

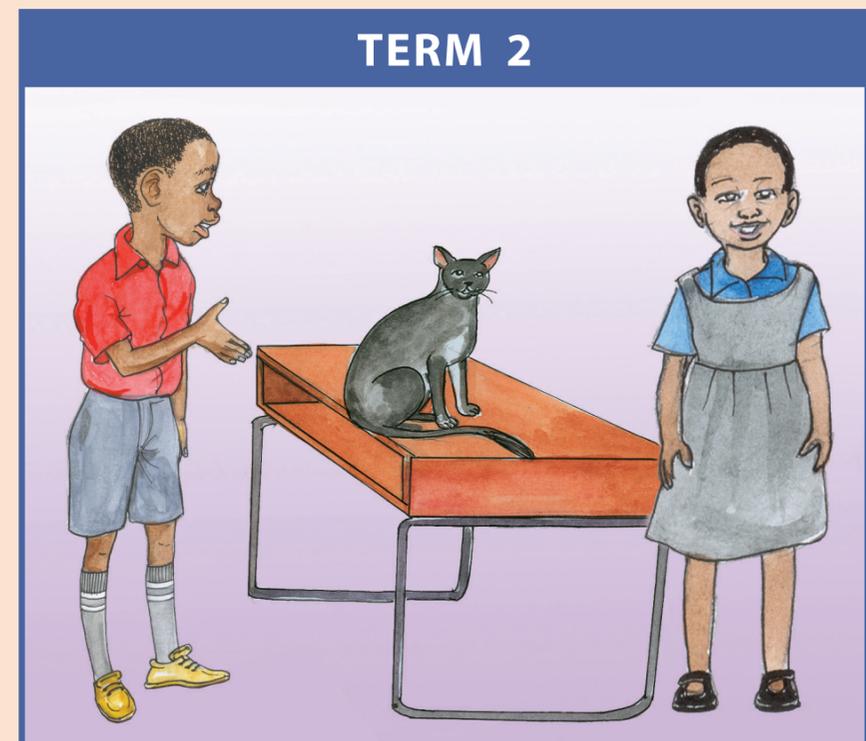
Teachers' guide

Standard Two

English with **P**honics (**STEP**)

Teachers' guide

Standard Two English with Phonics (STEP) Term 2



MALAWI PRIMARY EDUCATION

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

Term 2



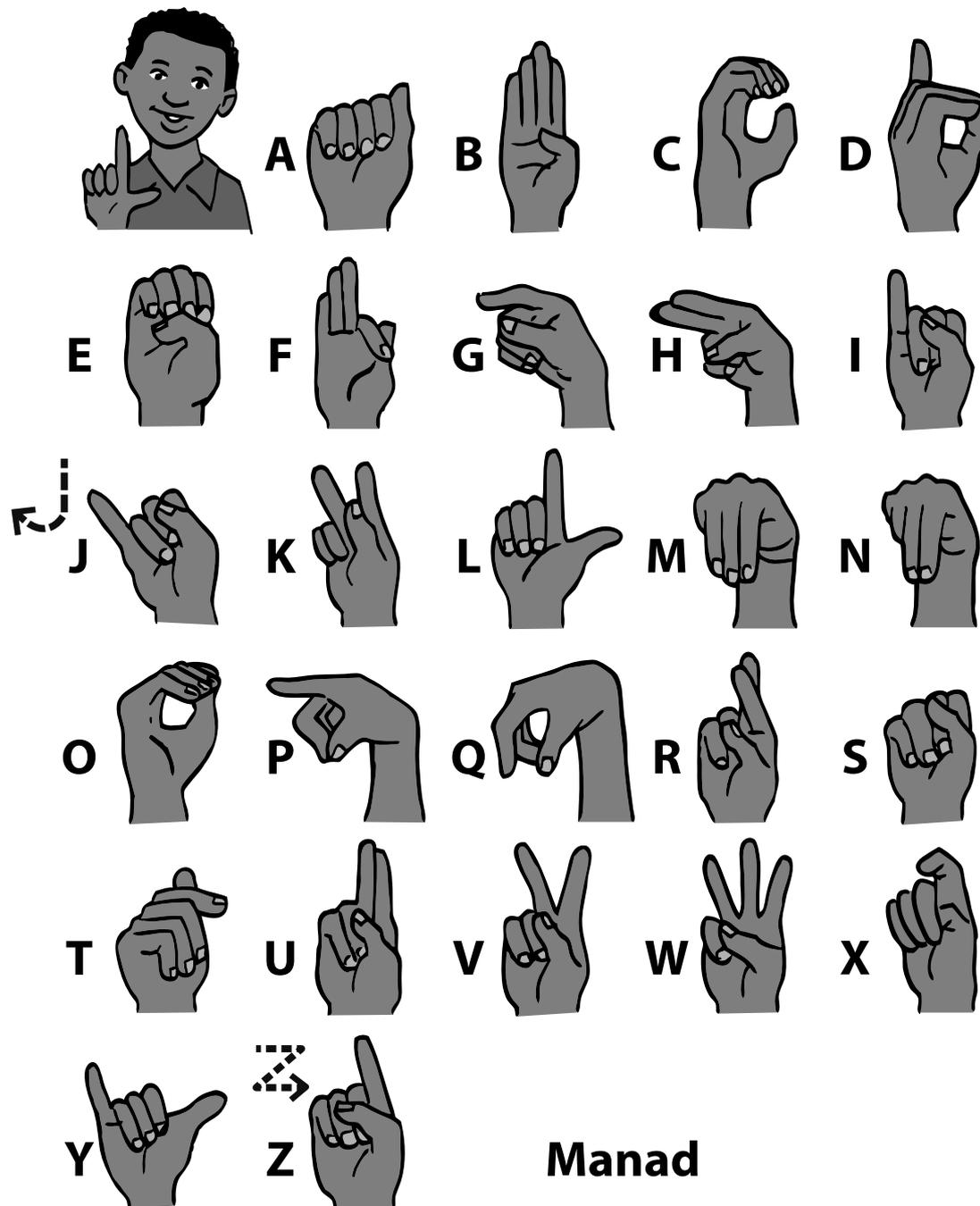
Malawi Institute of Education

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July 2015



**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 is Term 2 of the Standard Two English course, which aims to help your learners to achieve the outcomes of the National Primary Curriculum (NPC) syllabus for English Literacy and Language. Useful information about teaching and learning methods, and how to use this book are provided at the front of Term 1. Refer to pages ix–xvii.

How to use this course

The Teacher's guide is divided into three books with one book for each term. The Teacher's guide contains 18 thematic units. Term 1 contains Units 1–6. This is Term 2. It contains Units 7–12. Term 3 contains Units 13–18.

The units in each book correspond to the units in the learners' books. There are fifteen teaching units and three review units. The teaching units comprise 10 lessons of 60 minutes each to be taught, one per day, during a two-week span. Each lesson is split into two 30-minute periods. The lesson plans indicate, with a dotted line and the word *Break*, the end of the first and the beginning of the second 30-minute period.

At the beginning of each period there is a short introduction—a song or review of a concept or skill. At the end of each period there is a short closing activity—either a review of a concept or skill, an action game, or a song.

The duration of each teaching unit is two weeks.

The review units comprise five 60-minute lessons to be taught in one week. These lessons also are split into two 30-minute periods. 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 Teachers' guide are the songs that will be used in the lessons of that term.

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 7 Lesson planner

Unit 7 Week 1: Looking at numbers

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to form words Ask for information Give information Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds to form words Discuss illustrations Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects beginning with the initial letter k Identify the initial letter sound /k/ in words Read words with the initial letter k Write words with the initial letter k 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words Match pictures with words Read decodable sentences 	<ul style="list-style-type: none"> Segment words into sounds Revise asking for and giving information Match numbers in words with pictures Read using supplementary readers
Introduction	Song: <i>One, two, how are you?</i> Revising asking for and giving information	Song: <i>Welcome back to school</i> Revising discussing illustrations	Play a command game Revising identifying the initial letter sound /k/	Revising sight words Revising reading decodable words	Song: <i>How many people live in your house?</i> Revising asking for and giving information
References: Learners' book/ Teachers' guide	LB Pages 37, 44, 45 TG Page 197, Songs 1, 2 and 4	LB Page 46 TG Page 197, Songs 1, 3 and 4	LB Page 50 TG Pages 197 and 199, Songs 5 and 15	LB Page 51 TG Page 197, Songs 5 and 6	LB Page 49 TG Page 195, Songs 1 and 2
Listening and speaking	Asking for and giving information	Talking about an illustration/ predicting content/ answering comprehension questions			Asking for and giving information
Phonological awareness	Blending sounds to form words	Blending sounds to form words	Identifying the letter sound /k/	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Reading decodable sentences with the initial letter j		Reading words beginning with the letter k	Reading decodable words with the initial and end letter k	
Vocabulary	<i>How many ____ are there? There is/are ____ [number of objects].</i>	<i>Pencils, frogs, eggs, sticks, bottle tops, leaves</i>	<i>Key, kite, king, kitten</i>	<i>Kit, kid, kiss, Kim, kick, pick, Dick, duck, tick</i>	Numbers in words from one to twenty
Fluency and comprehension		Reading a descriptive text	Reading words beginning with the letter k	Matching pictures with words; reading decodable sentences	Reading using supplementary readers
Writing			Writing words with the initial letter k	Writing correct words for the picture	Writing numbers in words
Closing	Song: <i>One, two, three, four, five</i> Song: <i>How many people live in your house?</i>	Song: <i>One, two, how are you?</i> Song: <i>One, two, three, four, five</i>	Song: <i>Draw a kite in the air</i> Song: <i>Show me k</i>	Song: <i>Show me k</i> Song: <i>Little brother</i>	Song: <i>One, two, how are you?</i> Learners practise asking and answering questions using: <i>How many ____ are there? There are ____.</i>

Unit 7 Week 2: Looking at numbers

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Make and accept requests politely Revise decodable 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 beginning with the letter l Identify the initial letter sound /l/ in words Read sight words with the initial letter l Write words with the initial letter l 	<ul style="list-style-type: none"> Segment words into sounds 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 Informal assessment
Introduction	<p>Song: <i>One, two, how are you?</i></p> <p>Revising making and accepting requests politely</p>	<p>Playing a command game</p> <p>Revising discussing illustrations</p>	<p>Song: <i>This is the way</i> (Use actions in the story of Mrs Pemba)</p> <p>Revising the initial letter sound /l/</p>	<p>Revising sight words</p> <p>Revising decodable words</p>	<p>Revising one of the songs learned in this unit</p> <p>Revising decodable sentences</p>
References: Learners' book/ Teachers' guide	<p>LB Page 51 TG Pages 197 and 199, Songs 7 and 14</p>	<p>LB Page 52 TG Page 197, Song 8</p>	<p>LB Page 53 TG Pages 197 and 199, Songs 5, 8 and 15</p>	<p>LB Page 54 TG Page 197, Song 5</p>	<p>TG Page 196, Song 2</p>
Listening and speaking	Making and accepting requests politely	Talking about an illustration/ answering questions			
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /l/	Segmenting words into sounds	Blending sounds into words
Reading					
Alphabetic principle	Revising decodable words and sentences with the initial and end letter k		Naming objects beginning with the letter l ; reading words with initial letter l ; writing words with initial letter l	Reading decodable words	
Vocabulary	<i>May I use _____, please? Yes. Here it is.</i>	<i>House, locking, office, catching</i>	<i>Leg, lamp, ladder, leopard, land, letter, lorry, lock, leaf, leave</i>	<i>Kiss, kit, tick, kick, Dick, leg, hole, line, like, lake, late, mill, milk, male, sale</i>	
Fluency and comprehension	Revising decodable sentences	Reading a story	Naming objects beginning with the letter l ; reading words with the initial letter l	Matching pictures with words; reading decodable sentences with the letter l	Reading decodable sentences; reading using supplementary readers
Writing			Writing words with initial letter l	Writing correct words for the picture	
Closing	<p>Song: <i>I like school</i></p> <p>Song: <i>Clap your hands</i></p>	<p>Song: <i>This is the way</i></p> <p>Learners read words from word cards</p>	<p>Song: <i>Draw a leg in the air</i></p> <p>Song: <i>Show me l</i></p>	<p>Song: <i>Show me l</i></p> <p>Learners play a reading game</p>	<p>Song: Learners choose a song</p> <p>Song: <i>How many people live in your house?</i></p>

UNIT 7 • Looking at numbers

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to form words
 - ask for information
 - give information
 - read decodable sentences

Resources

- Objects to count, such as pencils and books
- Pieces of chalk
- Learners' book, pages 37, 44, 45
- This teachers' guide, page 197, songs 1, 2 and 4

Introduction: Singing a numbers song

2 minutes

Ask the learners to sing the song: One, two, how are you?

Activity 7.1.1 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: /i/ /n/ /k/. The word is <i>ink</i>. • Listen: /t/ /i/ /n/. The word is <i>tin</i>. • Listen: /b/ /i/ /n/. The word is <i>bin</i>. <div data-bbox="232 1312 565 1618" 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: /i/ /n/ /k/. What is the word? (<i>Teachers and learners say: ink.</i>) • Say: /t/ /i/ /n/. What is the word? (<i>Teachers and learners say: tin.</i>) • Do the same with bin. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /i/ /n/ /k/. What is the word? (<i>Learners say: ink.</i>) • Listen: /t/ /i/ /n/. What is the word? (<i>Learners say: tin.</i>) • Listen: /b/ /i/ /n/. What is the word? (<i>Learners say: bin.</i>) • Repeat with groups, pairs and individuals.

Activity 7.1.2 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 five books.</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same for: six sticks/ eight boxes/nine pencils (or whatever resources you have brought).</i> 	<ul style="list-style-type: none"> • <i>Let's answer together.</i> • <i>Ask: How many books are there?</i> • <i>There are five books.</i> • <i>Repeat 2 or 3 times with the whole class, groups and pairs.</i> • <i>Do the same for: six sticks/eight boxes/nine pencils.</i> • <i>Repeat 2 or 3 times.</i> • <i>Open your Learners' book at page 44 and 45.</i> • <i>Ask with the learners: How many trees/books are there?</i> • <i>Answer with the learners: There is one tree/there are two books.</i> • <i>Call two learners to the front.</i> • <i>Help one to ask: How many babies/fingers/ducks are there?</i> • <i>Help the other to answer: There are four babies/five fingers/six ducks.</i> • <i>Let them take turns.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs.</i> • <i>Look at pages 44 and 45.</i> • <i>Take turns to ask: How many trees/books/babies/fingers/ducks are there?</i> • <i>And answer: There is one tree/ two books/four babies/five fingers/six ducks.</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>

Closing the lesson**3 minutes**

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

..... **Break**

Introduction: Revising asking for and giving information

5 minutes

Hold up five books. Ask for and answer with the learners: How many books are there? There are 5 books. Do the same for six sticks/eight boxes/nine pencils.

