink/it. • Repeat 2 or 3 times. • Let's write the word: pink. • Call a learner to write the word pink on the chalkboard. • Do the same for Picture 2. | <ul style="list-style-type: none"> • Now write the correct words for Pictures 2 and 3. • Move round to observe, mark the learners' work and help where needed. • Ask some learners to read their answers to the class. |
|--|--|---|

Activity 5.4.4 Reading decodable sentences

15 minutes

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>for, do, this</i>) on the chalkboard. Read the words 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard this sentence: Do not drink ink. • Move the pointer under each word as you read. • Do the same for the next sentences: Ink is for a pen. This ink is not pink. It is red. • Read each sentence 2 or 3 times. • Explain the meaning of the words and sentences with pictures, gestures or real items. 	<ul style="list-style-type: none"> • Now we will read together. • Let's read together: <i>for, do, this</i>. • Now we will read sentences together. • Move the pointer under each word as you read the sentences with learners. Do not drink ink. Ink is for a pen. This ink is not pink. It is red. • Read each sentence 2 or 3 times. • Then read the poem together with the learners. 	<ul style="list-style-type: none"> • Open your books at page 32. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading, for example: What is ink for? What colour is the ink?

Closing the lesson

5 minutes

Sing the song: *Draw an insect in the air.*

UNIT 5 • My name is Chifundo

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - read words with the long e sound
 - use adverbs
 - read decodable words

Resources

- Word cards
- This teachers' guide, page 192, song 13

Introduction: Singing a song

5 minutes

Sing with the learners: This is the way.

Activity 5.5.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Listen: /f/ /i/ /n/. The word is <i>fin</i>. • Repeat 2 or 3 times. • Listen: /k/ /i/ /t/. The word is <i>kit</i>. • Repeat 2 or 3 times. • Listen: /i/ /n/ /k/. The word is <i>ink</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /f/ /i/ /n/. What is the word? (<i>Teacher and learners say: fin.</i>) • Do the same with <i>kit</i> and <i>ink</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /f/ /i/ /n/. What is the word? (<i>Learners say: fin.</i>) • Repeat 2 or 3 times. • Do the same with <i>kit</i> and <i>ink</i>. • Repeat with groups, pairs and individuals.
<div style="background-color: #cccccc; padding: 5px;">★ Teacher tip</div> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p>		

Activity 5.5.2 Reading words with the long e sound**15 minutes**

Now we will learn to read the long **e** sound in words. I will read the long **e** sound. We will read the long **e** sound. Then you will read the long **e** sound on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write these words on the chalkboard: eat/meat/see/tree. • Read the words, while moving a pointer under the words. • Repeat 2 or 3 times. • Write this sentence: I eat meat. (Use gestures and a picture or drawing to show the meaning of the words.) • Repeat 2 to 3 times, emphasizing the long e sound. • Write the sentence: I see a tree. (Again, use gestures to show the meaning of the sentence.) • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read the words and sentences with the learners while moving a pointer under the words. • Repeat with groups, pairs and individuals. • Call a learner to the front to read the first sentence and underline ea in the two words. • Call another learner to the front to read the second sentence and underline ee in the two words. • Ask the learners if they know any other words that have the same sound. If they give you correct words, write them down. If not, write the following two word lists on the chalkboard: see, tree, three, meet, feet, meat, eat, seat, teach, team. • Say: Let's read the words together. • Repeat each list 2 or 3 times. 	<ul style="list-style-type: none"> • Now it's your turn. • I will point to different words and you will read each word. • Randomly point to different words and ask the learners to read them as a whole class, in groups, in pairs and as individuals. <div data-bbox="1082 813 1417 1182" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If you have time, make two columns on the chalkboard: ea and ee. Write the words on the chalkboard next to the columns. Have the learners come to the front to read each word and say in which column it should be written.</p> </div>

..... **Break**

Activity 5.5.3 Using adverbs**10 minutes**

Now we learn to say how we do things. I will say how I do things. We will say how we do things. You will say how you do things on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say: Look at me. Walk slowly on the spot and say: I am walking slowly.</i> • <i>Repeat 2 to 3 times.</i> • <i>Walk quickly on the spot and say: I am walking quickly.</i> • <i>Repeat 2 to 3 times.</i> • <i>Do the same for the actions writing in the air and clapping hands.</i> 	<ul style="list-style-type: none"> • Now let's do it together. • Stand up. Walk slowly. Let's say together: I am walking slowly. • <i>Repeat 2 to 3 times.</i> • Walk quickly. Let's say together: I am walking quickly. • <i>Repeat 2 to 3 times.</i> • <i>Do the same for writing in the air and clapping hands.</i> • <i>Call two learners to the front. Help one learner to say: Walk quickly. Help the other to do the action.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to say and do the actions (walking, writing, clapping) quickly and slowly. • <i>Move round to observe and help the learners where needed.</i> • <i>Invite some pairs to show the class what they were doing.</i>

Activity 5.5.4 Reading decodable words**15 minutes**

Now we will play a word scratch-off game.

 Teacher + Learners
<ul style="list-style-type: none"> • <i>Write the following decodable words on the chalkboard: ink, pink, it, push, dish, tin, bin, pin, hat, hip, hot, sit, pill.</i> • <i>Say: Now we will read together: ink, pink, it, push, dish, tin, bin, pin, hat, hip, hot, sit, pill.</i> • <i>Say: Open your exercise books and write any 4 of these words.</i> • <i>Move round to check that the learners are writing 4 words in any order from the list.</i> • <i>Now we will play word scratch-off! I will read the words in any order. When any of the words I read is your word, scratch it off. When all your words are scratched off, shout Bingo! And then read the words that you chose.</i> • <i>Ask one or two other learners to read the words that they chose.</i> • <i>If there is time, do another round, with the learners choosing different words.</i>

Closing the lesson**5 minutes**

Play Mrs Phiri says, with instructions to do the actions quickly and slowly.

Success criteria

- Learners must be able to:
- blend sounds to make words
 - praise others
 - read decodable words and sentences

Resources

- Puppet
- Learners' book, page 32
- This teachers' guide, page 193, songs 17 and 20

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

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

Activity 5.6.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say some sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Listen: /t/ /i/ /n/. The word is <i>tin</i>. • <i>Repeat 2 or 3 times.</i> • Listen: /w/ /i/ /sh/. The word is <i>wish</i>. • <i>Repeat 2 or 3 times.</i> • <i>Do the same for pin/pit/drink.</i> <div data-bbox="225 1290 555 1592" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • <i>Say: /t/ /i/ /n/. What is the word? (Teacher and learners say: tin.)</i> • <i>Repeat 2 or 3 times.</i> • <i>Say: /w/ /i/ /sh/. What is the word? (Teacher and learners say: wish.)</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same for pin/pit/drink.</i> • <i>Repeat with groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • <i>Say: /t/ /i/ /n/. What is the word? (Learners say: tin.)</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same for wish/pin/pit/drink.</i> • <i>Repeat with groups, pairs and individuals.</i>

Activity 5.6.2 Praising others

15 minutes

Now we will learn to praise others. I will praise you. We will praise each other. Then you will praise each other.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say:</i> When your answer is correct, I praise you. I say, "Well done. Keep it up!" • <i>Ask the puppet:</i> How old are you, Mary? • <i>Answer in puppet's voice:</i> I am 5 years old. • <i>Say to the puppet:</i> Well done, Mary. Keep it up! • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's do it together. • Let's ask: How old are you, Mary? • Let's answer together: I am 5 years old. • Let's say together: Well done, Mary. Keep it up! • <i>Repeat 2 or 3 times.</i> • <i>Call a learner to the front. Ask him/her:</i> How old are you ____ (child's name)? • <i>Help him/her to answer:</i> I am ____ (number) years old. • <i>Say together:</i> Well done. Keep it up! • <i>Repeat 2 or 3 times with other learners.</i> • <i>Invite two learners to the front. Help one to ask:</i> How old are you (name)? • <i>Help the other to say:</i> I am (number) years old. • <i>Help the first learner to say:</i> Well done, (name). Keep it up! 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: How old are you ____? • And answer: I am ____ years old. • <i>Then say:</i> Well done, (name). Keep it up (if the answer is correct)! • <i>Invite some learners to show the class what they were doing.</i>

..... Break

Activity 5.6.3 Reading decodable words and sentences**25 minutes**

Now we will read words and sentences. I will read words and sentences. We will read words and sentences together. Then you will read words and sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on word cards or on the chalkboard some words from Learners' book, page 32, for example: for, do, this. • For each word, say each letter sound as you move a pointer under a word. • Then read the word at a normal pace. • Repeat 2 or 3 times. • Write these sentences on the chalkboard: <ul style="list-style-type: none"> Do not drink ink. Ink is for a pen. This ink is not pink. It is red. • Read the sentences moving the pointer under each word as you read. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now let's read the words together: for, do, this. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. • Say: Now let's read the sentences together: <ul style="list-style-type: none"> Do not drink ink. Ink is for a pen. This ink is not pink. It is red. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 32. • Take turns to read the words in Box 2 and the sentences. • Move round to observe and help the learners as needed. • Ask some pairs to read the words and sentences to the class. • Ask one or two comprehension questions to check that the learners understand what they are reading. For example: What is ink for? What colour is the ink?

Closing the lesson**5 minutes**

Have the learners sing the song: Cats sleep anywhere.

UNIT 5 • My name is Chifundo

Lesson 7

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - discuss illustrations
 - read a story
 - answer comprehension questions

Resources

- Real objects, pictures or models of a plate, washing clothes, food
- Learners' book, pages 34–35
- This teachers' guide, page 192, song 15

Introduction: Singing a song

5 minutes

Sing with the learners: This is the way we wash our clothes.

Activity 5.7.1 Blending sounds to make words

10 minutes

Today, I will say some sounds and I will make a word. I will say some sounds and we will make a word together. I will say some sounds and you will make a word on your own.

 Teacher	 Teacher + Learners  	 Learners  
<ul style="list-style-type: none"> • Listen: /p/ /i/ /n/. The word is <i>pin</i>. • Repeat 2 or 3 times. • Listen: /m/ /ē/ /t/. The word is <i>meet</i>. • Repeat 2 or 3 times. • Do the same for jam/jab/dish. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /p/ /i/ /n/. What is the word? (<i>Teacher and learners say: pin.</i>) • Repeat 2 or 3 times. • Do the same for meet/jam/jab/dish. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /p/ /i/ /n/. What is the word? (<i>Learners say: pin.</i>) • Repeat 2 or 3 times. • Do the same for meet/jam/jab/dish. • Repeat with groups, pairs and individuals.
<p> Teacher tip</p> <p>In this volume, you may see a bar (–) above certain vowels. This symbol, or <i>diacritic</i>, is added to show that a vowel has a long sound.</p>		

Activity 5.7.2 Discussing illustrations**15 minutes**

Now we will talk about pictures. I will talk about pictures. We will talk about pictures together. Then you will talk about pictures.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say: Open your books at page 34. Look at the picture. • Repeat 2 or 3 times as you walk around to make sure that all learners are looking at the picture. • Ask: What do you see in the picture? • Repeat 2 or 3 times. • Answer: I see a girl/a boy/a mother/houses/flowers/a tap/a pail/ basins. • Repeat each sentence 2 or 3 times. • Do the same with the pictures on page 35. 	<ul style="list-style-type: none"> • Say: Look at the first picture. • Ask: What do you see in the picture? • Let's answer together (<i>point to each item as you name it</i>): I see a girl/a boy/a mother/houses/flowers/a tap/a pail/basins. • Repeat each sentence 2 or 3 times with the learners as a whole class, in groups, pairs and as individuals. • Do the same with the pictures on page 35. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • Ask the learners: What do you see in the first picture? • Let the learners reply as a whole class, in groups, pairs and as individuals. • Do the same for the pictures on page 35. <div data-bbox="1082 862 1417 1052" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners give correct answers, accept and praise them.</p> </div>

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Activity 5.7.3 Reading a story**15 minutes**

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard, one at a time: food/washing/plate/pail. • Demonstrate the meaning of each word through gestures, pictures or real objects. • Show the learners how to read by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now we will read the words together. • Read each word one at a time with the learners: food/washing/plate/pail. • Repeat 2 or 3 times with the whole class, in groups, pairs and as individuals. • Help the learners to read the words by sounding out the initial letter and other letters that they know. 	<ul style="list-style-type: none"> • Now you will read on your own. • Show the word card or point to each word on the chalkboard one at a time: food/washing/plate/pail. • Learners read the words as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • Say: Open your books at page 34. • Say: Listen. I will read. • Make sure the learners are on the right page and are ready to listen. • Read the story aloud while the learners listen and follow in their books. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Lets read together. • Say: Put your finger under the first word of the story. • Say: Move your fingers under the words as you read. • Read the whole story together with the learners. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now you will read on your own. Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.
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Activity 5.7.4 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer some questions. We will answer questions together. You will answer questions on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: Things we do at home. • Repeat 2 or 3 times. • Ask: What are the children doing? • Repeat 2 or 3 times. • Answer: The children are washing clothes. • Repeat 2 or 3 times. • Ask two other questions. For example: What else do they do at home? How do they dry the plates? • Answer: They eat food and clean plates. They dry the plates on a rack. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Let's answer together: Things we do at home. • Repeat 2 or 3 times. • Ask: What are the children doing? (Teacher and learners answer: The children are washing clothes.) • Repeat 2 or 3 times. • Ask two other questions. For example: What else do they do at home? How do they dry the plates? • Answer: They eat food and clean plates. They dry the plates on a rack. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the story about? (Learners answer: Things we do at home.) • Ask: What are the children doing? (Learners answer: They are washing clothes.) • Ask other questions to make sure the learners understand the story.

Closing the lesson

5 minutes

Have the learners sing: This is the way we wash our clothes/eat our food/clean our plates.