Activity 7.1.3 Reading 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 
<div data-bbox="235 724 565 952" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (they, eat, eats) on the chalkboard. Read the words 2 or 3 times.</p> </div> <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. • Do the same for the next sentences: He eats jam. Jill eats jam. They eat jam. They like jam. • 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: they, eat, eats. • Repeat 2 or 3 times. • Now we will read together. • Move the pointer under each word as you read the sentences with the 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 sentences 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 one or two comprehension questions to check that the learners understand what they are reading. For example, ask: Who eats jam? Who likes jam?

Closing the lesson

5 minutes

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

Success criteria

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

Resources

- Learners' book, page 46
- This teachers' guide, page 197, songs 1, 3 and 4

Time needed:
60 minutes



Introduction: Singing a song

2 minutes

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

Activity 7.2.1 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: /t/ /i/ /n/. The word is <i>tin</i>. • Listen: /f/ /i/ /n/. The word is <i>fin</i>. • Listen: /k/ /i/ /t/. The word is <i>kit</i>. • Do the same with bit. <div data-bbox="278 1366 613 1672" 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: /t/ /i/ /n/. What is the word? (<i>Teachers and learners say: tin.</i>) • Say: /f/ /i/ /n/. What is the word? (<i>Teachers and learners say: fin.</i>) • Do the same with kit/bit. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /t/ /i/ /n/. What is the word? (<i>Learners say: tin.</i>) • Listen: /f/ /i/ /n/. What is the word? (<i>Learners say: fin.</i>) • Do the same with kit/bit. • Repeat with groups, pairs and individuals.

Activity 7.2.2 Discussing illustrations

15 minutes

Now we will talk about pictures that show numbers. I will talk about the pictures. We will talk about the pictures. 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 46. Look at the pictures. • Ask: What do you see in Picture 1? • Repeat 2 or 3 times. • Answer: I see 10 pencils. • Repeat 2 or 3 times. • Do the same with other pictures. 	<ul style="list-style-type: none"> • Say: Now let's look at Picture 1. What do you see in the picture? • Let's answer together (<i>point to each picture as you say</i>): I see ten pencils. • Repeat 2 or 3 times. • Do the same for the other pictures. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • Teacher asks: What do you see in Picture 1? • Let the learners reply as a whole class, in groups, in pairs and as individuals. • Do the same for the other pictures.

Closing the lesson

3 minutes

Sing with the learners: One, two, how are you?

..... Break

Introduction: Revising discussing illustrations

5 minutes

Ask the learners what they see in Picture 1 on page 46. Let them replay as a whole class, in groups, in pairs and as individuals. Do the same for the other pictures.

Activity 7.2.3 Reading a story (number sentences)

15 minutes

Now we will read number sentences. I will read the number sentences. We will read the number sentences together. Then you will read the number sentences 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: pencils/frogs/eggs/sticks/bottle tops/leaves. • 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: pencils/frogs/eggs/sticks/bottle tops/leaves. • 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: pencils/frogs/eggs/sticks/bottle tops/leaves. • 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 46. • Say: Listen. I will read. • Read the sentences 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 first sentence. • Say: Move your fingers under the words as you read. • Read the sentences 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 7.2.4 Answering comprehension questions

8 minutes

Now we will write numbers in words. I will write numbers in words. We will write numbers in words together. Then you will write numbers in words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: how many pencils are there? • Repeat 2 or 3 times. • Answer: There are ten pencils. • Repeat 2 or 3 times. • Ask: How many frogs are there? • Repeat 2 or 3 times. • Answer: There are twelve frogs. • Repeat 2 or 3 times. • Do the same with the other pictures. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: How many pencils are there? • Answer with the learners: There are ten pencils. • Ask: How many frogs are there? • Answer with the learners: There are twelve frogs. • Do the same with the other pictures. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: How many pencils are there? • Learners answer: There are ten pencils. • Ask: How many frogs are there? • Learners answer: There are twelve frogs. • Do the same with the other pictures.

Closing the lesson

2 minutes

Sing with the class: One, two, three, four, five.

UNIT 7 • Looking at numbers

Lesson 3

Time needed:
60 minutes



Success criteria

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

Resources

- Pictures or models of a key/ a kite/a king/a kitten
- Word cards such as *coming, locking, working*
- Word cards with letter **k** words
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 50
- This teachers' guide, pages 197 and 199, songs 5 and 15

Introduction: Playing a command game

5 minutes

Play a command game with the learners. Use commands such as: Stand up/point to the chalkboard/sit down/be in pairs, etc.

Activity 7.3.1 Naming objects beginning with the letter k

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 a key, a kite, a king, a kitten, one at a time. • Ask: What is this? • Answer: It is a key./It is a kite./It is a king./It is a kitten. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Show pictures/objects one at a time and say: Let's say together: What is this? • Let's answer: It is a key./It is a kite./It is a king./It is a kitten. • Repeat with the learners 2 or 3 times as a whole class, in groups and individually. • Invite two learners to the front. Help one learner to ask: What is this? • Help the other learner to answer: It is a key./It is a kite./It is a king./It is a kitten. 	<ul style="list-style-type: none"> • Now open your books at page 50. In pairs, take turns to ask: What is this? • And answer: It is a key./It is a kite./It is a king./It is a kitten. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 7.3.2 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 thumbs up. If the word does not begin with /k/, point thumbs down.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> The sound is /k/. The first word is <i>kite</i>. <i>Kite</i> begins with /k/. 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 /k/. So I point my thumb down. The next word is <i>key</i>. <i>Key</i> begins with /k/. So I point my thumb up. 	<ul style="list-style-type: none"> Let's say /k/ together: /k/, /k/. (<i>Repeat with the learners 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>kite, kite</i> (<i>teacher and learners point thumbs up</i>). Continue with other examples (<i>king, animal, kettle, cat, key, rat, 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>kite, kite</i> (<i>learners put thumbs up</i>). Continue with other examples: <i>king, animal, kettle, cat, key, rat, etc.</i>

Closing the lesson**5 minutes**

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

..... **Break****Introduction: Revising identifying the initial letter sound /k/ in words****5 minutes**

Practise again the Learners section of Activity 7.3.2.

Activity 7.3.3 Reading words with the initial letter k**10 minutes**

Now we will read words that begin with the letter **k**. 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>kill/kitchen/kind/kettle</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>kill/kitchen/kind/kettle</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 on page 50. 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 7.3.4 Writing words with the initial letter k**10 minutes**

Now we will write the words that begin with the letter **k**. 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 key.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a key. • Repeat 2 or 3 times. • Do the same with: a kite/a king/a kitten. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a key. • Let's write a key in the air. • Together with the learners, write a key in the air. • Do the same for a kite/a king/a kitten. 	<ul style="list-style-type: none"> • Now open your books at page 50. 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="1089 832 1424 1060" 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 the song: Show me **k**.

Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - match pictures with words
 - read decodable sentences

Resources

- Word cards
- Learners' book, page 51
- Teachers' guide, page 197, songs 5 and 6

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Revise reading the sight words. Show the word cards with the following words one at a time and in random order for the learners to read: a key/a kite/a king/a kitten. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 7.4.1 Segmenting words into sounds

10 minutes

Now I will say a word and I will say the sounds in the word. We will say the word and we will say the sounds together. Then I will say a word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at a normal pace: kid. • Then say slowly: /k/ /i/ /d/. • Repeat 2 or 3 times. • Say at a normal pace: kit. • Then say slowly: /k/ /i/ /t/. • Repeat 2 or 3 times. <div data-bbox="274 1366 613 1519" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you or learners say each sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the words. Then you will say the sounds with me. • Say: kid. What are the sounds? • Teacher and learners say: /k/ /i/ /d/. • Say: kit. What are the sounds? • Teacher and learners say: /k/ /i/ /t/. • Repeat 2 or 3 times with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: kid. • Learners say: /k/ /i/ /d/. • Repeat 2 or 3 times. • Do the same for kit. • Repeat with the whole class, groups and individuals.

Activity 7.4.2 Reading decodable words

10 minutes

Now we will read words with the letter /k/. I will read words with the letter /k/. We will read words with the letter /k/. 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: jam job jacket Jill jug. • Read each word one at a time, moving the pointer under each letter. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: jam, job, jacket, Jill, jug. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 51. Read the words in Box 1 on your own.

Teacher	Teacher + Learners	Learners
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  Teacher tip This is revision so do not spend too long on these words. </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: kit. • Sound out each letter sound as you move the pointer under it, like this: k_i_t. • Then read the word at a normal pace: kit. • Repeat 2 or 3 times. • Do the same for kid/kiss/Kim/kick/pick/Dick/duck/tick. 	<ul style="list-style-type: none"> • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: k_i_t, kit. • Repeat 2 or 3 times. • Do the same for kid/kiss/Kim/kick/pick/Dick/duck/tick. 	<ul style="list-style-type: none"> • 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.

Closing the lesson

5 minutes

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

Break

Introduction: Revising reading decodable words

5 minutes

Write on the chalkboard the words: kid, Kim, duck, tick. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 7.4.3 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 duck on the chalkboard. To the right of the drawing, write in a vertical column: Dick/duck/Kim. • Read the words as you point to the drawing and say: This is not Dick. This is not Kim. This is a duck. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books on page 51. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a duck. • Let's read the words to find the word: <i>duck</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 learners' work. • Now write the correct words for Pictures 2 and 3.

<ul style="list-style-type: none"> • Write under the drawing the word: duck. • Read the word 2 or 3 times. 	<ul style="list-style-type: none"> • Read with the learners: Dick/ duck/Kim. • Repeat 2 or 3 times. • Let's write the word: duck. • Call a learner to the front to write the word duck on the chalkboard. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class.
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Activity 7.4.4 Reading decodable sentences

10 minutes

Now we will read sentences. I will read the sentences. We will read sentences together. Then you will read 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>have</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: Kim and Jim have a kid. • Move the pointer under each word as you read. • Do the same for the next sentences: The kid is fat. The fat kid fell sick. Dad has pills for the kid. • 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: Kim and Jim have a kid. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with the learners. The kid is fat. The fat kid fell sick. Dad has pills for the kid. • 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 51. • 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 happened to the fat kid?

Closing the lesson

5 minutes

Sing with the learners: Little brother.

UNIT 7 • Looking at numbers

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - revise asking for and giving information
 - match numbers in words with pictures
 - read using supplementary readers

Resources

- Letter cards
- Number cards
- Word number cards
- Learners' book, page 49
- This teachers' guide, page 196, songs 1 and 2

Introduction: Singing a song

5 minutes

Ask the learners to sing the song: How many people live in your house?

Activity 7.5.1 Segmenting words into sounds

10 minutes

Today I will say a word and I will say the sounds in the word. We will say the word and we will say the sounds together. Then I will say a word and you will say the sounds on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Say at a normal pace: kid. • Then say slowly: /k/ /i/ /d/. • Repeat 2 or 3 times. • Say at a normal pace: kit. • Then say slowly: /k/ /i/ /t/. • Repeat 2 or 3 times. <div data-bbox="230 1399 563 1552" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip You may hold up a finger as you or learners say each sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word and you will say the sounds with me. • The word is <i>kid</i>. What are the sounds? • Teacher and learners say: /k/ /i/ /d/. • Repeat 2 or 3 times. • The word is <i>kit</i>. What are the sounds? • Teacher and learners say: /k/ /i/ /t/. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the words and you will say the sounds. • The word is <i>kid</i>. What are the sounds? • Learners say: /k/ /i/ /d/. • The word is <i>kit</i>. What are the sounds? • Learners say: /k/ /i/ /t/. • Repeat with groups, pairs and individuals.

Activity 7.5.2 Revising asking for and giving information**12 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 five books.</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same for: six sticks/ eight boxes/nine pencils (or whatever resources you have brought).</i> 	<ul style="list-style-type: none"> • <i>Let's answer together.</i> • <i>Ask: How many books are there?</i> • <i>There are five books.</i> • <i>Repeat 2 or 3 times with the whole class, groups and pairs.</i> • <i>Do the same for: six sticks/eight boxes/nine pencils.</i> • <i>Repeat 2 or 3 times.</i> • <i>Call two learners to the front. Help one to hold up five books and ask: How many books are there?</i> • <i>Help the other to answer: There are five books.</i> • <i>Let them do the same for six 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/boxes/pencils are there?</i> • <i>And answer: There are five books/six sticks/eight boxes/nine pencils, 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>

Closing the lesson**3 minutes**

Sing with the learners: One, two, how are you?

..... **Break**

Introduction: Revising asking for and giving information**3 minutes**

Hold up five books. Ask and answer with the learners: How many books are there? There are five books. Do the same for six sticks/eight boxes/nine pencils.

Activity 7.5.3 Matching numbers in words with pictures**10 minutes**

Now we will match pictures with numbers in words. I will match pictures with numbers. We will match pictures with numbers together. Then you will match pictures with numbers.

 Teacher	 Teacher + Learners	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard numbers in words from one to twenty. • Say: Listen as I read the numbers in words. • Move the pointer under each word as you read. • Read the words 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's read numbers in words together. • Let's read the words together. • Read with the learners the numbers in words from one to twenty. • Now open your books at page 49. Point to each word and as you read. • Repeat 2 or 3 times. • Let's read the words in Box 1: eighteen eggs. • Let's find eighteen eggs. • Let's write <i>eighteen eggs</i>. • Let's draw eighteen eggs besides the words. • Do the same for fifteen sticks. 	<ul style="list-style-type: none"> • Now open your exercise books. Do Box 3 on your own. Write the words <i>ten fingers</i>. Draw the correct pictures to match the words. • Move round to observe and mark learners' work. • Now write the words and draw the correct pictures for Boxes 4 and 5 on your own. • Move round to observe, mark learners' work and help the learners where needed. <div data-bbox="1089 1232 1422 1382" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Learners may do the remaining numbers as homework.</p> </div> <ul style="list-style-type: none"> • Ask some learners to read their answers to the class.

Activity 7.5.4 Reading using supplementary readers**15 minutes**

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage learners to express their opinions freely. After classes, allow the learners to check out books or story cards to read at home.

Closing the lesson**2 minutes**

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

Success criteria

- Learners must be able to:
- blend sounds into words
 - make and accept requests politely
 - read decodable sentences

Resources

- Word cards
- Learners' book, page 51
- This teachers' guide, pages 197 and 199, songs 7 and 14

Time needed:
60 minutes



Introduction: Singing a song

2 minutes

Ask the learners to sing the song: One, two, how are you?

Activity 7.6.1 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: /k/ /i/ /d/. The word is <i>kid</i>. • Listen: /K/ /e/ /n/. The word is <i>Ken</i>. • Listen: /k/ /i/ /t/. The word is <i>kit</i>. <div data-bbox="274 1232 613 1531" 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: /k/ /i/ /d/. What is the word? (<i>Teachers and learners say: kid.</i>) • Say: /K/ /e/ /n/. What is the word? (<i>Teachers and learners say: Ken.</i>) • Do the same with <i>kit</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /k/ /i/ /d/. What is the word? (<i>Learners say: kid.</i>) • Listen: /K/ /e/ /n/. What is the word? (<i>Learners say: Ken.</i>) • Listen: /k/ /i/ /t/. What is the word? (<i>Learners say: kit.</i>) • Repeat with groups, pairs and individuals.

Activity 7.6.2 Making and accepting requests politely

15 minutes

Now we will make and accept requests politely. I will make and accept requests politely. We will make and accept requests politely. Then, you will make and accept requests politely on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Learners, look at me! • Call a learner to the front with a pencil. • Say: May I use your pencil, please? 	<ul style="list-style-type: none"> • Now, let's do this together. • Say with the learners: May I use your pencil, please? • Repeat 2 to 3 times. • Answer with the learners: Yes. Here it is. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: May I use your pencil, please? • And answer: Yes. Here it is.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Repeat 2 to 3 times. • Help the learner to say: Yes. Here it is. • Repeat 2 or 3 times. • Say: May I use your book, please? • Repeat 2 to 3 times. • Help the learner to say: Yes. Here it is. • Do the same with other items. 	<ul style="list-style-type: none"> • Do the same with other items. • Repeat this with groups, in pairs and as individuals. • Call two learners to the front. • Help one learner to ask: May I use your book, please? • Help the other learner to answer: Yes. Here it is. • Let the learners take turns. • Repeat with another pair. 	<ul style="list-style-type: none"> • Move round to observe and help the learners where needed. • Invite some pairs to show the class what they were doing.

Closing the lesson

3 minutes

Sing with the learners: I like school.

Break

Introduction: Revising making and accepting requests politely

7 minutes

Practise again the Learners section of Activity 7.6.2.

Activity 7.6.3 Revising decodable sentences

18 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: Kim and Jim have a kid. • Move the pointer under each word as you read. • Read the sentence 2 or 3 times. • Do the same for the other sentences: The kid is fat. The fat kid fell sick. Dad has pills for the kid. 	<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 the learners as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 51. • 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, ask: Who is sick?

Closing the lesson

5 minutes

Ask the learners to sing: Clap your hands.

Success criteria

- Learners must be able to:
- blend sounds into words
 - discuss illustrations
 - 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 52 of the Learners' book (written before the lesson)
- Learners' book, page 52
- This teachers' guide, page 197, song 8

Time needed:
60 minutes



Introduction: Play a command game

5 minutes

Ask the learners to play Mr Phiri says. Use commands such as: Point to one head. Point to two eyes. Point to three books. Show me five fingers.

Activity 7.7.1 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: /k/ /i/ /d/. The word is <i>kid</i>. • Listen: /K/ /e/ /n/. The word is <i>Ken</i>. • Listen: /k/ /i/ /t/. The word is <i>kit</i>. <div data-bbox="278 1531 613 1832" 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: /k/ /i/ /d/. What is the word? (<i>Teachers and learners say: kid.</i>) • Say: /K/ /e/ /n/. What is the word? (<i>Teachers and learners say: Ken.</i>) • Do the same with <i>kit</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /k/ /i/ /d/. What is the word? (<i>Learners say: kid.</i>) • Listen: /K/ /e/ /n/. What is the word? (<i>Learners say: Ken.</i>) • Listen: /k/ /i/ /t/. What is the word? (<i>Learners say: kit.</i>) • Repeat with groups, pairs and individuals.

Activity 7.7.2 Discussing illustrations

12 minutes

Now we will talk about some 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 52. Look at the pictures. • Ask: What do you see in Picture 1? • Repeat 2 or 3 times. • Answer: I see a woman coming out of her house. • Repeat 2 or 3 times. • Do the same with other pictures. 	<ul style="list-style-type: none"> • Say: Let's look at the pictures together. Look at Picture 1. What do you see in the picture? • Let's answer together: (<i>point to Picture 1</i>): I see a woman coming out of her house. • Repeat 2 or 3 times. • Do the same for the other pictures. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • Ask: What do you see in the pictures? • Let the learners reply as a whole class, in groups, pairs and individually. • Do the same for the other pictures.

Closing the lesson

3 minutes

Have the learners mime the action of Mrs Pemba in Picture 2 (lock the door) sung to the tune of This is the way.

Break

Introduction: Revising discussing illustrations

3 minutes

Have the learners look at each picture on page 52 and describe what they see Mrs Pemba doing.

Activity 7.7.3 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"> • Show word cards with the following words or write them on the chalkboard one at a time: house/locking/office/catching. • 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: house/locking/office/catching. • 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: house/locking/office/catching. • 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 52. • Listen. I will read the story. • 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 7.7.4 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer questions about the story. We will answer questions 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: Who is coming out of the house? • Repeat 2 or 3 times. • Answer: Mrs Pemba. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba doing? • Repeat 2 or 3 times. • Answer: Mrs Pemba is locking the door with a key. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba catching? • Repeat 2 or 3 times. • Answer: Mrs Pemba is catching a bus. • Repeat 2 or 3 times. • Ask: Where is Mrs Pemba working? • Repeat 2 or 3 times. • Answer: Mrs Pemba is working in her office. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: Who is coming out of the house? • Repeat 2 or 3 times. • Let's answer together: Mrs Pemba. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba doing? • Let's answer together: Mrs Pemba is locking the door with a key. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba catching? • Let's answer together: Mrs Pemba is catching a bus. • Repeat 2 or 3 times. • Ask: Where is Mrs Pemba working? • Let's answer together: In her office. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you answer on your own. • Ask: Who is coming out of the house? (Learners answer: Mrs Pemba.) • Ask: What is Mrs Pemba doing? (Learners answer: Mrs Pemba is locking the door with a key.) • Do the same for the other questions. • Ask other questions to make sure the learners understand the story.

Closing the lesson

2 minutes

Let the learners read words on word cards such as: office, catching, locking, work.

UNIT 7 • Looking at numbers

Lesson 8

Time needed:
60 minutes



Success criteria

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

Resources

- Real objects, pictures or models of a leg/a lamp/a ladder/a leopard
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 53
- This teachers' guide, pages 197 and 199, songs 5, 8 and 15

Introduction: Singing a song

5 minutes

Ask the learners to sing the song: This is the way. Use the actions in the story of Mrs Pemba: This is the way we come out of the house. This is the way we lock the door. This is the way we catch the bus. This is the way we go to work early in the morning.

Activity 7.8.1 Naming objects beginning with the letter *l*

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 real object, a picture or a model of a leg, a lamp, a ladder, a leopard, one at a time. • Ask: What is this? • Answer: It is a leg./It is a lamp./It is a ladder./It is a leopard. • 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 leg./It is a lamp./It is a ladder./It is a leopard. • Repeat with the learners several times as a whole class, in groups and individually. • Invite two learners to the front. • Help one learner to ask: What is this? • Help the other learner to answer: It is a leg./It is a lamp./It is a ladder./It is a leopard. 	<ul style="list-style-type: none"> • Now open your books at page 53. In pairs, take turns to ask: What is this? • And answer: It is a leg./It is a lamp./It is a ladder./It is a leopard. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 7.8.2 Identifying the initial letter sound /l/ in words

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /l/. The first word is <i>leg</i>. <i>Leg</i> begins with /l/. 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 /l/. So I point my thumb down. • The next word is <i>lamp</i>. <i>Lamp</i> begins with /l/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /l/ together: /l/, /l/. (<i>Repeat with the learners several times.</i>) • Now I will say a word. If it begins with /l/, we point our thumbs up. • If it does not begin with /l/, we point our thumbs down. • Say: leg, leg (<i>teacher and learners point thumbs up</i>). • Say: king, king (<i>teacher and learners point thumbs down</i>). • Continue with other examples (lamp, ladder, long, cat, like, rat, etc.). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /l/, point your thumbs up. • If it does not begin with /l/, point your thumbs down. • Say: leg (<i>learners put thumbs up</i>). • Continue with other examples (king, lamp, ladder, kettle, long, cat, like, rat, etc.).

Closing the lesson

5 minutes

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

..... **Break**

Introduction: Revising the initial letter sound /l/

3 minutes

Practise again the Learners section of Activity 7.8.2.

Activity 7.8.3 Reading sight words with the initial letter /

10 minutes

Now we will read words that begin with the letter **l**. 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: land/a letter/a lorry/a lock/a leaf/leave. • 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: land/a letter/a lorry/a leaf/leave. • 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 53. • 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 7.8.4 Writing words with the initial letter /

15 minutes

Now we will write the words that begin with the letter **l**. 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 leg.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a leg. • Repeat 2 or 3 times. • Do the same with: a lamp/ a ladder/a leopard. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a leg. • Let's write a leg in the air. • Together with the learners, write a leg in the air. • Do the same for a lamp/ ladder/a leopard. 	<ul style="list-style-type: none"> • Now open your books at page 53. 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="1086 1695 1422 1923" 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 the song: Show me **l**.

Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - match pictures with words
 - read decodable sentences

Resources

- Word cards
- Learners' book, page 54
- This teachers' guide, page 197, song 5

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: a leg/a lamp/a ladder/a leopard. Ask the learners to read them as whole class, in groups, in pairs and as individuals.

Activity 7.9.1 Segmenting words into sounds

10 minutes

Today I will say a word and I will say the sounds in the word. We will say the word and we will say the sounds together. Then I will say a word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at a normal pace: leg. • Then say slowly: /l/ /e/ /g/. • Repeat 2 or 3 times. • Say at a normal pace: let. • Then say slowly: /l/ /e/ /t/. • Repeat 2 or 3 times. <div data-bbox="274 1366 613 1519" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you or learners say each sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word and you will say the sounds with me. • The word is leg. What are the sounds? • Teacher and learners say: /l/ /e/ /g/. • Repeat 2 or 3 times. • The word is let. What are the sounds? • Teacher and learners say: /l/ /e/ /t/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the words and you will say the sounds. • The word is leg. What are the sounds? • Learners say: /l/ /e/ /g/. • The word is let. What are the sounds? • Learners say: /l/ /e/ /t/. • Repeat 2 or 3 times as a class, in groups and individually.

Activity 7.9.2 Reading decodable words

10 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: kiss, kit, tick, kick, Dick. • Read each word one at a time, moving the pointer under each letter. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: kiss, kit, tick, kick, Dick. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 54. Read the words in Box 1 on your own. • Now read the words in Box 2 on your own.

Teacher	Teacher + Learners	Learners
<p> Teacher tip</p> <p>This is revision so do not spend too long on these words.</p> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: leg. • Sound out each letter sound as you move the pointer under it, like this: l_e_g. • Then read the word at a normal pace: leg. • Repeat 2 or 3 times. • Do the same, one at a time for: hole/line/like/lake/late/mill/milk/male/sale. 	<ul style="list-style-type: none"> • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: l_e_g, leg. • Repeat 2 or 3 times. • Do the same for: hole/line/like/lake/late/mill/milk/male/sale. 	<ul style="list-style-type: none"> • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

Closing the lesson

5 minutes

Sing with the learners: Show me l.

Break

Introduction: Revising decodable words

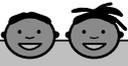
3 minutes

Write on the chalkboard the words: leg, lamp, letter, mill, sale. Point to them in random order. Ask the learners to read them as a whole class, in groups, in pairs and individually.

Activity 7.9.3 Matching pictures with words

15 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 lake on the chalkboard. To the right of the drawing, write in a vertical column: lake/mill/long. • Read the words as you point to the drawing and say: This is not a mill. This is not long. This is a lake. 	<ul style="list-style-type: none"> • Say: Now open your books at page 54. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: This is a lake. • Let's read the words to find the word: lake. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark 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: lake. • Read the word 2 or 3 times. | <ul style="list-style-type: none"> • Read with the learners: lake/ mill/long. • Repeat 2 or 3 times. • Let's write the word: lake. • Call a learner to the front to write the word lake on the chalkboard. • Do the same for Picture 2. | <ul style="list-style-type: none"> • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Activity 7.9.4 Reading decodable sentences

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="278 983 613 1178" style="border: 1px solid black; padding: 5px;"> <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: Lake Malawi is long. • Move the pointer under each word as you read. • Do the same for the next sentences: Jake likes the lake. We like the lake. We like Lake Malawi. • 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: Lake Malawi is long. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with the learners. Jake likes the lake. We like the lake. We like Lake Malawi. • 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 54. • 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 the name of the lake? What is the boy's name?

Closing the lesson

2 minutes

Quickly divide the class into two (left side/right side) to play a reading game. Have one half read the first sentence in Activity 7.9.4. Have the other half read the second sentence. Continue with Sentences 3 and 4. If there is time, repeat, having the right side read first.

UNIT 7 • Looking at numbers

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 7. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 31.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds to form words	2, 5, 17, 19	
• ask for and give information	3, 15	44, 45
• read decodable sentences	4, 12	37, 54
• read decodable words	11, 25	51
• sing a song	2, 3, 5, 6, 9, 10, 12, 13, 14, 15, 17, 18, 20, 22, 23, 24, 26	
• discuss an illustration	6, 20	46, 52
• read numbers in words and sentences	6	46
• answer comprehension questions	7, 21	46, 52
• revise decodable words and sentences	11, 13, 18	51
• read sight words	24	
• name objects beginning with the letter k	8	50
• identify the initial letter sound /k/ in words	9	
• read words with the initial and end letter k	9	50
• write words with the initial and end letter k	10	50
• match numbers in words with pictures	16	49
• segment words into sounds	11, 14, 25	
• match pictures with the correct words	12, 26	49, 51, 54
• read supplementary readers	16	
• make and accept requests politely	17	
• read a story	20	52
• name objects beginning with the letter l	22	53
• identify the beginning sound /l/ in words	23	
• read words with the initial, and medial letter l	25, 27	53, 54
• write words with the letter l	24	53
• read sentences with letter l words	27	54

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: Singing a song

5 minutes

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

Activity 7.10.1 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: /k/ /i/ /d/. The word is <i>kid</i>. Listen: /K/ /e/ /n/. The word is <i>Ken</i>. Listen: /k/ /i/ /t/. The word is <i>kit</i>. <div data-bbox="278 919 613 1225" 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: /k/ /i/ /d/. What is the word? (<i>Teachers and learners say: kid.</i>) Say: /K/ /e/ /n/. What is the word? (<i>Teachers and learners say: Ken.</i>) Do the same with <i>kit</i>. 	<ul style="list-style-type: none"> Now I will say the sounds. You will say the word. Listen: /k/ /i/ /d/. What is the word? (<i>Learners say: kid.</i>) Listen: /K/ /e/ /n/. What is the word? (<i>Learners say: Ken.</i>) Listen: /k/ /i/ /t/. What is the word? (<i>Learners say: kit.</i>) Repeat with groups, pairs and individuals.