Success criteria

- Learners must be able to:
- name objects with the initial letter *j*
 - identify the initial letter sound /j/ in words
 - read words with the initial letter *j*
 - write words with the initial letter *j*

Resources

- Objects or pictures of a jacket/a jersey/a jug/juice
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 36
- This teachers' guide, page 189, song 3

Time needed:
60 minutes



Introduction: Playing a game

5 minutes

Play Follow the leader, *emphasizing the j in jump.*

Activity 5.8.1 Naming objects beginning with the letter j

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"> • <i>Show the learners a picture or model of a jacket/a jersey/a jug/juice, one at a time.</i> • <i>Ask: What is this? Answer: It is a jacket./It is a jersey./It is a jug./It is juice.</i> • <i>Repeat for each object 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Show picture/objects one at a time and say: Let's ask together: What is this?</i> • <i>Let's answer together: It is a jacket./It is a jersey./It is a jug./It is juice.</i> • <i>Repeat with learners 2 or 3 times (whole class, in groups and individually).</i> • <i>Invite two learners to the front. Help one learner to point at an object and ask: What is this?</i> • <i>Help the other to answer: It is a jacket./It is a jersey./It is a jug./It is juice.</i> 	<ul style="list-style-type: none"> • <i>Now open your books at page 36. In pairs, take turns to ask: What is this?</i> • <i>And answer: It is a jacket./It is a jersey./It is a jug./It is juice.</i> • <i>Move round the class to observe and help the learners where needed.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 5.8.2 Identifying the initial letter sound /j/ in words

15 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 the word does not begin with /j/, point your 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 (<i>demonstrate this action</i>). • The next word is <i>hen, hen</i>. <i>Hen</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/. (<i>Repeat with learners several times.</i>) • 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: • Say: <i>jacket, jacket</i> (<i>teacher and learners point thumbs up</i>). • Say: <i>ink, ink</i> (<i>teacher and learners point thumbs down</i>). • Continue with other examples (<i>jersey, ant, jug, bottle, James, gum, etc.</i>). 	<ul style="list-style-type: none"> • Now it's your turn. I will say a word. If the word begins with /j/, point your thumbs up. • If the word does not begin with /j/, point your thumbs down. • Say: <i>jet, jet</i> (<i>learners put thumbs up</i>). • Continue with other examples (<i>job, ant, jug, jersey, hill, bottle, pins, jump, house, jab, etc.</i>).

Break

Activity 5.8.3 Reading words with the initial letter j

10 minutes

Now we will read words that begin with the letter j. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the word cards with the following words, or write them on the chalkboard one at a time: <i>jam/jeans/join</i>. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words, one at a time: <i>jam/jeans/join</i>. • Repeat each word 2 or 3 times with the whole class, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now you will read on your own. Be in pairs. Open your books at page 36. • Take turns to read all the words on the page. • Move round the class to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 5.8.4 Writing words with the initial letter j**15 minutes**

Now we will write the words that begin with the letter **j**. I will write the words. We will write the words together. Then you will write the words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: a jacket.  <ul style="list-style-type: none"> • Read while moving a pointer under the letters as you read: a jacket • Repeat 2 or 3 times. • Do the same with: a jersey/a jug/juice/jam/jeans/join. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point the word and say: a jacket. • Let's write <i>a jacket</i> in the air. • Together with the learners, write a jacket in the air. • Do the same with: a jersey/a jug/juice/jam/jeans/join. 	<ul style="list-style-type: none"> • Now open your books at page 36. Write the words in your exercise books on your own. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div data-bbox="1082 779 1417 1003" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson**5 minutes**

Sing with the learners, pointing at words in the classroom starting with **j**: Show me **j**.

UNIT 5 • My name is Chifundo

Lesson 9

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - read decodable words with the letter *j*
 - match words with pictures
 - read decodable sentences

Resources

- Learners' book, page 37
- This teachers' guide, page 193, song 17

Introduction: Revising sight words

5 minutes

Show the word cards with the following words one at a time and in random order for the learners to read: a jacket/a jersey/a jug/juice. Ask the learners to read as whole class, in groups, in pairs and as individuals.

Activity 5.9.1 Blending sounds to make words

10 minutes

Today we will make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /j/ /e/ /t/. The word is <i>jet</i>. • Repeat 2 or 3 times. • Say: /j/ /a/ /m/. The word is <i>jam</i>. • Repeat 2 or 3 times. • Listen: /j/ /a/ /k/ /e/ /t/. The word is <i>jacket</i>. • Repeat 2 or 3 times. • Do the same for <i>jug</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds, and you will say the word with me. • Say: /j/ /e/ /t/. What is the word? • Teacher and learners say: <i>jet</i>. • Repeat 2 or 3 times. • Do the same for: <i>jam/jacket/jug</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /j/ /e/ /t/. What is the word? (<i>Learners say: jet.</i>) • Say: /j/ /a/ /m/. What is the word? (<i>Learners say jam.</i>) • Do the same for <i>jacket/jug</i>. • Repeat with groups, pairs and individuals.

Activity 5.9.2 Reading decodable words with the letter j**15 minutes**

Now we will read words. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following words on the chalkboard: sit, in, drink, ink, pill. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="225 725 555 875" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>This is revision so do not spend much time on these words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: jam. • Sound out each letter sound as you move the pointer under it, like this: j_a_m. • Then read the word at a normal pace: jam. • Repeat 2 or 3 times. • Do the same, one at a time, for: jet, job, jacket, jump, jab, Jill, Jack, jug. 	<ul style="list-style-type: none"> • Now we will read together. • Read with learners the following words: sit, in, drink, ink, pill. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: j_a_m, jam. • Repeat 2 or 3 times. • Do the same for: jet, job, jacket, jump, jab, Jill, Jack, jug. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 37. Read the words in Box 1 on your own. • Now read the words in Box 2 on your own. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

..... **Break**

Activity 5.9.3 Matching pictures with words**10 minutes**

Now we will match pictures with words. I will match pictures with words. We will match pictures with words together. Then you will match pictures with words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Draw a jug on the chalkboard. To the right of the drawing write in a vertical column: jug, jam, Jill. • Read the words as you point to the drawing and say: This is not Jill. This is not jam. This is a jug. 	<ul style="list-style-type: none"> • Now open your books at page 37. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a jug. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark the learners' work.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Write the word jug under the drawing. • Read the word 2 or 3 times. 	<ul style="list-style-type: none"> • Let's read the word to find <i>jug</i>. • Read with the learners: jug, jam, Jill. • Repeat 2 or 3 times. • Let's write the word: <i>jug</i>. • Call a learner to the front to write the word jug on the chalkboard. • Do the same for Pictures 2 and 3. 	<ul style="list-style-type: none"> • Now write the correct words for Pictures 2 and 3. • Move round to observe, mark the learners' work and help where needed. • Ask some learners to read their answers to the class.

Activity 5.9.4 Reading decodable sentences

15 minutes

Now we will read sentences. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: Jack puts jam in a dish. • Move the pointer under each word as you read. • Read it twice. • Do the same for the next sentences: He eats jam. Jill eats jam. They eat jam. They like jam. • Explain the meaning of the words and sentences with pictures, gestures or real items. • Read all the sentences 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Move the pointer under each word as you read sentences with learners: Jack puts jam in a dish. He eats jam. Jill eats jam. They eat jam. They like jam. • Repeat each sentence 2 or 3 times • Then read the whole story together with the learners. 	<ul style="list-style-type: none"> • Open your books at page 37. • Now read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: Who eats jam? Who likes jam?