Activity 7.10.2 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: Lake Malawi is long. Move the pointer under each word as you read. Read it twice. Do the same for the next sentences: Jake likes the lake. We like the lake. We like Lake Malawi. 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. Lake Malawi is long. Jake likes the lake. We like the lake. We like Lake Malawi. 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 55. 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 the name of the lake? What is the boy's name?

Closing the lesson

2 minutes

Let the learners choose one of the songs from the unit to sing.

Break

Introduction: Revising decodable sentences

3 minutes

Write on the chalkboard the sentences: Lake Malawi is long. Jake likes the lake. Let's read the sentences again. Have the learners read the sentences as a whole class, in groups, in pairs and individually.

Activity 7.10.3 Reading supplementary readers

25 minutes

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage learners to express their opinions freely. After classes, allow learners to check out books or story cards to read at home.

Closing the lesson

2 minutes

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

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.

Dear teacher:

What did you learn from teaching this unit? Write here some notes for future planning.

Assessment of Unit 7

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

Is the learner able to:	Excellent	Good	Average	Needs support
blend sounds to form words?				
ask for and give information?				
read decodable sentences				
read decodable words				
sing a song?				
discuss an illustration?				
read numbers in words and sentences?				
answer comprehension questions?				
revise decodable words and sentences?				
read sight words?				
name objects beginning with the letter k ?				
identify the initial letter sound / k / in words?				
read words with the initial and end letter k ?				
write words with the initial and end letter k ?				
match numbers in words with pictures?				
segment words into sounds?				
match pictures with the correct words?				
read supplementary readers?				
make and accept requests politely?				
read a story?				
name objects beginning with the letter l ?				
identify the beginning sound / l / in words?				
read words with the initial, medial and end letter l ?				
write words with the letter l ?				
read sentences with letter l words?				

UNIT 8 Lesson planner

Unit 8 Week 1: The things we have

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Make polite requests Reject requests politely 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 m Identify the initial letter sound /m/ in words Read words with the initial letter m Write words with initial letter m 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words Match pictures with words Complete sentences 	<ul style="list-style-type: none"> Segment words into sounds Use words that show possession Match pictures with the words Read supplementary readers
Introduction	Song: <i>This is my head</i> Revising making and rejecting requests politely	Song: <i>Little brother</i> Revising discussing an illustration	Song: <i>This is my head</i> Revise the initial letter sound / m /	Revising sight words Revising reading decodable words	Revising decodable words Revising words that show possession
References: Learners' book/ Teachers' guide	LB Page 54 TG Pages 198 and 199, Songs 9 and 14	LB Pages 55, 56 TG Pages 196, 197 and 201, Songs 2, 6 and 21	LB Page 57 TG Pages 197, 198 and 199, Songs 5, 9 and 15	LB Page 58 TG Pages 197 and 201, Songs 5 and 22	LB Page 58 TG Pages 196 and 198, Songs 1 and 10
Listening and speaking	Making and rejecting requests politely	Talking about an illustration/ answering comprehension questions			Asking and giving information using words that show possession
Phonological awareness	Blending sounds into words	Blending sounds into words	Naming objects beginning with the letter m ; identifying the initial letter sound / m /	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Reading decodable words and sentences with letter l		Reading words with the initial letter m ; writing words with the initial letter m	Reading decodable words with initial, medial, and end letter m	
Vocabulary	<i>Can I borrow your ____? No, I am sorry. I need it.</i>	<i>Bicycle, rides, meetings, many</i>	<i>Man, monkey, maize, mango, market, matches, mat, mouse, mother, mirror, milk, moon</i>	<i>Line, lake, male, milk, like, dam, mum, Tim, mate, home, name, mango, game, map, dim, time</i>	<i>Whose ____ is this? It's my ____.</i>
Fluency and comprehension	Reading decodable words and sentences	Reading a story	Naming objects beginning with the letter m ; reading words with initial letter m	Reading decodable words with initial, medial, and end letter m ; matching pictures with words; completing sentences with words with letter m	Matching pictures with words; reading using supplementary readers
Writing			Writing words with initial letter m	Writing correct words for the picture; writing and completing sentences with words with letter m	Writing correct words for the picture
Closing	Song: <i>What's your name?</i> Song: <i>I like school</i>	Song: <i>Mr Phiri has a farm</i> (change the name to <i>Mr Banda</i>) Song: <i>How many people live in your house?</i>	Song: <i>Draw a man in the air</i> Song: <i>Show me m</i>	Song: <i>Show me m</i> Song: <i>Green girl in the ring</i> (substitute m words from LB page 57)	Song: <i>One, two, how are you?</i> Song: <i>What's your name</i>

Unit 8 Week 2: The things we have

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Use words that show possession Complete sentences 	<ul style="list-style-type: none"> Blend sounds into words Discuss an illustration Read a dialogue Answer comprehension questions Role-play a dialogue 	<ul style="list-style-type: none"> Identify the initial letter sound /n/ in words Name objects beginning with the letter n Read sight words with the initial letter n Write words with the initial letter n 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words Match pictures with words Complete sentences 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies Informal assessment
Introduction	Song: <i>This is the way</i> Revise words that show possession	Song: <i>This is the way</i> Revise discussing a dialogue	Song: <i>This is my head</i> Revise naming objects beginning with the letter n	Revising decodable words Revising reading decodable words	Revising one of the songs learned in this unit Revising reading a dialogue
References: Learners' book/ Teachers' guide	LB Page 58 TG Pages 197, 198 and 199, Songs 8, 9 and 14	LB Page 59 TG Pages 197 and 198, Songs 8 and 10	LB Page 60 TG Pages 198 and 199, Songs 9, 11 and 15	LB Page 61 TG Pages 197 and 198, Songs 5 and 11	
Listening and speaking	Asking and giving information using words that show possession	Talking about an illustration/ answering questions			Answering comprehension questions
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /n/	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Completing sentences with words with letter m		Naming objects beginning with the letter n ; reading words with the initial letter n ; writing words with the initial letter n	Reading decodable words with initial and end letter sound n	
Vocabulary	<i>Whose ____ is this? It's his _____. It's her _____.</i>	<i>Grandmother, carry, thank, son, name, mother</i>	<i>Neck, nose, needle, nurse, nest, net, no, not, noise</i>	<i>Mango, mum, home, game, time, note, nut, neck, ten, nest, sun, cane, stone, Sten</i>	<i>Grandmother, carry, thank, son, name, mother</i>
Fluency and comprehension	Completing sentences with words with letter m	Reading a dialogue; role-playing a dialogue	Identifying the initial letter sound /n/; naming objects beginning with the letter n ; reading words with the initial letter n	Reading decodable words; matching pictures with words; completing sentences	Reading a dialogue; completing sentences
Writing	Writing and completing sentences		Writing words with initial letter n	Writing correct words for the picture; writing and completing sentences	Writing and completing sentences
Closing	Song: <i>This is my head</i> Song: <i>I like school</i>	Song: What's your name? Song: <i>This is the way</i> (using words such as <i>we carry a bag</i>)	Song: <i>Draw a nest in the air</i> Song: <i>The alphabet song</i>	Song: <i>Show me n</i> Song: <i>The alphabet song</i>	Song: Learners choose a song to sing. Song: Learners choose a song to sing.

UNIT 8 • The things we have

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - make polite requests
 - reject requests politely
 - revise decodable words and sentences

Resources

- Word cards
- Learners' book, page 54
- This teachers' guide, pages 198 and 199, songs 9 and 14

Introduction: Singing a song

2 minutes

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

Activity 8.1.1 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: /l/ /e/ /g/. The word is <i>leg</i>. • Listen: /l/ /e/ /t/. The word is <i>let</i>. • Listen: /m/ /i/ /l/ /k/. The word is <i>milk</i>. <div data-bbox="230 1319 565 1618" 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 can 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: /l/ /e/ /g/. What is the word? (<i>Teachers and learners say: leg.</i>) • Say: /l/ /e/ /t/. The word is <i>let</i>. (<i>Teachers and learners say: let.</i>) • Do the same with <i>milk</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /l/ /e/ /g/. What is the word? (<i>Learners say: leg.</i>) • Listen: /l/ /e/ /t/. What is the word? (<i>Learners say: let.</i>) • Listen: /m/ /i/ /l/ /k/. What is the word? (<i>Learners say: milk.</i>) • Repeat with groups, pairs and individuals.

Activity 8.1.2 Making and rejecting requests politely**15 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Can I borrow your book? • Say: No, I am sorry. I need it. <i>(Mime the action rejecting the request.)</i> • Repeat 2 or 3 times. • Say: Can I borrow your ruler? • Say: No, I am sorry. I need it. <i>(Mime the action rejecting the request.)</i> • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together. Can I borrow your book, please? • Repeat 2 or 3 times. • Let's say: No, I am sorry. I need it. • Repeat 2 or 3 times. • Do the same with similar requests such as: Can I borrow your ruler, please? Can I borrow your pencil, please? • Invite two learners to the front and help one to ask: Can I borrow your book, please? • And help the other to answer: No, I am sorry. I need 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 each other: Can I borrow your book/ruler/pencil, please? And answer: No, I am sorry. I need 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.

Closing the lesson**3 minutes**

Sing with the learners: What's your name?

..... **Break**

Introduction: Revising making and rejecting requests politely

5 minutes

Let the learners walk around the class taking turns making requests and rejecting requests.

Activity 8.1.3 Revising decodable words and sentences

20 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 54, for example: we. • 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>Lake Malawi is long.</p> <p>Jake likes the lake.</p> <p>We like the lake.</p> <p>We like Lake Malawi.</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: we. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. • Say: Now let's read the sentences together: <p>Lake Malawi is long.</p> <p>Jake likes the lake.</p> <p>We like the lake.</p> <p>We like Lake Malawi.</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 54. 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: Who likes the lake? What is the name of the lake?

Closing the lesson

5 minutes

Sing with the learners: I like school.

Success criteria

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

Resources

- Word cards
- Learners' book, pages 55, 56
- This teachers' guide, pages 196, 197 and 201, songs 2, 6 and 21

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing the song: Little brother.

Activity 8.2.1 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: /m/ /a/ /t/. The word is <i>mat</i>. • Listen: /m/ /a/ /p/. The word is <i>map</i>. • Listen: /d/ /i/ /m/. The word is <i>dim</i>. <div data-bbox="274 1312 611 1618" 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: /m/ /a/ /t/. What is the word? (<i>Teacher and learners say: mat.</i>) • Say: /m/ /a/ /p/. What is the word? (<i>Teacher and learners say: map.</i>) • Do the same with <i>dim</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /m/ /a/ /t/. What is the word? (<i>Learners say: mat.</i>) • Listen: /m/ /a/ /p/. What is the word? (<i>Learners say: map.</i>) • Listen: /d/ /i/ /m/. (<i>Learners say: dim.</i>) • Repeat with groups, pairs and individuals.

Activity 8.2.2 Discussing an illustration

10 minutes

Now 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 pages 55 and 56. Look at the first picture. • Ask: What do you see in the picture? 	<ul style="list-style-type: none"> • Say: Look at Picture 1 on page 56. What do you see in the picture? 	<ul style="list-style-type: none"> • Now you will talk about the pictures on pages 55 and 56 on your own. • Ask: What do you see in Picture 1?

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Repeat 2 to 3 times. • Answer: I see a house/a man/ goats/a dog/a hen. • Repeat each sentence 2 or 3 times. • Say: How many dogs/goats/ chickens/cows are there in Picture 2? • Answer: There are two dogs/ two goats, etc. • Do the same for the pictures on page 56. 	<ul style="list-style-type: none"> • Let's answer together (point to each item as you name it): I see a house/a man/goats/a dog/a hen. • 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 56. 	<ul style="list-style-type: none"> • Let the learners reply as a whole class, in groups, pairs and as individuals: I see a house/a man/goats/a dog/a hen/a window/a tree/a chair, etc. • Do the same for Pictures 2 and 3 on page 56.

Closing the lesson

5 minutes

Sing with the learners: Mr Banda has a farm, using the animals in Picture 2. (Sing to the tune of Mr Phiri has a farm.)

Break

Introduction: Revising discussing an illustration

5 minutes

Ask the learners what they see in Picture 1. Let the learners reply as a whole class, in groups, in pairs and as individuals. Do the same for Picture 2.

Activity 8.2.3 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: bicycle/rides/ meetings/many. • For each card, say the word 2 or 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: bicycle/rides/ meetings/many. • 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 cards or point to each word on the chalkboard one at a time: bicycle/rides/ meetings/many.

<ul style="list-style-type: none"> • <i>Say:</i> Open your books at pages 55 and 56. Look at the words. • <i>Say:</i> Listen. I will read the story. • <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 learners.</i> • <i>Repeat 2 or 3 times with the whole class.</i> 	<ul style="list-style-type: none"> • Now open your books at pages 55 and 56. • Be in pairs and take turns reading. • <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 8.2.4 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. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask:</i> Who has a big house? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Mr Banda has a big house. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What animals does Mr Banda have? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Mr Banda has goats, cows, chickens and dogs. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What does Mr Banda ride? • <i>Answer:</i> Mr Banda rides a bicycle. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Where does Mr Banda go? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Mr Banda goes to meetings. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Ask:</i> Who has a big house? • <i>Repeat 2 or 3 times.</i> • Let's answer together: Mr Banda has a big house. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What animals does Mr Banda have? • Let's answer together: Mr Banda has goats, cows, chickens and dogs. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What does Mr Banda ride? • Let's answer together: Mr Banda rides a bicycle. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Where does Mr Banda go? • <i>Repeat 2 or 3 times.</i> • Let's answer together: Mr Banda goes to meetings. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now you will answer on your own. • <i>Ask:</i> Who has a big house? (<i>Learners answer:</i> Mr Banda has a big house.) • <i>Ask:</i> What animals does Mr Banda have? (<i>Learners answer:</i> Mr Banda has goats, cows, chickens and dogs.) • <i>Ask other questions to make sure the learners understand the story.</i>

Closing the lesson

5 minutes

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

UNIT 8 • The things we have

Lesson 3

Time needed:
60 minutes



Success criteria

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

Resources

- Pictures or models of a man/a monkey/maize/a mango
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 57
- This teachers' guide, pages 197, 198 and 199, songs 5, 9 and 15

Introduction: Singing a song

3 minutes

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

Activity 8.3.1 Naming objects beginning with the letter m

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 a man, a monkey, maize and a mango, one at a time. • Ask: What is this? And answer: It is a man./It is a monkey./It is maize./It is a mango. • Repeat for each object 3 to 4 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 man./It is a monkey./It is maize./It is a mango. • Repeat with the 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 man./It is a monkey./It is maize./It is a mango. 	<ul style="list-style-type: none"> • Now open your books at page 57. In pairs, take turns to ask: What is this? • And answer: It is a man./It is a monkey./It is maize./It is a mango. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 8.3.2 Identifying the initial letter sound /m/

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /m/. The first word is <i>man, man</i>. <i>Man</i> begins with /m/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>lake, lake</i>. <i>Lake</i> does not begin with /m/. So I point my thumb down. • The next word is <i>monkey, monkey</i>. <i>Monkey</i> begins with /m/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /m/ together: /m/, /m/. • Repeat with the learners 2 or 3 times. • Now I will say a word. If it begins with /m/, we point our thumbs up. • If it does not begin with /m/, we point our thumbs down. • Say: mango, mango. (<i>Teacher and learners point thumbs up.</i>) • Say: kid, kid. (<i>Teacher and learners point thumbs down.</i>) • Continue with other examples (game, map, monkey, hot, Jack, mum, etc.). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /m/, point your thumbs up. • If it does not begin with /m/, point your thumbs down. • Say: man (<i>learners put thumbs up</i>). • Continue with other examples: elephant, man, ink, mango, egg, rat, monkey, etc.

Closing the lesson

2 minutes

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

..... **Break**

Introduction: Revising the initial letter sound /m/

3 minutes

Practise again the Learners section of Activity 8.3.2.

Activity 8.3.3 Reading words with the initial letter m

10 minutes

Now we will read words that begin with the letter **m**. 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: a market/matches/a mat/a mouse/a mother/a mirror/milk/a moon. • Read each word 2 to 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words one at a time: a mat/a mouse/a mother/a mirror/milk/a moon. • 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 57. • 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 8.3.4 Writing words with the initial letter m

15 minutes

Now we will write the words that begin with the letter **m**. 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 man. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>_____</p> <p>--- a man ---</p> <p>_____</p> </div> <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a man. • Repeat 2 or 3 times. • Do the same with: a monkey/maize/a mango. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a man. • Let's write a man in the air. • Together with the learners, write a man in the air. • Do the same for a monkey/maize/a mango. 	<ul style="list-style-type: none"> • Now open your books at page 57. 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 style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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

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

Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - match pictures with words
 - complete sentences

Resources

- Word cards
- Learners' book, page 58
- This teachers' guide, pages 197 and 201, songs 5 and 22

Time needed:
60 minutes



Introduction: Revising sight words

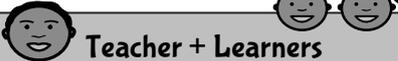
5 minutes

Revise reading the sight words. Show word cards with the following words one at a time and in random order for the learners to read: a man/a monkey/maize/a mango. Ask the learners to read them as a whole class, in groups, pairs and as individuals.

Activity 8.4.1 Segmenting words into sounds

10 minutes

Today we will separate a word into its sounds. I will say a word and the sounds in the word. We will say the word and the sounds in the word together. Then I will say the word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: <i>man</i>. The sounds are: /m/ /a/ /n/. • Repeat for Tim/mate. <div data-bbox="257 1232 594 1385" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you say each sound.</p> </div> <div data-bbox="257 1413 642 1641" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>The number of sounds in a word does not always correspond to the number of letters. For example, the sounds in <i>mate</i> are /m/ /ā/ /t/.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds with me. • Say: <i>man</i>. • Ask: What are the sounds? (Teacher and learners say: /m/ /a/ /n/.) • Read each word and say the sounds together with the learners 2 or 3 times: Tim/mate. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds on your own. • Say: <i>man</i>. • Ask: What are the sounds? • Learners say: /m/ /a/ /n/. • Repeat for Tim/mate. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

Activity 8.4.2 Reading decodable words

12 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: line, lake, male, milk, like. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: line, lake, male, milk, like. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 58. Read the words in Box 1 on your own.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Read each word one at a time, moving the pointer under each letter. <div data-bbox="230 505 563 658" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip 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: dam. • Sound out each letter sound as you move the pointer under it, like this: d_a_m. • Then read the word at a normal pace: dam. • Repeat 2 or 3 times. • Do the same for mum/Tim/mate/home/name/mango/game/map/dim/time. 	<ul style="list-style-type: none"> • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: d_a_m, dam. • Repeat 2 or 3 times. • Do the same for mum/Tim/mate/home/name/mango/game/map/dim/time. 	<ul style="list-style-type: none"> • 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.

Closing the lesson

3 minutes

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

Break

Introduction: Revising reading decodable words

5 minutes

Write on the board the words: dam/mum/Tim/mango. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 8.4.3 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 picture of a game board on the chalkboard. To the right of the drawing write in a vertical column: dam/game/mate. • Read the words as you point to the drawing and say: This is not a dam. This is not a mate. This is a game. 	<ul style="list-style-type: none"> • Say: Now open your books at page 58. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a game. • Let's read the words to find the word: <i>a game</i>. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • 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: game. • Read the word 2 or 3 times. | <ul style="list-style-type: none"> • Read with the learners: dam/ game/mate. • Repeat 2 or 3 times. • Let's write the word: game. • Call a learner to the front to write the word a game on the chalkboard. • Do the same for Picture 2. | <ul style="list-style-type: none"> • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class. |
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Activity 8.4.4 Completing sentences

10 minutes

Now we will complete sentences. I will complete 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 these words and sentences on the chalkboard: home, like, man, game. <p>We <u>like</u> milk.</p> <p>Tim is a ____ .</p> <p>I help Mum at ____ .</p> <p>It is time for the ____ .</p> <ul style="list-style-type: none"> • Read the words 2 to 3 times. • Ask: What word from the words in the box completes the sentence? • Try all the words. Show the learners how to finish the sentence by adding like. • Now I will read the sentence with the word like: We like milk. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now let's read the sentence together: We ____ milk. • Ask: What word from the words in the box completes the sentence? • Let's try the words together. (Teacher and learners read the words and try them in the sentence.) • Let's say together: The word is like. We like milk. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 58. • Copy the first sentence in your exercise books. (We ____ milk.) • As they are copying, move round to check and help the learners where needed. • Now complete the sentence: We like milk. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: What is it time for? Who is Tim?

Closing the lesson

5 minutes

Ask the learners to sing the song: Green girl in the ring, substituting the words: man, monkey, mango, mouse, mirror.

UNIT 8 • The things we have

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - use words that show possession
 - match pictures with words
 - read supplementary readers

Resources

- Word cards
- Objects such as book, shirt, pencil, bag, etc.
- Supplemental readers
- Learners' book, page 58
- This teachers' guide, pages 196 and 198, songs 1 and 10

Introduction: Revising decodable words

5 minutes

Ask the learners to read the following words on word cards or the chalkboard: man, mat, milk, dam.

Activity 8.5.1 Segmenting words into sounds

10 minutes

Today we will separate words into sounds. I will separate words into sounds. We will separate words into sounds. Then you will separate words into sounds.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: The word is <i>nine</i>. The sounds are /n/ /i/ /n/. • Repeat 2 or 3 times. • Say: The word is <i>note</i>. The sounds are /n/ /ō/ /t/. • Do the same with: nut/Sten. <div data-bbox="230 1335 565 1636" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>In this term, 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> </div> <div data-bbox="230 1665 565 1818" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you say each sound.</p> </div> <div data-bbox="230 1846 565 2112" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>The number of sounds in a word does not always correspond to the number of letters. For example, the sounds in <i>nine</i> are /n/ /i/ /n/.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word and we will say the sounds together. • Say: <i>nine</i>. • Let's say together: /n/ /i/ /n/. • Repeat 2 or 3 times. • Do the same with: <i>note/nut/Sten</i>. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: The word is <i>nine</i>. What are the sounds? • Learners say: /n/ /i/ /n/. • Repeat 2 or 3 times. • Do the same with: <i>note/nut/Sten</i>.

Activity 8.5.2 Using words that show possession**12 minutes**

Now we will use words that show possession. I will use words that show possession. We will use words that show possession. Then you will use words that show possession.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Take a book and ask:</i> Whose book is this? • <i>Answer:</i> It's my book. • <i>Repeat 2 to 3 times.</i> • <i>Do the same with:</i> shirt/dress/pencil/bag/head. • <i>Repeat 2 to 3 times.</i> 	<ul style="list-style-type: none"> • <i>Ask the learners to hold their books.</i> Whose book is this? • <i>Teacher and learners answer:</i> It's my book. • <i>Repeat 2 to 3 times.</i> • <i>Continue with:</i> shirt/dress/pencil/bag/head. • <i>Call a learner to the front. Ask:</i> Whose shirt/pencil/bag/head is that? • <i>Help the learner answer:</i> It's my shirt/pencil/bag/head. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: Whose ____ is this? • <i>Answer:</i> It's my ____ . • <i>Ask the learners to use their personal items.</i> • <i>Move round to give assistance where needed.</i>

Closing the lesson**3 minutes**

Sing with the learners the song: One, two, how are you?

..... **Break**

Introduction: Revising words that show possession

3 minutes

Practise again the Learners section of Activity 8.5.2.

Activity 8.5.3 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 picture of a game board on the chalkboard. To the right of the drawing write in a vertical column: dam/game/mate. • Read the words as you point to the drawing and say: This is not a dam. This is not a mate. This is a game. • Repeat 2 or 3 times. • Write under the drawing the word: game. • Read the word 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books at page 58. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a game. • Let's read the words to find the word: a game. • Read with the learners: dam/ game/mate. • Repeat 2 or 3 times. • Let's write the word: game. • Call a learner to the front to write the word a game 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 learners' work. • Now write the correct word for Pictures 2 and 3. • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class.

Activity 8.5.4 Reading using supplementary readers

15 minutes

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage learners to express their opinions freely. After classes, allow learners to check out books or story cards to read at home.

Closing the lesson

2 minutes

Ask the learners to sing the song: What's your name?

Success criteria

- Learners must be able to:
- blend sounds into words
 - use words that show possessions
 - complete sentences

Resources

- Classroom objects such as a pencil, book, chalk
- Alphabet chart
- Learners' book, page 58
- This teachers' guide, pages 198 and 199, songs 8 and 9

Time needed:
60 minutes



Introduction: Singing a song

2 minutes

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

Activity 8.6.1 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: /n/ /i/ /n/. The word is <i>nine</i>. • Listen: /n/ /e/ /t/. The word is <i>net</i>. • Listen: /n/ /e/ /k/. The word is <i>neck</i>. <div data-bbox="274 1312 613 1618" 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: /n/ /i/ /n/. What is the word? (<i>Teacher and learners say: nine.</i>) • Say: /n/ /e/ /t/. What is the word? (<i>Teacher and learners say: net.</i>) • Do the same with neck. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /n/ /i/ /n/. What is the word? (<i>Learners say: nine.</i>) • Listen: /n/ /e/ /t/. What is the word? (<i>Learners say: net.</i>) • Listen: /n/ /e/ /k/. What is the word? (<i>Learners say: neck.</i>) • Repeat with groups, pairs and individuals.

Activity 8.6.2 Using words that show possession**15 minutes**

Now we will use words that show possession. I will use words that show possession. We will use words that show possession. Then you will use words that show possession.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Call a boy and a girl to the front of the class. Give the boy a book. Give the girl a pencil.</i> • <i>Say: Whose book is this?</i> • <i>Answer: It's his book. (Point to the boy.)</i> • <i>Repeat 2 to 3 times.</i> • <i>Say: Whose pencil is this?</i> • <i>Answer: It's her pencil. (Point to the girl.)</i> • <i>Repeat 2 to 3 times.</i> • <i>Do the same by pointing to the boy's hand/girl's head/boy's item of clothing.</i> 	<ul style="list-style-type: none"> • <i>Call a different boy and girl to the front of the class. Give the boy a book. Give the girl a pencil.</i> • <i>Together let's ask: Whose book is this?</i> • <i>Let's answer: It's his book. Let's point to ____ when we say it's his book.</i> • <i>Repeat 2 to 3 times.</i> • <i>Together let's ask: Whose pencil is this? Let's point to ____ when we say it's her pencil.</i> • <i>Continue using different classroom items or body parts such as head, hand, leg and foot. Randomly alternate between a boy and a girl.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Take turns to ask: Whose ____ is this? Answer using the words his and her.</i> • <i>Ask the learners to use their personal items.</i> • <i>Move round to observe and help the learners where needed.</i>

Closing the lesson**3 minutes**

Sing with the learners: This is my head.

..... **Break**

Introduction: Revising words that show possession**3 minutes**

Give other learners classroom objects and, as you point to each learner, ask: Whose (name of object) is this? Have learners respond as a whole class, in groups and in pairs.

Activity 8.6.3 Completing sentences**25 minutes**

Now we will complete sentences. I will complete 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 these words and sentences on the chalkboard: home, like, man, game. We ____ milk. Tim is a ____ . I help Mum at ____ . It is time for the ____ . • Read the words 2 to 3 times. • Ask: What word from the words in the box completes Sentence 1? • Try all the words. Show the learners how to finish the sentence by adding like. • Now I will read the sentence with the word like: We like milk. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now let's read the sentence together: We ____ milk. • Ask: What word from the words in the box completes the sentence? • Let's try the words together. (Teacher and learners read the words and try them in the sentence.) • Let's say together: The word is like. We like milk. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 58. • Copy the first sentence in your exercise books. (We ____ milk.) • As they are copying, move round to check and help the learners where needed. • Now complete the sentence: We like milk. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. Ask: What is it time for? Who is Tim?

Closing the lesson**2 minutes**

Ask the learners to sing the song: I like school.