Closing the lesson

5 minutes

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

Success criteria

This is the last lesson in Unit 5. 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 169.

Time needed:
60 minutes



Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• sing a song	138, 140, 141, 143, 144, 146, 149, 150, 153, 155, 156	
• blend sounds to make words	138, 141, 147, 150, 153, 156, 162, 166	
• introduce members of the family	139	
• read decodable words and sentences	155	32
• write their surnames	140	
• read a story	142, 143, 157, 158, 167	30, 34, 35
• discuss illustrations	142, 157	30, 34, 35
• answer comprehension questions	143, 158, 167, 168	
• name objects beginning with the letter <i>i</i>	144	31
• identify the initial letter sound /i/ in words	145	
• read words with the initial letter <i>i</i>	145	31
• write words with the initial letter <i>i</i>	146	31
• read decodable words	148	31, 32
• read decodable sentences	140, 149, 168	29, 32
• match pictures with words	148, 149, 163, 164	32, 33, 37
• read words with the long e sound	151	
• use adverbs	152	
• praise others	154	
• read using supplementary readers	152	
• name objects with the initial letter <i>j</i>	159	36
• identify the initial letter sound /j/ in words	160	
• read words with the initial letter <i>j</i>	160	36
• write words with the initial letter <i>j</i>	161	36
• read decodable words with the letter <i>j</i>	162	37
• read decodable sentences with the letter <i>j</i>	163	37

Revising

In this lesson, you will revise the activities done in Days 1–9. Learners will practise these activities to master the skills of blending words in a sentence, reading with the teacher, answering questions and reading sentences.

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

5 minutes

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

Activity 5.10.1 Blending sounds to make words

10 minutes

Today we will say make words from sounds. I will say the sounds and make words. I will say the sounds and we will make words together. Then I will say the sounds and you will make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /f / /i/ /sh/. The word is <i>fish</i>. • Listen: /d / /o/ /g/. The word is <i>dog</i>. • Listen: /m / /a/ /t/. The word is <i>mat</i>. <div data-bbox="172 1503 507 1809" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. You may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. Then you will say the word with me. • Say: /f / /i/ /sh/. What is the word? (Teacher and learners say: fish.) • Repeat 2 or 3 times. • Do the same with: dog/mat. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /f / /i/ /sh/. What is the word? (Learners say: fish.) • Repeat 2 or 3 times. • Do the same with: dog/mat. • Repeat with groups, pairs and individuals.

Activity 5.10.2 Reading a story

15 minutes

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the word cards with the following words or write them on the chalkboard, one at a time: name/many/things/read. • Read each word 3 times. • Demonstrate the meaning of each word through gesture, pictures or real objects. • Show the learners how to read by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now we will read together. • Read each word one at a time with the learners: name/many/things/read. • Repeat 2 or 3 times with the whole class, in groups, pairs and as individuals. • Help the learners to read the words by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now you will read on your own. • Show the word cards or point to each word on the chalkboard one at a time: name/many/things/read. • Let the learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at page 31. • Say: Listen. I will read. • Make sure all learners are on the same page and that they are ready to listen. • Read the story aloud while the learners listen and follow in their books. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Say: Put your finger under the first word of the story. • Say: move your fingers under the words as you read. • Read the whole story together with the learners. • Repeat 2 or 3 with the whole class. 	<ul style="list-style-type: none"> • Now you will read on your own. • Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

..... **Break**

Activity 5.10.3 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions about the story. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the girl's name? • Repeat 2 or 3 times. • Answer: The girl's name is Chifundo. • Repeat 2 or 3 times. • Ask: What is Chifundo doing? • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the girl's name? • Repeat 2 or 3 times. • Let's answer together: The girl's name is Chifundo. • Ask: What is Chifundo doing? • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the girl's name? (Learners answer: The girl's name is Chifundo.) • Ask: What is Chifundo doing? (Learners answer: Chifundo is reading a book.)

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • <i>Answer:</i> Chifundo is reading a book. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Where is Chifundo? • <i>Answer:</i> Chifundo is at school. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Lets answer together:</i> Chifundo is reading a book. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Where is Chifundo? • <i>Let's answer:</i> Chifundo is at school. • <i>Repeat 2 or 3 times</i> 	<ul style="list-style-type: none"> • <i>Ask:</i> Where is Chifundo? (<i>Learners answer:</i> Chifundo is at school.)

Activity 5.10.4 Reading decodable sentences

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Write on the chalkboard this sentence:</i> Jack puts jam in a dish. • <i>Move the pointer under each word as you read.</i> • <i>Do the same for the next sentences:</i> He eats jam. Jill eats jam. They eat jam. They like jam. • <i>Read all the sentences again 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Move the pointer under each word as you read the sentences with learners.</i> Jack puts jam in a dish. He eats jam. Jill eats jam. They eat jam. They like jam. • <i>Repeat each sentence 2 or 3 times.</i> • <i>Then read the sentences together with the learners.</i> 	<ul style="list-style-type: none"> • Open your books at page 38. • Now read the sentences on your own. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read the sentences to the class.</i> • <i>Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: Who eats jam? Who likes jam?</i>

Closing the lesson

5 minutes

Let the learners choose a song or game to finish the lesson.

Evaluation tools

Now ask the learners to say:



One or two things they liked in the lesson.



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

Assessment of Unit 5 ✓

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

Is the learner able to:	Excellent	Good	Average	Needs support
sing a song?				
blend sounds to make words?				
introduce members of the family?				
reading decodable words and sentences?				
write their surnames?				
discuss illustrations?				
read a story?				
answer comprehension questions?				
name objects beginning with the letter <i>i</i> ?				
identify the initial letter /i/ sound in words?				
read words with the initial letter <i>i</i> ?				
write words with the initial letter <i>i</i> ?				
read decodable words?				
read decodable sentences?				
match pictures with words?				
read words with the long e sound?				
use adverbs?				
praise others?				
read using supplementary readers?				
name objects with the initial letter <i>j</i> ?				
identify the initial letter sound /j/ in words?				
read words with the initial letter <i>j</i> ?				
write words with the initial letter <i>j</i> ?				
read decodable words with the letter <i>j</i> ?				
read decodable sentences with the letter <i>j</i> ?				