UNIT 8 • The things we have

Lesson 7

Time needed:
60 minutes



Success criteria

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

Resources

- Word cards
- Learners' book, page 59
- This teachers' guide, pages 197 and 198, songs 8 and 10

Introduction: Singing a song

2 minutes

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

Activity 8.7.1 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: /n/ /e/ /k/. The word is <i>neck</i>. • Listen: /n/ /e/ /s/ /t/. The word is <i>nest</i>. • Listen: /m/ /i/ /l/ /k/. The word is <i>milk</i>. • <i>Do the same with:</i> stone. <div data-bbox="227 1359 565 1665" 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:</i> /n/ /e/ /k/. What is the word? (<i>Teacher and learners say:</i> neck.) • <i>Say:</i> /n/ /e/ /s/ /t/. What is the word? (<i>Teacher and learners say:</i> nest.) • <i>Do the same with</i> milk/stone. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /n/ /e/ /k/. What is the word? (<i>Learners say:</i> neck.) • Listen: /n/ /e/ /s/ /t/. What is the word? (<i>Learners say:</i> nest.) • Listen: /m/ /i/ /l/ /k/. What is the word? (<i>Learners say:</i> milk.) • <i>Do the same with</i> stone. • <i>Repeat with groups, pairs and individuals.</i>

Activity 8.7.2 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"> • <i>Say:</i> Open your books at page 59. Look at the picture. • <i>Ask:</i> What do you see in the pictures? 	<ul style="list-style-type: none"> • <i>Say:</i> Look at the pictures. What do you see in the pictures? 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • <i>Teacher asks:</i> What do you see in the pictures?

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Repeat 2 to 3 times. • Answer: I see a boy/I see a woman/I see a bag. | <ul style="list-style-type: none"> • Let's answer together (point to each item as you name it): I see a boy/I see a woman/I see a bag. • Repeat 3 to 4 times. | <ul style="list-style-type: none"> • Let the learners reply as a whole class, in groups, pairs and as individuals: I see a boy/I see a woman/I see a bag. • Repeat 3 to 4 times. |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Closing the lesson

3 minutes

Sing with the learners the song: What's your name?

Break

Introduction: Revising discussing an illustration

2 minutes

Ask the learners what they see in the picture. Let the learners answer as a whole class and in groups.

Activity 8.7.3 Reading a dialogue

9 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: grandmother/carry/thank/son/name/mother. • Read each word 2 to 3 times. • Explain that the story is a dialogue, a conversation between two people. • Say: Open your books at page 59. Listen. I will read. • Change your voice for each character. • Read the story aloud. • Use the pointer to show where to begin. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards one at a time and read with the learners. Repeat each word 2 times. • Say: Let's read together. Let's change our voices for each person in the dialogue. • Read the whole story together. • Repeat 2 to 3 times with the whole class. 	<ul style="list-style-type: none"> • Now you will read on your own. Be in pairs. Take turns being one of the persons in the dialogue. • Learners read as a whole class, in groups, in pairs and individually. • Move round to observe and help the learners where needed.

Activity 8.7.4 Answering comprehension questions**9 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 mother carrying? • Repeat 2 or 3 times. • Answer: She is carrying a bag. • Repeat 2 or 3 times. • Ask: What is the name of the boy? • Repeat 2 or 3 times. • Answer: His name is Takondwa. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is what is the mother carrying? • Repeat 2 or 3 times. • Let's answer together: She is carrying a bag. • Repeat 2 or 3 times. • Ask: What is the name of the boy? • Let's answer together: His name is Takondwa. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the mother carrying? (<i>Learners answer: She is carrying a bag.</i>) • Ask: What is the name of the boy? (<i>Learners answer: His name is Takondwa.</i>) • Ask other questions to make sure the learners understand the story.

Activity 8.7.5 Role-playing a dialogue**8 minutes**

Now we will role-play a dialogue. I will role-play a dialogue. We will role-play a dialogue together. Then you will role-play a dialogue on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Call a learner to the front. Say the first line and let the learner say the second line. • Repeat 2 or 3 times. • Read the dialogue. Role-play the parts of the old woman and Takondwa. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's role-play together. Open your books at page 59. • I will say the first line and you say the second line. • Say the first line of the dialogue. Ask the learners to say the next line. • Repeat 2 or 3 times. • Ask two learners to come in front. One should say the first line while the other says the second line. • Repeat with 2 to 3 pairs. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to say the dialogue. • Move around observing and giving help the learners where necessary. • Ask some pairs to show the class what they did.

Closing the lesson**2 minutes**

Ask the learners to sing the song: This is the way. Use different words, such as: This is the way we carry a bag.

Success criteria

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

Resources

- Pictures or models of a neck/a nose/a needle/a nurse/a nest
- Word cards
- Learners' book, page 60
- This teachers' guide, pages 198 and 199, songs 9, 11 and 15

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Sing with the learners: This is my head.

Activity 8.8.1 Identifying the initial letter sound /n/ in words

10 minutes

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • The sound is /n/. The first word is <i>neck, neck</i>. Neck begins with /n/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>cat, cat</i>. Cat does not begin with /n/. So I point my thumb down. • The next word is <i>nose, nose</i>. Nose begins with /n/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /n/ together: /n/, /n/. • Now I will say a word. If it begins with /n/, we point our thumbs up. • If it does not begin with /n/, we point our thumbs down. • Say: neck. Neck begins with /n/ so we put our thumbs up. • Say: rat. Rat does not begin with /n/ so we put our thumbs down. • Do the same for: nose/lock/needle/man/net. 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /n/, point your thumbs up. • If it does not begin with /n/, point your thumbs down. • Say: neck (<i>learners put thumbs up</i>). • Continue with: nose/lock/needle/man/net/rat. • Learners point thumbs up or down.

Activity 8.8.2 Naming objects beginning with the letter n

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 neck, a nose, a needle, a nurse, a nest, a net, one at a time. • Ask: What is this? • Answer: It is a neck./It is a nose./It is a needle./He is a nurse./It is a nest./It is a net. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: What is this? • Teacher and learners answer: It is a neck./It is a nose./ It is a needle./He is a nurse./ It is a nest./It is a net. • Repeat for each object 3 times. • Repeat with the learners several 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 neck./It is a nose./ It is a needle./He is a nurse./ It is a nest./It is a net. 	<ul style="list-style-type: none"> • Now open your books at page 60. In pairs, take turns to ask: What is this? • Answer: It is a neck./It is a nose./It is a needle./He is a nurse./It is a nest./It is a net. • Move round the class and give help to the learners where needed. • Ask some pairs to show the class what they were doing.

Closing the lesson

2 minutes

Sing with the learners the song: Draw a nest in the air.

..... **Break**

Introduction: Revising naming objects beginning with the letter n**5 minutes**

Practise again the Learners section of Activity 8.8.2.

Activity 8.8.3 Reading words with the initial letter n**10 minutes**

Now we will read words that begin with the letter **n**. 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: no/not/noise. • 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: no/not/noise. • 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 60. • 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 8.8.4 Writing words with the initial letter n**13 minutes**

Now we will write words that begin with the letter **n**. 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 neck.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a neck. • Repeat 2 or 3 times. • Do the same with: a nose/a needle/a nurse/a nest/a net. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a neck. • Let's write a neck in the air. • Together with the learners, write a neck in the air. • Do the same for a nose/a needle/a nurse/a nest/a net. 	<ul style="list-style-type: none"> • Now open your books at page 61, 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="1132 1731 1470 1954" 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**

Ask the learners to sing the song: The alphabet song.

UNIT 8 • The things we have

Lesson 9

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - match pictures with words
 - complete sentences

Resources

- Word cards
- Learners' book, pages 61
- This teachers' guide, page xx

Introduction: Revising decodable words

5 minutes

Revise the following decodable words: a neck/a nose/a needle/a nurse/a nest/a net. Use word cards or write the words on the chalkboard. Read with the learners, then let them read on their own.

Activity 8.9.1 Segmenting words into sounds

10 minutes

Today we will separate words into sounds. I will separate words into sounds. We will separate words into sounds. Then you will separate words into sounds.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Listen. The word is <i>neck</i>. The sounds are /n/ /e/ /k/. • Repeat 2 or 3 times. • The word is <i>nest</i>. The sounds are /n/ /e/ /s/ /t/. • Repeat 2 or 3 times. • The word is <i>cane</i>. The sounds are /k/ /ā/ /n/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • Listen: <i>neck</i>. What are the sounds? • Let's say together: /n/ /e/ /k/. • Say: The word is <i>nest</i>. What are the sounds? • Teacher and learners say: /n/ /e/ /s/ /t/. • Do the same with: <i>cane</i>. 	<ul style="list-style-type: none"> • Now I will say the words. Then you will say the sounds. • Say: <i>neck</i>. What are the sounds? • Learners say: /n/ /e/ /k/. • Do the same with: <i>nest, cane</i>.
<div style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>The number of sounds in a word does not always correspond to the number of letters in a word.</p> </div>		

Activity 8.9.2 Reading decodable words**12 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: mango, mum, home, game, time. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="278 783 613 933" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip This is revision so do not spend too long on these words.</p> </div> <ul style="list-style-type: none"> • Write the following word on the chalkboard: nine. • Sound out each letter sound as you move the pointer under it, like this: n_ī_n. • Then read the word at a normal pace: nine. • Repeat 2 or 3 times. • Do the same one at a time for: note/nut/neck/ten/nest/sun/cane/stone/Sten. • Read each word one at a time, moving the pointer under each letter. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: mango, mum, home, game, time. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: n_ī_n, nine. • Repeat 2 or 3 times. • Do the same for note/nut/neck/ten/nest/sun/cane/stone/Sten. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 61. 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.

Closing the lesson**3 minutes**

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

..... **Break**

Introduction: Revising reading decodable words**5 minutes**

Write on the chalkboard the words: nine, note, nut, ten, sun. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 8.9.3 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. Then you will write words.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Draw a cane on the chalkboard. To the right of the drawing write: cane, note, ten. • Read the words as you point to the cane and say: This is not a note. This is not ten. This is a cane. • Now write: cane. • Read the word 2 or 3 times. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 61. • Point to Picture 1 and ask: What is this? • Teacher and learners answer: This is not a note. This is not ten. This is a cane. • Teacher and learners read each word. • I will write cane on the chalkboard. • Call a learner to the front to write a cane on the chalkboard. 	<ul style="list-style-type: none"> • Now open your exercise books. • Write the correct word for Picture 1 on your own. • Move round to observe, mark learners' work and help the learners where needed. • Now write the correct words for Pictures 2 and 3. • Ask some learners to read their answers to the class.

Activity 8.9.4 Completing sentences**10 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 sentence: Sten sits in the ____ . • Ask: What word from the words in the box completes the sentence? • Try all the words. Show the learners how to finish the sentence by adding sun. • Now I will read the sentence with the word sun: Sten sits in the sun. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now let's read the sentence together: Sten sits in the ____ . • Ask: What word from the words in the box completes the sentence? • Let's try the words together. (Teacher and learners read the words and try them in the sentence.) • Let's say together: The word is sun. Sten sits in the sun. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 61. • Copy the first sentence in your exercise books: Sten sits in the ____ . • As they are copying, move round to check and help the learners where needed. • Now complete the sentence: Sten sits in the sun. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Where does Sten sit? What does Sten like to eat?

Closing the lesson**5 minutes**

Ask the learners to sing the song: The alphabet song.

UNIT 8 • The things we have

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 8. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 67.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• make and reject requests politely	35	
• use words that show possession	47, 50	
• segment words into sounds	43, 46, 58	
• blend sounds into words	34, 37, 49, 52	
• read decodable words	43, 59	58, 61
• revise decodable words and sentences	36	54
• discuss an illustration	37	55, 56, 59
• read a story	38	55, 56, 59
• read supplementary readers	48	
• answer comprehension questions	39, 54	
• name objects beginning with the letter m	40	57
• identify the initial letter sound / m / in words	41	
• read words with the initial letter m	42	57
• write words with the initial letter m	42	57
• read dialogue	53	59
• role-play a dialogue	54	59
• match pictures with words	44, 48, 60	58, 61
• name objects beginning with the letter n	56	60
• identify the initial letter sound / n / in words	55	
• read words with the initial letter n	57	60
• write words with the initial letter n	57	61
• complete sentences with the correct word	45, 51, 61	58, 61
• sing a song	34, 35, 36, 37, 38, 38, 40, 41, 42, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 61	

Revising

In this lesson, you will revise the activities done in Days 1–9. Learners will practise these activities to master the skills of segmenting words into sounds, blending sounds in a word, 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 at this time. Write your observation notes as you walk around the class.

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

Introduction: Singing a song

5 minutes

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

Activity 8.10.1 Segmenting words into sounds

10 minutes

Today we will separate words into sounds. I will separate words into sounds. We will separate words into sounds. Then you will separate words into sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen. The word is <i>neck</i>. The sounds are /n/ /e/ /k/. • Repeat 2 or 3 times. • The word is <i>nest</i>. The sounds are /n/ /e/ /s/ /t/. • Repeat 2 or 3 times. • The word is <i>cane</i>. The sounds are /k/ /ā/ /n/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • Listen: <i>neck</i>. What are the sounds? • Let's say together: /n/ /e/ /k/. • Say: The word is <i>nest</i>. What are the sounds? • Teacher and learners say: /n/ /e/ /s/ /t/. • Continue with: <i>cane</i>. 	<ul style="list-style-type: none"> • Now I will say the words. Then you will say the sounds. • Say: <i>neck</i>. What are the sounds? • Learners say: /n/ /e/ /k/. • Do the same with: <i>nest, cane</i>.

Activity 8.10.2 Reading a dialogue

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: grandmother/carry/thank/son/name/mother. • Read each word 2 to 3 times. • Explain that the story is a dialogue, a conversation between two people. • Say: Listen. I will read. • Change your voice for each character. • Read the story aloud. • Use the pointer to show where to begin. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards one at a time and read with the learners. Repeat each word 2 or 3 times. • Say: Let's read together. Let's change our voices for each person in the dialogue. • Read the whole story together. • Repeat 2 or 3 times with the whole class. 	<ul style="list-style-type: none"> • Now you will read on your own. • Show the word cards or point to the chalkboard. • Learners read as a whole class, in groups, in pairs and individually. • Now open your books at page 59. • Be in pairs. Take turns being one of the persons in the dialogue. • Move round to observe and help the learners where needed.

Closing the lesson

2 minutes

Let the learners choose one of the songs from the unit to sing.

..... **Break**

Introduction: Revising reading a dialogue

8 minutes

Write on the board the sentences: Can I carry the bag for you? Give me the bag, mother. Let's read the sentences again. Have the learners read the sentences as a whole class, in groups, in pairs and individually.

Activity 8.10.3 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 mother carrying? • Repeat 2 or 3 times. • Answer: She is carrying a bag. • Repeat 2 or 3 times. • Ask: What is the name of the boy? • Repeat 2 or 3 times. • Answer: His name is Takondwa. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the mother carrying? • Repeat 2 or 3 times. • Let's answer together: She is carrying a bag. • Repeat 2 or 3 times. • Ask: What is the name of the boy? • Let's answer together: His name is Takondwa. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the mother carrying? (<i>Learners answer: She is carrying a bag.</i>) • Ask: What is the name of the boy? (<i>Learners answer: His name is Takondwa.</i>) • Ask other questions to make sure the learners understand the story.

Activity 8.10.4 Reading and completing sentences

10 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 sentence: Sten sits in the ____ . • Ask: What word from the words in the box completes the sentence? • Try all the words. Show the learners how to finish the sentence by adding sun. • Now I will read the sentence with the word sun: Sten sits in the sun. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now let's read the sentence together: Sten sits in the ____ . • Ask: What word from the words in the box completes the sentence? • Let's try the words together. (Teacher and learners read the words and try them in the sentence.) • Let's say together: The word is sun. Sten sits in the sun. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 61. • Copy the first sentence in your exercise books: Sten sits in the ____ . • As they are copying, move round to check and help the learners where needed. • Now complete the sentence: Sten sits in the sun. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Where does Sten sit? What does Sten like to eat?

Closing the lesson

2 minutes

Let the learners choose one of the songs from the unit to sing.

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 8

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

Is the learner able to:	Excellent	Good	Average	Needs support
make and reject requests politely?				
use words that show possession?				
segment words into sounds?				
blend sounds to make words?				
read decodable words?				
revise decodable words and sentences?				
discuss an illustration?				
read a story?				
read supplementary readers?				
answer comprehension questions?				
name objects beginning with the letter m ?				
identify the initial letter sound / m / in words?				
read words with the initial letter m ?				
write words with the initial letter m ?				
read dialogue?				
role-play a dialogue?				
match pictures with words?				
revise decodable sentences?				
name objects beginning with the letter n ?				
identify the initial letter sound / n / in words?				
read words with the initial letter n ?				
write words with the initial letter n ?				
complete sentences?				
sing a song?				

UNIT 9 Lesson planner

Unit 9 Week 1: The calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Identify birthdays Sing a song Read decodable words and sentences 	<ul style="list-style-type: none"> Blend sounds into words Name days of the week Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Identify the initial letter sound /o/ in words Name objects that begin with the letter o Read sight words with the initial letter o Write words with the initial letter o 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words Match pictures with words Read decodable sentences 	<ul style="list-style-type: none"> Segment words into sounds Identify the months of the year Match numbers with the months of the year Copy names of the months of the year Read supplementary readers
Introduction	Introducing themselves Revising identifying birthdays	Song: <i>Happy birthday to you</i> Revising naming the days of the week	Playing a command game Revising naming objects beginning with the letter o	Revising sight words Revising reading decodable words	Song: <i>One, two, three, four, five</i> Revising matching numbers with months of the year
References: Learners' book/ Teachers' guide	LB Page 61 TG Pages 196 and 198, Songs 4 and 12	LB Page 64 TG Pages 197, 198 and 199, Songs 7, 12 and 13	LB Page 65 TG Pages 197 and 199, Songs 5 and 15	LB Page 66 TG Page 197, Song 5	LB Page 64 TG Pages 196, 199 and 200, Songs 4, 11 and 18
Listening and speaking	Asking and saying when someone was born; singing the birthday song	Answering questions			
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying initial letter sound /o/	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Reading decodable words and sentences		Naming objects beginning with the letter o; reading words with the initial letter o	Reading words with the beginning, medial and end letter o	
Vocabulary	<i>When is your birthday? My birthday is on ____ (day and month). Birthday, months of the year</i>	<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, pray, others, people</i>	<i>Owl, orange, oxcart, ox, of, on, old, open, over, office</i>	<i>Sun, stone, cane, nut, Sten, top, pot, hot, note, not, on, off, ox, tomato, got</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December</i>
Fluency and comprehension	Reading decodable words and sentences	Naming the days of the week; reading a story	Naming objects beginning with the letter o; reading sight words with the initial letter o	Matching pictures with words; reading decodable sentences	Identifying months of the year; matching numbers with the months of the year; reading supplementary readers
Writing			Writing words with the initial letter o	Writing the correct words for the picture	Writing the months of the year
Closing	Song: <i>One, two, three, four, five</i> Learners take turns asking each other: <i>Hello, (name). How old are you?</i> And the other learner should say: <i>Hello, (name). I am ____ years old.</i>	Song: <i>Clap your hands</i> Song: <i>Days of the week</i>	Song: <i>Draw an ox in the air</i> Song: <i>Show me o</i>	Song: <i>Show me o</i> Learners play a command game	Song: <i>January, February, March</i> Song: <i>The alphabet song</i>

Unit 9 Week 2: The calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Talk about themselves Talk about others Sing a song Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds into words Discuss illustrations Read a story Answer comprehension questions Complete sentences 	<ul style="list-style-type: none"> Identify the initial letter sound /p/ in words Name objects with the initial letter p Read sight words with the initial letter p Write words with the initial letter p 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words Say what they do every day Complete a diary Match pictures with words Complete sentences with the letter p 	<ul style="list-style-type: none"> Show understanding of the unit's skills and strategies Informal assessment
Introduction	<p>Song: <i>Happy birthday to you</i></p> <p>Revising talking about themselves</p>	<p>Song: <i>This is the way</i></p> <p>Revising reading a story</p>	<p>Play a command game</p> <p>Revising objects with the initial letter p</p>	<p>Revise sight words</p> <p>Revising reading decodable words</p>	<p>Review one of the songs learned in this unit</p> <p>Learners choose a song from the unit to sing</p>
References: Learners' book/ Teachers' guide	<p>LB Page 66</p> <p>TG Pages 198 and 200, Songs 12 and 19</p>	<p>LB Pages 62, 63 and 67</p> <p>TG Pages 197 and 198, Songs 8 and 12</p>	<p>LB Page 68</p> <p>TG Pages 197 and 199, Songs 5 and 15</p>	<p>LB Pages 67 and 69</p> <p>TG Pages 196 and 199, Songs 4 and 13</p>	<p>LB Page 67</p>
Listening and speaking	Talking about themselves and others; singing a song	Talking about illustrations/answering comprehension questions		Saying what they do every day	Revising and assessing learners on some/any of the oral activities/phonological awareness/alphabetic principle activities covered in the unit
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the letter sound /p/	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Reading decodable sentences		Naming objects beginning with letter p ; reading words with initial letter p	Reading decodable words with initial, medial, and final letter p	Revising decodable words with the letters o and p
Vocabulary	<p><i>My name is Mr/ Mrs ____ . I was born on ____ (day and month). My birthday is on ____ (day and month).</i></p> <p><i>This is ____ . She was born on ____ . Her birthday is ____ .</i></p>	<i>Birthday, years</i>	<i>Pail, plate, pawpaw, pot, pencil, packet, page pillow, pit, porridge, pocket, police</i>	<i>Pit, pan, pen, pig, rope, map, pipe, mop, Pam, peg</i>	<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>
Fluency and comprehension		Reading a story; completing sentences	Naming objects beginning with the letter p ; reading words with the initial letter p	Reading decodable words with the initial, medial, and final letter p ; completing a diary; matching pictures with words; completing sentences	Completing a diary; naming objects beginning with the letter p ; reading using supplementary readers
Writing		Writing and completing sentences	Writing words with initial letter p	Completing a diary; writing correct words for the picture; writing and completing sentences	Completing a diary
Closing	<p>Song: <i>The more we are together</i></p> <p>Song: <i>Happy birthday to you</i></p>	<p>Song: <i>Happy birthday to you</i></p> <p>Song: <i>Happy birthday to you</i></p>	<p>Song: <i>Draw a pot in the air</i></p> <p>Song: <i>Show me p</i></p>	<p>Song: <i>Days of the week</i></p> <p>Song: <i>One, two, three, four, five</i></p>	<p>Song: Learners choose a song to sing</p> <p>Song: Learners choose a song or game</p>

UNIT 9 • The calendar

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - identify birthdays
 - sing a song
 - read decodable words and sentences

Resources

- Word cards
- Learners' birth dates
- Learners' book, page 61
- This teachers' guide, pages 196 and 198, songs 4 and 12

Introduction: Introducing themselves

5 minutes

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

Activity 9.1.1 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: /m/ /a/ /n/. The word is <i>man</i>. • Listen: /n/ /ō/ /z/. The word is <i>nose</i>. • Listen: /d/ /i/ /m/. The word is <i>dim</i>. • Listen: /t/ /e/ /n/. The word is <i>ten</i>. <div data-bbox="230 1406 565 1702" 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: /m/ /a/ /n/. What is the word? (<i>Teacher and learners say: man.</i>) • Say: /n/ /ō/ /z/. What is the word? (<i>Teacher and learners say: nose.</i>) • Do the same with dim/ten. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /m/ /a/ /n/. What is the word? (<i>Learners say: man.</i>) • Listen: /n/ /ō/ /z/. What is the word? (<i>Learners say: nose.</i>) • Listen: /d/ /i/ /m/. What is the word? (<i>Learners say: dim.</i>) • Listen: /t/ /e/ /n/. What is the word? (<i>Learners say: ten.</i>) • Repeat with groups, pairs and individuals.

Activity 9.1.2 Identifying birthdays**12 minutes**

Today we will say our birthdays. I will say my birthday. We will say our birthdays. Then you will say your birthday on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Point at yourself and ask:</i> When is your birthday? • <i>And answer:</i> My birthday is on ____ (day and month). • <i>Repeat this 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's ask together: When is your birthday? • <i>Answer with the learners:</i> My birthday is on ____ (day and month). • <i>Call two learners to the front and help one learner to ask:</i> When is your birthday? • <i>Help the other to answer:</i> My birthday is on ____ (day and month). • <i>Let the learners take turns.</i> • <i>Repeat with another pair of learners.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns asking each other: When is your birthday? And answer: My birthday is on ____ (day and month). • <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>

Closing the lesson**3 minutes**

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

..... **Break**

Introduction: Revising Identifying birthdays**5 minutes**

Have one learner come to the front of the classroom. The other learners should ask together: When is your birthday? *The learner at the front should answer:* My birthday is on (day and month). *Repeat with other learners.*

Activity 9.1.3 Singing a song**5 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask the learners if there is anyone who has a birthday on this day. (If no one has a birthday this day, ask if there is anyone who has a birthday this month.)</i> • <i>Invite them to the front.</i> • <i>Sing to them:</i> Happy birthday to you! • <i>Repeat the song 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's sing the song together: Happy birthday to you! • <i>Sing the song with the learners 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now it's your turn. • Sing the song on your own.

Activity 9.1.4 Reading decodable words and sentences**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: neck, net, ten, Ken, nest • Read each word one at a time, moving the pointer under each letter. <div data-bbox="232 783 565 936" 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"> • Write the following sentences on the chalkboard: Sten sits in the sun. He sits on a stone. The stone is big. Sten likes to eat nuts. • Read the sentences, moving the pointer under each word as you read. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: neck, net, ten, Ken, nest • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Say: Now let's read the sentences together: Sten sits in the sun. He sits on a stone. The stone is big. Sten likes to eat nuts. • Repeat 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. • Open your books at page 61. Read the words in Box 1 on your own. • Now read the words in Box 2 on your own. • Now read the sentences of the chalkboard as a class. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class. • 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: Who sits on a stone?

Closing the lesson**5 minutes**

Let the learners walk around the class and ask each other: Hello, (name). How old are you? And the other learner should say: Hello, (name). I am ____ years old.

Lesson 2

Success criteria

- Learners must be able to:
- blend sounds into words
 - name the days of the week
 - read a story
 - answer comprehension questions

Resources

- Word cards, including cards for the days of the week
- Learners' book, page 64
- This teachers' guide, pages 197, 198 and 199, songs 7, 12 and 13

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing the song: Happy birthday to you.

Activity 9.2.1 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: /T/ /i/ /m/. The word is <i>Tim</i>. • Listen: /t/ /e/ /n/. The word is <i>ten</i>. • Listen: /n/ /u/ /t/. The word is <i>nut</i>. • Listen: /m/ /u/ /m/. The word is <i>mum</i>. <div data-bbox="278 1295 613 1601" 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: /T/ /i/ /m/. What is the word? (<i>Teacher and learners say: Tim.</i>) • Say: /t/ /e/ /n/. What is the word? (<i>Teacher and learners say: ten.</i>) • Do the same with nut/mum. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /T/ /i/ /m/. What is the word? (<i>Learners say: Tim.</i>) • Listen: /t/ /e/ /n/. What is the word? (<i>Learners say: ten.</i>) • Listen: /n/ /u/ /t/. What is the word? (<i>Learners say: nut.</i>) • Listen: /m/ /u/ /m/. What is the word? (<i>Learners say: mum.</i>) • Repeat with groups, pairs and individuals.

Activity 9.2.2 Naming the days of the week

12 minutes

Now we will name the days of the week. I will name the days of the week. We will name the days of the week together. Then you will name the days of the week on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners the following days of the week on word cards or write them on the chalkboard: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. 	<ul style="list-style-type: none"> • Now we will say the days of the week together. • Show the word cards, one at a time, and read with the learners: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 64. • Take turns reading the days of the week. • Move round to observe and help the learners where needed.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Pick one card at a time. For example, choose Monday. • Say: Monday. • For each card, say the word 2 or 3 times. 	<ul style="list-style-type: none"> • Repeat each word 2 or 3 times. • Learners read as a class, in groups, in pairs and individually. • Call two learners to the front. • Help them take turns reading the days of the week. • Repeat with another pair of learners. 	<ul style="list-style-type: none"> • Ask some pairs to show the class what they were doing.

Closing the lesson

3 minutes

Sing with the learners the song: Clap your hands.

Break

Introduction: Revising naming the days of the week

5 minutes

Ask the learners how many days there are in a week. Then ask them to name the days in order beginning with Monday. Let the learners reply as a whole class, in groups, in pairs and individually.