UNIT 6 Lesson planner

UNIT 6: Let us do it again

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend words in a sentence Read a story Answer comprehension questions Read and write a decodable sentence 	<ul style="list-style-type: none"> Blend words in a sentence Read a story Answer comprehension questions Read and write a decodable sentence 	<ul style="list-style-type: none"> Ask for and give permission Read a story Answer comprehension questions Read and write a decodable sentence 	<ul style="list-style-type: none"> Use <i>a</i> and <i>an</i> with names of things Revise sight words Revise decodable words from Units 1–5 Read decodable sentences 	<ul style="list-style-type: none"> Praise others Read a story Answer comprehension questions Use words to describe actions Read independently
Introduction	Song from Units 1–5	Song from Units 1–5	Song from Units 1–5	Song from Units 1–5	Song from Units 1–5
References: Learners' book/ Teachers' guide	LB Page 4 TG Pages 189–193	LB Page 11 TG Pages 189–193	LB Page 18 TG Pages 189–193	LB Page 43 TG Pages 189–193	LB Pages 34–35 TG Pages 189–193
Listening and speaking	Answering comprehension questions	Answering comprehension questions	Asking for and giving permission; answering comprehension questions	Reading to a partner	Reading a story; answering comprehension questions; telling partner what they have read independently
Phonological awareness	Blending words in a sentence	Blending words in a sentence		Saying the sounds for <i>u, b, a, j, e, g, ū, c, i, f, d, ck, h, sh, ll</i>	
Reading					
Alphabetic principle					
Vocabulary	<i>dreaming, bird, tree, food, eats</i>		<i>breakfast, washes, wakes up, eat, brushes</i>		<i>food, washing clothes, a plate</i>
Fluency and comprehension	Reading a story; answering comprehension questions; reading a decodable sentence	Reading a story; answering comprehension questions; reading a decodable sentence	Reading a story; answering comprehension questions; reading a decodable sentence	Revising sight words; revising decodable words; reading decodable sentences	Reading independently
Writing	Writing a decodable sentence	Writing a decodable sentence	Writing a decodable sentence	Copying words and adding <i>a</i> or <i>an</i> to them	
Closing the lesson	Welcoming each other back to school	Welcoming each other back to school	Using <i>a</i> and <i>an</i> with words from Units 1–5	Playing a reading game	<i>Playing Mrs Phiri says, using quickly and slowly</i>

Success criteria

- Learners must be able to:
- blend words in a sentence
 - read a story
 - answer comprehension questions
 - read and write a decodable sentence

Resources

- Pictures showing people greeting each other
- Learners' book, page 4
- This teachers' guide, pages 189–193

Time needed:
60 minutes



Revising

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

 **Teacher tip**

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

 **Teacher tip**

The three stories in this unit in the Learners' book (pages 38 to 42) are provided for enrichment. You may use them as read-aloud texts or for the learners to try to read independently.

Introduction: Singing a song

5 minutes

Sing one of the songs from Units 1–5.

Activity 6.1.1 Blending words in a sentence

10 minutes

Today we will say some words to make sentences. I will say some words to make a sentence. We will say some words to make a sentence. Then you will say some words to make a sentence.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Listen:</i> Welcome_back_to_school. • The sentence is: Welcome back to school. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with:</i> How_are_you? The sentence is: How are you? • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentence with me. • Welcome_back_to_school. Say: The sentence is ____ . • <i>Teacher and learners say:</i> Welcome back to school. • Say: How_are_you? The sentence is ____ . • <i>Teacher and learners say:</i> How are you? 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sentences. • How_are_you? What is the sentence? • <i>Learners say:</i> How are you? • Welcome_back_to_school. What is the sentence? • <i>Learners say:</i> Welcome back to school. • <i>Repeat with groups, pairs and individuals</i>

Activity 6.1.2 Reading with the teacher

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following words on the chalkboard or on word cards: dreaming/bird/tree/food/eats. • Read the word 2 or 3 times. • Explain the meaning of the words with gestures, pictures, real items or as an example in a sentence. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>Follow the scripting above the bold line, and then continue with the activities below the line.</p> </div>	<ul style="list-style-type: none"> • Say: Now we will read the words together. • Read each word one at a time with learners: dreaming/bird/tree/food/eats. • Repeat each word 2 to 3 times. • Point to the picture of the bird together and say: bird. • Point to a real tree/food and say: tree/food. • Mime eating and dreaming together. 	<ul style="list-style-type: none"> • Now you will read words on your own. • Show the word cards card or point to each word on the chalkboard for learners to read as a whole class, in groups, in pairs and individually. • Say the words one at a time and have the learners mime the actions or point to the picture in the book: dreaming/bird/tree/food/eats.
<ul style="list-style-type: none"> • Say: Open your books at page 4. • Say: Listen. I will read. • Make sure the learners are on the right page and are ready to listen. • Read the story aloud while the learners listen and follow in their books. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now let's read together. • Say: Put your finger under the first word of the story. Move your fingers under the words as we read. • Read the story together with the learners. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now it is your turn to read on your own. • Be in pairs and take turn to read the story. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

..... Break

Activity 6.1.3 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer some questions. We will answer questions together. You will answer questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the boy's name? • Answer: His name is Bauleni. • Repeat the question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Say: Let's ask: What is the boy's name? 	<ul style="list-style-type: none"> • Now I will ask the questions and you will answer on your own.

<ul style="list-style-type: none"> • Ask: What is Bauleni doing? • Answer: He is sleeping/ dreaming. • Ask: What is he dreaming? • Repeat the question and answer 2 or 3 times. • Ask: What does the bird do? • Answer: The bird eats the food. • Repeat the question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Let's answer together: His name is Bauleni. • Repeat the question and answer 2 or 3 times. • Let's ask: What is Bauleni doing? • Let's answer: He is sleeping/ dreaming. • Repeat the question and answer 2 or 3 times. • Let's ask: What does the bird do? • Let's answer: The bird eats the food. • Repeat the question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Ask: What is the boy's name? (Learners answer: The boy's name is Bauleni.) • Ask: What is Bauleni doing? (Learners answer: He is sleeping/ dreaming.) • Ask other questions to make sure the learners understand the story.
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Activity 6.1.4 Reading and writing a decodable sentence

15 minutes

Today we will write a sentence. I will write the sentence. We will write the sentence together. Then you will write the sentence on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: A big man fell off a log. • Say the sentence slowly as you move the pointer under each word. • Then read the sentence at a normal pace. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read the sentence slowly with the learners as you move the pointer under each word. • Then read the sentence at a normal pace. • Ask the learners to read with you as a whole class, in groups and in pairs. • Erase the sentence from the chalkboard. 	<ul style="list-style-type: none"> • Now open your exercise books. • Say: Write the sentence as I say the words. • Move round to observe and give help to the learners where needed. • Ask some learners to read the sentence to the class.

Closing the lesson

5 minutes

Let the learners walk round the class to shake hands and say to each other: How are you (name)? Welcome back to school! Let them respond: Thank you!

UNIT 6 • Let us do it again

Day 2 Review

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend words in a sentence
 - read a story
 - answer comprehension questions
 - read and write a decodable sentence

Resources

- Pictures showing people greeting each other
- Learners' book, page 11
- This teachers' guide, pages 189–193

Introduction: Singing a song

5 minutes

Sing one of the songs from Units 1–5.

Activity 6.2.1 Blending words in a sentence

10 minutes

Now we will put words together to make a sentence. I will say the words. Then I will say the sentence. I will say the words, and we will say the sentence together. Then I will say the words, and you will say the sentence on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none">• Listen: Ben_is_a_man.• The sentence is: Ben is a man.• <i>Repeat the sentence 2 or 3 times:</i> Ben_is_a_big_man.• The sentence is: Ben is a big man. <div data-bbox="177 1310 507 1503"><p> Teacher tip</p><p>Pause between each word. You may hold up one finger as you say each word.</p></div>	<ul style="list-style-type: none">• Now I will say the words. You will say the sentence with me.• Ben_is_a_man. What is the sentence?• <i>Teacher and learners say:</i> Ben is a man.• <i>Repeat the sentence 2 or 3 times.</i>• <i>Do the same with:</i> Ben is a big man.	<ul style="list-style-type: none">• Now I will say the words. You will say the sentence.• The sentence is: Ben_is_a_man.• <i>Learners say:</i> Ben is a man.• <i>Repeat the sentence 2 or 3 times.</i>• <i>Do the same with:</i> Ben is a big man.

Activity 6.2.2 Reading with the teacher**15 minutes**

Now we will read a story. I will read a story. We will read a story together. Then you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Write the following sentences on the chalkboard:</i> Kabowa is my friend. Mary is my friend. We play games. • <i>Read each sentence 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say: Let's read together.</i> • <i>Read the sentences together.</i> Kabowa is my friend. Mary is my friend. We play games. • <i>Use the pointer to guide the learners' reading.</i> • <i>Repeat 2 to 3 times with the whole class, groups and individuals.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 11. • Take turns to read the sentences on your own. • <i>Move round to observe and help the learners where needed.</i> • Ask individual learners to read to the whole class.

Break**Activity 6.2.3 Answering comprehension questions****10 minutes**

Now we will answer questions about the story. I will answer some questions. We will answer questions together. You will answer questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Ask: Who is my friend?</i> • <i>Repeat 2 to 3 times.</i> • <i>Answer: Kabowa is my friend/ Mary is my friend.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What do we play?</i> • <i>Repeat this 2 to 3 times.</i> • <i>Answer: We play games.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now I will ask questions. We will answer the questions together. • <i>Ask: Who is my friend?</i> • <i>Repeat 2 or 3 times.</i> • <i>Let's answer: Kabowa is my friend/Mary is my friend.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What do we play?</i> • <i>Repeat 2 or 3 times.</i> • <i>Let's answer: We play games.</i> • <i>Repeat 2 to 3 times.</i> • <i>Call 3 learners to the front. Help one to ask: Who is my friend? Have the others answer: Kabowa is my friend/Mary is my friend.</i> • <i>Then help the one learner to ask: What do we play? And the others to answer: We play games.</i> 	<ul style="list-style-type: none"> • Now be in groups of 3. Take turns to ask the questions: • Who is my friend? • What do we play? • And answer: • Mary is my friend. • Kabowa is my friend. • We play games. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some groups to show the class what they were doing.</i>

Activity 6.2.4 Reading and writing a decodable sentence

15 minutes

Now we will write a sentence. I will write the words. We will write the words together. Then you will write the words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: A man sat at the desk. • Say the sentence slowly as you move the pointer under each word. • Then read the sentence at a normal pace. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read the sentence slowly with the learners as you move the pointer under each word. • Then read the sentence at a normal pace. • Ask the learners to read with you as a whole class, in groups and in pairs. • Erase the sentence from the chalkboard. 	<ul style="list-style-type: none"> • Now open your exercise books. • Say: Write the sentence as I say the words. • Move round to observe and give help where needed. • Ask some learners to read the sentence to the class.

Closing the lesson

5 minutes

Let the learners walk round the class to shake hands and say to each other: How are you (name)?
Welcome back to school! Let them respond: Thank you!

Success criteria

- Learners must be able to:
- ask for and give permission
 - read a story
 - answer comprehension questions
 - read and write a decodable sentence
 - read independently

Resources

- Word cards
- Learners' book, page 18
- This teachers' guide, pages 189–193

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Sing one of the songs from Units 1–5.

Activity 6.3.1 Asking for and giving permission

10 minutes

Now we will ask for and give permission. I will ask for permission. We will ask for permission. Then you will ask for permission.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say: May I go out, please? (Demonstrate the action.)</i> • <i>Answer: Yes, you may. (Mime the action of accepting the request.)</i> • <i>Repeat 2 or 3 times.</i> • <i>Say: May I sit down, please?</i> • <i>Answer: Yes, you may.</i> • <i>Repeat 2 or 3 times..</i> 	<ul style="list-style-type: none"> • <i>Let's say together: May I go out, please?</i> • <i>Repeat 2 or 3 times.</i> • <i>Let's say: Yes, you may.</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same with similar requests, such as: May I sit down, please? May I stand up, please?</i> • <i>Let the learners ask and answer in groups, pairs and individually.</i> • <i>Invite two learners to the front. Help one of them to ask: May I sit down, please? And the other to answer: Yes, you may.</i> • <i>The one who answers should mime accepting the request.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs and take turns to ask and answer.</i> • <i>Ask each other: May I go out, please? May I sit down, please? May I stand up please?</i> • <i>And answer: Yes, you may.</i> • <i>The one who answers should mime giving permission.</i> • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 6.3.2 Reading with the teacher

15 minutes

Now we will read a story. I will read the story. We will read the story together. Then, you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Read the following words from the chalkboard or word cards: breakfast, washes, wakes up, eat, brushes. • Read each word 2 times. • Say: Open your books at page 18. Look at the pictures while I read. • Read the story aloud. • Use the pointer to show where to begin. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show word cards, one at a time, and read the following words with the learners: breakfast, washes, wakes up, eat, brushes. • Repeat each word 2 times. • Say: Let's read together. • Read the whole story together. • Repeat 3 or 4 times with the whole class. 	<ul style="list-style-type: none"> • Now you will read on your own. • Teacher shows the word cards or points to the chalkboard. • Learners read as a whole class, in groups, in pairs and individually: breakfast, washes, wakes up, eat, brushes • Now open your books at page 18. • Be in pairs and take turns reading. • Move round to observe and help the learners where needed.

..... **Break**

Activity 6.3.3 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions together. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: Open your books at page 18. • In Picture 1, when does Temwa wake up every day? • Answer: Temwa wakes up at 6 o'clock every day. • Repeat 2 or 3 times. • Ask: In Picture 2, what does Temwa do every day? • Answer: Temwa brushes her teeth every day. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer the questions together. • Ask: When does Temwa wake up every day? • Lets answer together: Temwa wakes up at 6 o'clock every day. • Repeat 2 or 3 times. • Ask: What does Temwa do next? • Answer: Temwa brushes her teeth every day. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns asking and answering the questions. • Move round to observe and help the learners where needed.

Activity 6.3.4 Reading and writing a decodable sentence**15 minutes**

Now we will write a sentence. I will write the words. We will write the words together. Then you will write the words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Write on the chalkboard this sentence:</i> Ken has a job to get fish. • <i>Say the sentence slowly as you move the pointer under each word.</i> • <i>Then read the sentence at a normal pace.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read the sentence slowly with the learners while you move the pointer under each word.</i> • <i>Then read the sentence at a normal pace.</i> • <i>Ask the learners to read with you as a whole class, in groups and in pairs.</i> • <i>Erase the sentence from the chalkboard.</i> 	<ul style="list-style-type: none"> • Now open your exercise books. • <i>Say: Write the sentence as I say the words. Then dictate the sentence to the learners.</i> • <i>Move round to observe and give help to the learners where needed.</i> • <i>Ask some learners to read the sentence to the class.</i>

Closing the lesson**5 minutes**

Let the learners practise using a and an with words from Units 1–5.

UNIT 6 • Let us do it again

Day 4 Review

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- use *a* and *an* with names of things
 - revise sight words
 - revise decodable words from Units 1–5
 - read decodable sentences

Resources

- Pictures or real items, such as an egg and a plate, which represent words beginning with consonants and vowels
- Learners' book, pages 17–43
- This teachers' guide, pages 189–193

Introduction: Singing a song

5 minutes

Sing one of the songs from Units 1–5.

Activity 6.4.1 Using *a* and *an* with names of things

10 minutes

Now we will use *a* and *an* with names of things. I will use *a* and *an* with names of things. Together, we will use *a* and *an* with names of things. Then you will use *a* and *an* with names of things.

 Teacher	  Teacher + Learners	  Learners
<ul style="list-style-type: none"> • Look at me. • Show the learners an egg (or any other object or picture of a thing that begins with a vowel) and ask: What is this? • And answer: It is an egg. • Do the same with another object that begins with a vowel. • Write each sentence on the chalkboard. • Repeat the question and answer 3 or 4 times. • Show the learners a plate and say: What is this? • And answer: It is a plate. • Do the same with another object that does not begin with a vowel. • Write each sentence on the chalkboard. • Repeat the question and answer 3 or 4 times. 	<ul style="list-style-type: none"> • Show the learners an egg (or any other object or picture of a thing that begins with a vowel) and say: Let's say together: What is this? • Teacher and learners answer together: It is an egg. • Do the same with another object that begins with a vowel. • Repeat the question and answer 3 or 4 times. • Show the learners a plate and say: What is this? • Teacher and learners answer together: It is a plate. • Do the same with another object that does not begin with a vowel. • Repeat the question and answer 3 or 4 times. • Teacher and learners read the sentences on the chalkboard together. 	<ul style="list-style-type: none"> • Be in groups and open your books at page 17. • Copy and add <i>an</i> or <i>a</i> to the words. • Move round to observe and help the learners where needed.

- Tell learners that words that begin with **a, e, i, o** and **u** go with **an**, while words that begin with other letters go with **a**.
- Model adding **a** or **an** before these words: an egg, a plate.

- Tell learners again that words that begin with **a, e, i, o** and **u** go with **an** while words that begin with other letters go with **a**.
- Let's add **a** or **an** together: an egg, a plate.

Activity 6.4.2 Revising sight words

15 minutes

I will revise sight words we have learned. We will revise sight words together. Then you will revise sight words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard the words: has, the, he, to, this, is, a, eat, from, eats, for, no, put, do, they. • Listen. I will read the words. • Read each word as you move the pointer under the word. 	<ul style="list-style-type: none"> • Read each word with me. • Point under each word as you read the word together. • If you hear an error, point to the word. Ask the learners to spell the word with you and then read the word. Go back to the first word and read the list again. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 43. • Read the words in Box 1 to each other quickly. • Now read the words in Box 2 to each other. • Move round to observe the learners and give help where needed. • Ask some learners to read the words as you point under the words.

..... Break

Activity 6.4.3 Revising decodable words

10 minutes

I will revise decodable words. We will revise decodable words together. Then you will revise decodable words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard the letters in this order: a, j, e, g, ū, c, i, f, d, ck, h, sh, ll. • Listen. I will say the sound for each letter. • Say the sound after you move the pointer under the letter. 	<ul style="list-style-type: none"> • Now we will say the sounds together. • Say the sounds with the learners as you move the pointer under each letter. • If you hear an error, point under the letter, say the sound and have the learners repeat the sound with you. 	<ul style="list-style-type: none"> • Now be in pairs. Say the sounds to each other. • Move round to observe the learners and give help where needed. • Ask some learners to say the sounds as you point under the letters.
<ul style="list-style-type: none"> • Write on the chalkboard the words: ant, dress, leg, Jack, big, egg, hill, king, cock, fish, drink. • Listen. I will sound out <i>ant, dress, leg, Jack</i>. After I sound out a word, I will say the word. • Say each sound as you move the pointer under each letter in the word. After you sound out the word, say the word. • Repeat for the next three words. <div data-bbox="172 1301 509 1458" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Point under ss, ck, gg, ll and sh as if they are one letter.</p> </div>	<ul style="list-style-type: none"> • Let's sound out <i>big, egg, hill, king, cock, fish, drink</i>. After we sound out a word, we will say the word. • Use the pointer to guide the learners as you sound out each word together and then say the word. • Now we will read the all of the words together. • Use the pointer to guide the learners as you read the entire list of words together. <div data-bbox="603 1375 940 1677" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If you hear an error, ask the learners to listen as you sound out the word and say the word. Have the learners sound out the word with you and then read the word.</p> </div>	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 43. • Read the words in Box 3 to each other. • Move round to observe the learners and give help where needed. • Ask some learners to read the words as you point under the words.

Activity 6.4.4 Reading decodable sentences**10 minutes**

Now we will read decodable sentences. I will read decodable sentences. We will read decodable sentences together. Then you will read decodable sentences on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard these sentences: A cat sat on a mat. A big cat sat on a mat. A cat can get a rat. • Say the sentences slowly as you move the pointer under each word. • Then read the sentences at a normal pace. 	<ul style="list-style-type: none"> • Now we will read together. • Read the sentences slowly with the learners as you move the pointer under each word. • Then read the sentences at a normal pace. <div data-bbox="651 734 986 1077" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If you hear an error, point under the missed word. Say the correct word. Ask the learners to say the correct word with you. Ask the learners to read from the beginning of the sentence.</p> </div>	<ul style="list-style-type: none"> • Now open your exercise books to page 43. • Be in pairs. Read the first group of sentences to each other. • Now read the two other groups of sentences to each other. • Move round to observe the learners and give help where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Where did the cat sit? What did Ken do?

Closing the lesson**10 minutes**

Play a reading game. Divide the class in half (left side/right side). Have the sides take turns reading the decodable words, the sight words and the decodable sentences. Each side that reads a word or sentence correctly gets a point. The side with the most points wins.

UNIT 6 • Let us do it again

Day 5 Review

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- praise others
 - read a story
 - answer comprehension questions
 - use words to describe actions
 - read independently

Resources

- Puppet
- Books in the book box
- Learners' book, pages 34–35
- This teachers' guide, pages 189–193

★ Teacher tip

This is the last day of the review unit. Choose some of the assessment criteria from this review unit. Use a checklist like the one provided to record the learners' performance during independent reading. You can continue assessing other learners in the review lessons (Lesson 10) each week.

Introduction: Singing a song

5 minutes

Sing one of the songs from Units 1–5.

Activity 6.5.1 Praising others

10 minutes

Now we will learn to praise others. I will praise you. We will praise each other together. Then you will praise each other.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: When your answer is correct, I praise you. I say "Well done. Keep it up!" • Ask the puppet: How old are you, Mary? • Answer in puppet's voice: I am 5 years old. • Say to the puppet: Well done, Mary. Keep it up! • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's do it together. • Let's ask: How old are you, Mary? • Let's answer together: I am 5 years old. • Let's say together: Well done, Mary. Keep it up! • Repeat 2 or 3 times. • Call a learner to the front. Ask him/her: How old are you ____ (child's name)? • Help him/her to answer: I am ____ (number) years old. • Say: Well done. Keep it up! • Repeat 2 or 3 times with other learners. • Invite two learners to the front. Help one to ask: How old are you (name)? • Help the other to say: I am (number) years old. • Help the first learner to say: Well done, (name). Keep it up! 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: How old are you ____? • And answer: I am ____ years old. • Then say: Well done, (name). Keep it up (if the answer is correct). • Invite some learners to show the class what they were doing.

Activity 6.5.2 Reading a story

15 minutes

Now we will read a story again. I will read. We will read together. Then you will read the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Show and read these words on word cards one at a time:</i> food, washing clothes, a plate. • <i>Explain the meaning of the words with gestures, real items, pictures or models.</i> • <i>Show sentence strips with the following sentences one at a time:</i> We do many things at home. We wash clothes at home. We eat food at home. We clean plates at home. • <i>Read each sentence 3 or 4 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Show the sentence strips, one at a time, and read with the learners.</i> • <i>Repeat each sentence 3 to 4 times:</i> We do many things at home. We wash clothes at home. We eat food at home. We clean plates at home. • <i>Use a pointer to guide the learners.</i> 	<ul style="list-style-type: none"> • Open your books at pages 34 and 35. Now you will read on your own. • <i>Learners read as a whole class, in groups, in pairs and individually.</i>

..... **Break**

Activity 6.5.3 Answering comprehension questions

7 minutes

Now we will answer questions about the story. I will answer some questions. We will answer the questions together. You will answer the questions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Ask:</i> What is the story about? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Things we do at home. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What are the children doing? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> The children are washing clothes. • <i>Repeat 2 or 3 times.</i> • <i>Ask two questions the text on page 35. For example:</i> What else do they do at home? How do they dry the plates? • <i>Answer:</i> They eat food and clean plates. They dry the plates on a rack. 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Ask:</i> What is the story about? • Let's answer together: Things we do at home. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What are the children doing? (<i>Teacher and learners answer:</i> The children are washing clothes.) • <i>Repeat 2 or 3 times.</i> • <i>Ask two questions about the text on page 35. For example:</i> What else do they do at home? How do they dry the plates? • <i>Answer:</i> They eat food and clean plates. They dry the plates on a rack. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now you will answer on your own. • <i>Ask:</i> What is the story about? (<i>Learners answer:</i> Things we do at home.) • <i>Ask:</i> What are the children doing? (<i>Learners answer:</i> They are washing clothes.) • <i>Do the same for the text on page 35.</i> • <i>Ask other questions to make sure the learners understand the story.</i>

Activity 6.5.4 Using words to describe actions

8 minutes

I will use words to describe actions. We will use words to describe actions. You will use words to describe actions.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Look at me. <i>Walk slowly on the spot and say: I am walking slowly.</i> • Repeat 2 or 3 times. • <i>Walk quickly on the spot and say: I am walking quickly.</i> • Repeat 2 or 3 times. • <i>Do the same for the actions writing in the air and clapping hands.</i> 	<ul style="list-style-type: none"> • Let's do it together. • Stand up. Walk slowly. • Let's say together. I am walking slowly. • Repeat 2 to 3 times. • Walk quickly. Let's say together. I am walking quickly. • Repeat 2 to 3 times. • <i>Do the same for writing and clapping hands.</i> • <i>Call two learners to the front. Help one learner to say: Walk quickly.</i> • Help the other to do the action. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to say and do the actions (walking, writing, clapping hands) quickly and slowly. • <i>Move round to observe and help the learners where needed.</i> • <i>Invite some pairs to show the class what they were doing.</i>

Activity 6.5.5 Reading independently

10 minutes

Now we will read stories on our own. I will read a story on my own. You will read a story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Now I will choose a story that we have read. • Repeat two or three times. • I choose to read: <i>My village.</i> 	<ul style="list-style-type: none"> • Now let us choose our stories together. • Choose a story that we have read. • <i>As learners choose stories, walk round the class to help them choose.</i> 	<ul style="list-style-type: none"> • Now read your story. • After you have read your story, tell a partner what you have read. • <i>As the learners read, walk round to observe and help where necessary.</i> • <i>Ask them to talk about what they have read.</i> • <i>Accept any responses and encourage the learners to express their opinions freely.</i> • <i>After classes, allow the learners to check out books or story cards to read at home.</i>

Assessment of learners

Assess the learners individually as they read independently. Use a checklist like this one to record learners' performance. Give the learner a mark if he or she reads the story or sentence. 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							Score
Alipo	1	0	0	1	1	1	4
Chikondi	0	0	1	1	0	1	3
Mary							
Michael							

Closing the lesson

5 minutes

Play Mrs Phiri says, with instructions to do the actions quickly and slowly.

Songs in English Standard 2

Volume 1

1 Good morning to you

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

(Source: Activities with English)

2 Welcome back to school

(Sing to the tune of: Happy birthday)

Welcome back to school,
Welcome back to school,
Welcome and be happy,
Welcome back to school.

3 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)

4 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.
We know that one day
We shall meet again.
Bye-bye! Bye-bye! But not forever.

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

5 The more we are together

The more we are together, together, together
The more we are together
The happier we are.
Because my friend is your friend
And your friend is my friend
The more we are together
The happier we are.

6 Green girl in the ring

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

There's a blue boy in the ring—tra-la-la-la-la

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

(Source: Boney M)

7 Little brother

Little brother, little brother,
Come here, come.
Come here, come.
Come and ring the bell,
Come and ring the bell,
Ding, ding, dong.
Ding, ding, dong.

(Source: *Activities with English*)

8 What's your name

What's your name?
What's your name?
Please tell me/us.
My name is ____ .
My name is ____ .
My name is ____ . And what is your name?

9 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*)

10 I like school

(Sing to the tune of: Little brother, come here come)
I like school. I like school.
School is fun. School is fun.
Let us read together.
Let us read together.
Everyone. Everyone.

11 The rats are on the run

The rats are on the run,
The rats are on the run,
Ee-i-adio
The rats are on the run.
The cat will get the rats,
The cat will get the rats,
Ee-i-adio
The cat will get the rats.

12 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 hand up in the air, in the air
Put your hand 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*)

13 This is the way

This is the way we brush out 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)

14 This is my head

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!

15 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.

16 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.

17 One, two, three, four, five

One, two, three, four, five
Once I caught a fish alive.
Six, seven, eight, nine, ten
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

(Source: *Activities with English*)

18 Where are the lions?

(Sing to the tune of: Little brother, come here come)

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 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 foot.
Does the hat go on the foot? No, on the head.
Does the shirt go on the head? No, on the body.

(Source: *First steps*)

20 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*)



AIDS IS REAL

We can prevent HIV and AIDS

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

If you need more information contact any of the following:

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

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

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

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

Malawi AIDS Counselling and Resource Organisation (MACRO)
Lilongwe and Blantyre offices. Tel 01 672 932, macro@malawi.net

Malawi Network of People Living with HIV and AIDS (MANET)
P/Bag B 377, Lilongwe 3. Tel 01 724 037, manet@malawi.net