Activity 9.2.3 Reading a story

13 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: pray/others/people. • 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: pray/others/people. • Repeat each word 2 or 3 times. 	<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. • 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 64. • Say: Listen. I will read. • Read the paragraph in the middle of the page 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 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 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 9.2.4 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: When do you go to school? • Repeat 2 or 3 times. • Answer: We go to school on Monday, Tuesday, Wednesday, Thursday and Friday. • Repeat 2 or 3 times. • Ask: When do some go to pray? • Repeat 2 or 3 times. • Answer: Some go to pray on Friday/some go to pray on Saturday/some go to pray on Sunday. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: When do you go to school? • Repeat 2 or 3 times. • Let's answer together: We go to school on Monday, Tuesday, Wednesday, Thursday and Friday. • Repeat 2 or 3 times. • Ask: When do some go to pray? • Let's answer together: Some go to pray on Friday/some go to pray on Saturday/some go to pray on Sunday. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: When do you go to school? (<i>Learners answer: We go to school on Monday, Tuesday, Wednesday, Thursday and Friday.</i>) • Ask: When do some go to pray? (<i>Learners answer: Some go to pray on Friday/some go to pray on Saturday/some go to pray on Sunday.</i>) • Ask other questions to make sure the learners understand the story. For example, ask: How many days of the week are there?

Closing the lesson

2 minutes

Sing with the learners the song: Days of the week.

UNIT 9 • The calendar

Lesson 3

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- identify the initial letter sound /o/ in words
 - name objects that begin with the letter o
 - read sight words with the initial letter o
 - write words with the initial letter o

Resources

- Pictures or models of an owl/ an orange/an oxcart/an ox
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 65
- This teachers' guide, pages 197 and 199, songs 5 and 15

Introduction: Playing a game

5 minutes

Play a command game.

Activity 9.3.1 Identifying initial letter sound /o/ in words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is /o/. The first word is <i>orange, orange</i>. <i>Orange</i> begins with /o/. So I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>mango, mango</i>. <i>Mango</i> does not begin with /o/. So I point my thumb down. • The next word is <i>oxcart, oxcart</i>. <i>Oxcart</i> begins with /o/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /o/ together: /o/, /o/. (<i>Repeat with the learners several times.</i>) • Now I will say a word. If it begins with /o/, we point our thumbs up. • If it does not begin with /o/, we point our thumbs down. • <i>Orange, orange</i> (<i>Teacher and learners point thumbs up.</i>) • <i>Mango, mango</i> (<i>Teacher and learners point thumbs down.</i>) • <i>Continue with other examples</i> (<i>on, neck, home, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /o/, point your thumbs up. • If it does not begin with /o/, point your thumbs down. • <i>Say: orange</i> (<i>learners point thumbs up</i>). • <i>Continue with other examples</i> (<i>on, neck, home, etc.</i>).

Activity 9.3.2 Naming objects beginning with the letter o

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 owl, an orange, an oxcart, an ox, one at a time. • Ask: What is this? • Answer: It is an owl./It is an orange./It is an oxcart./It is an ox. • 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? • Teacher and learners answer: It is an owl./It is an orange./It is an oxcart./It is an ox. • Repeat with the learners several times (whole class, in groups and individually). • Invite two learners to the front with the learners' books opened at page 65. • Help one learner point to an object and ask: What is this? • Help the other to answer: It is an owl./It is an orange./It is an oxcart./It is an ox. • Repeat with another pair of learners. 	<ul style="list-style-type: none"> • Now open your books at page 65. In pairs, take turns to ask: What is this? • And answer: It is an owl./It is an orange./It is an oxcart./It is an ox. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Closing the lesson

5 minutes

Sing with the learners: Draw an ox in the air.

..... **Break**

Introduction: Revising naming objects beginning with the letter o

5 minutes

Practise again the Learners section of Activity 9.3.2.

Activity 9.3.3 Reading sight words with the initial letter o

10 minutes

Now we will read words that begin with the letter **o**. 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: of/on/old/open/over/office. • Repeat 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: of/on/old/open/over/office. • 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 65. • 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 9.3.4 Writing words with the initial letter o

13 minutes

Now we will write the words that begin with the letter **o**. 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 owl. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: an owl. • Repeat 2 or 3 times. • Do the same with: an orange/ an oxcart/an ox. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: an owl. • Let's write <i>an owl</i> in the air. • Together with the learners, write <i>an owl</i> in the air. • Do the same for an orange/an oxcart/an ox. 	<ul style="list-style-type: none"> • Now open your books at page 65. 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 style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>If learners do not finish, they should take their books home to write the remaining words.</p> </div>

Closing the lesson

2 minutes

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

Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - match pictures with words
 - read decodable sentences

Resources

- Word cards
- Learners' book, page 66
- This teachers' guide, page 197, song 5

Time needed:
60 minutes



Introduction: Revising sight words

5 minutes

Revise reading the sight words. Show word cards with the following words one at a time and in random order for the learners to read: an owl/an orange/an oxcart/an ox. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 9.4.1 Segmenting words into sounds

10 minutes

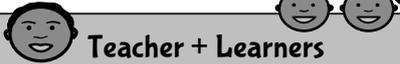
Today, I will say a word and I will say the sounds in the word. We will say the word and we will say the sounds together. Then I will say a word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at a normal pace: ox. • Then say slowly: /o/ /ks/. • Repeat 2 or 3 times. • Say at a normal pace: open. • Then say slowly: /ō/ /p/ /e/ /n/. • Repeat 2 or 3 times. <div data-bbox="274 1366 613 1519" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you or learners say each sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word and you will say the sounds with me. • Say: The word is ox. What is the sound? • Teacher and learners say: /o/ /ks/. • Do the same for open. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds. • Say: The word is ox. What is the sound? • Learners say: /o/ /ks/. • Repeat 2 or 3 times. • Do the same for open. • Repeat with groups, pairs and individuals.

Activity 9.4.2 Reading decodable words

12 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: sun, stone, cane, nut, Sten. • Read each word one at a time, moving the pointer under each letter. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: sun, stone, cane, nut, Sten. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 66. Read the words in Box 1 on your own.

Teacher	Teacher + Learners	Learners
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  Teacher tip This is revision so do not spend too much time on these words. </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: top. • Sound out each letter sound as you move the pointer under it, like this: t_o_p. • Then read the word at a normal pace: top. • Repeat 2 or 3 times. • Do the same for pot/hot/note/not/on/off/ox/tomato/got. 	<ul style="list-style-type: none"> • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: t_o_p, top. • Repeat 2 or 3 times. • Do the same for: pot/hot/note/not/on/off/ox/tomato/got. 	<ul style="list-style-type: none"> • 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.

Closing the lesson

3 minutes

Sing with the learners: Show me o.

Break

Introduction: Revising reading decodable words

5 minutes

Write on the chalkboard the words: pot, note, off, tomato, got. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 9.4.3 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 pot on the chalkboard. To the right of the drawing, write in a vertical column: pot/top/hot. • Read the words as you point to the drawing and say: This is not a top. This is not hot. This is a pot. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books at page 66. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a pot. • Let's read the words to find the word: pot. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark learners' work. • Now write the correct word for Pictures 2 and 3.

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

Activity 9.4.4 Reading 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
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>table/sees</i>) on the chalkboard. Read the words 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the sentences: The pot is on the table. It is hot. • Move the pointer under each word as you read. • Do the same for the next sentences: Bob sees the hot pot. In the pot, Bob sees an egg, a tomato and a fish. Bob likes fish. Yum! • 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: table/sees. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with the learners. The pot is on the table. It is hot. Bob sees the hot pot. In the pot, Bob sees an egg, a tomato and a fish. Bob likes fish. Yum! • Repeat each sentence 2 or 3 times. • Then read the sentences with the learners. 	<ul style="list-style-type: none"> • Open your books at page 66. • 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 is the pot? What does Bob see in the pot?

Closing the lesson

5 minutes

Play a command game with the learners using words with the letter **o**, such as: open your book, put your book on top of your desk, hold your hands over your head.

UNIT 9 • The calendar

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - identify the months of the year
 - match numbers with the months of the year
 - copy names of the months of the year
 - read supplementary readers

Resources

- Word cards for the months of the year
- Number cards for 1 through 12
- Chalkboard lines for writing, prepared in advance
- Learners' book, page 64
- This teachers' guide, pages 196, 199 and 200, songs 4, 11 and 18

Introduction: Singing a song

2 minutes

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

Activity 9.5.1 Segmenting words into sounds

8 minutes

Now I will say a word and I will say the sounds. I will say the word and we will say the sounds together. Then I will say the word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at a normal pace: not. • Then say slowly: /n/ /o/ /t/. • Repeat 2 or 3 times. • Say at a normal pace: pot. • Then say slowly: /p/ /o/ /t/. • Repeat 2 or 3 times. • Do the same for top. 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds with me. • Say: The word is <i>not</i>. What is the sound? • Teacher and learners say: /n/ /o/ /t/. • Do the same for pot and top. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds. • Say: The word is <i>not</i>. What is the sound? • Learners say: /n/ /o/ /t/. • Repeat 2 or 3 times. • Do the same for pot and top. • Repeat with groups, pairs and individuals.
<div style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you or learners say each sound.</p> </div>		

Activity 9.5.2 Identifying the months of the year**8 minutes**

Now we will name the months of the year. I will name the months. We will name the months together. Then you will name the months on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard the twelve months of the year: January, February, March, April, May, June, July, August, September, October, November, December. • Read the months one at a time 2 or 3 times. • Now show the learners word cards naming the months. Choose one, for example: January. • Say: January. • For each card, say the word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will say the months of the year together. • Show the word cards, one at a time, and read with the learners: January, February, March, April, May, June, July, August, September, October, November, December. • Repeat each word 2 or 3 times. • Learners read as a whole class, in groups, in pairs and individually. • Call two learners to the front. • Help them take turns reading the months of the year. • Repeat with another pair of learners. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 64. • Take turns reading the months of the year. • Move round to supervise and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 9.5.3 Matching numbers with the months of the year**10 minutes**

Now we will match numbers with the months of the year. I will match numbers with the months. We will match numbers with the months. Then you will match numbers with the months on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Look at me. Show the learners the number card for 1 in one hand and read January on the word card in another hand. • Repeat 2 or 3 times. • Do the same for cards with numbers 2 to 12 and word cards for February to December. 	<ul style="list-style-type: none"> • Let's match together. • Show the number card for 1 and the word card for January. • Let's read: 1, January. • Repeat 2 or 3 times. • Do the same for the remaining number cards and months. • Call two learners to the front. • Help them take turns picking a number and its matching month. • Repeat with another pair of learners. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your exercise books. • Take turns writing a number from 1 to 12. Have your partner match the correct month with the number written. • Move round to supervise and help the learners where needed. • Ask some pairs to come to the front to show what they were doing.

Closing the lesson

2 minutes

Sing with the learners the song: January, February, March.

Break

Introduction: Revising matching numbers with the months of the year

3 minutes

Write the numbers 1 through 12 on the chalkboard. Then point to numbers, one at a time, in random order. Ask the learners to name the month that matches the number.

Activity 9.5.4 Copying names of the months of the year

10 minutes

Now we will copy names of the months of the year. I will copy the months. We will copy the months together. Then you will copy the months on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the following months of the year legibly between the lines, one at a time, on the chalkboard: January, February, March, April, May, June, July, August, September, October, November, December. • Read the months while moving a pointer under each word as you read. • Now I will write the months in the air as I say them. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will write the names of the months together in the air. • Write the names of the months, one at a time, with the learners in the air. • Repeat each word 2 or 3 times. • Let the learners write the words 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 names of the months. • Move round to observe and help the learners where needed. • Ask some learners to write the words on the chalkboard.

Activity 9.5.5 Reading supplementary readers

15 minutes

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As the learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage the learners to express their opinions freely. After classes, allow the learners to check out books or story cards to read at home.

Closing the lesson

2 minutes

Ask the learners to sing the song: The alphabet song.

Lesson 6

Success criteria

- Learners must be able to:
- blend sounds into words
 - talk about themselves
 - talk about others
 - sing a song
 - read decodable sentences

Resources

- Learners' book, page 66
- This teachers' guide, pages 198 and 200, songs 12 and 19

Time needed:
60 minutes



Introduction: Singing a song

2 minutes

Ask the learners to sing the song: Happy birthday to you.

Activity 9.6.1 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: /o/ /n/. The word is <i>on</i>. • Listen: /o/ /f/. The word is <i>off</i>. • Listen: /o/ /ks/. The word is <i>ox</i>. <div data-bbox="278 1220 613 1519" 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: /o/ /n/. What is the word? (<i>Teachers and learners say: on.</i>) • Say: /o/ /f/. What is the word? (<i>Teacher and learners say: off.</i>) • Do the same with <i>ox</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /o/ /n/. What is the word? (<i>Learners say: on.</i>) • Listen: /o/ /f/. What is the word? (<i>Learners say: off.</i>) • Listen: /o/ /ks/. What is the word? (<i>Learners say: ox.</i>) • Repeat with groups, pairs and individuals.

Activity 9.6.2 Talking about themselves

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Point to yourself and say: My name is Mr/Mrs ____ . I was born on ____ (day and month). My birthday is on ____ (day and month).</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Let's say it together: My name is Mr/Mrs ____ . I was born on ____ (day and month). My birthday is on ____ (day and month).</i> • <i>Repeat 2 or 3 times.</i> • <i>Call two learners to the front.</i> • <i>Help one learner to talk about her/himself.</i> • <i>Help the other to talk about him/herself.</i> • <i>Repeat with another pair of learners.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs.</i> • <i>Take turns to talk about yourselves.</i> • <i>Move round to supervise and help the learners where needed.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Closing the lesson

3 minutes

Sing with the learners the song: The more we are together.

..... **Break**

Introduction: Revising talking about themselves

3 minutes

Write the following sentences on the chalkboard: My name is ____ . I was born on ____ . My birthday is on ____ . Have the learners say each sentence with the correct information in each sentence. Call on individual learners to stand and tell the information.

Activity 9.6.3 Talking about others**10 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Call a female learner to the front and say: This is _____. She was born on _____. Her birthday is _____. • Call a male learner to the front and say: This is _____. He was born on _____. His birthday is _____. • Tell learners that she is for girls and he is used for boys. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: This is _____. She was born on _____. Her birthday is _____. • Repeat 2 or 3 times. • Do the same for a male learner. • Call three learners to the front. • Help one learner to talk about the other two learners. • Help the other two learners to take turns talking about others. • Repeat with another group of learners. <div data-bbox="707 1067 1043 1255" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Ensure that groups of three learners include both boys and girls.</p> </div>	<ul style="list-style-type: none"> • Now be in groups of three. • Take turns talking about others. • Move round to supervise and to help the learners where needed. • Ask some groups to show the class what they were doing.

Activity 9.6.4 Singing a song**5 minutes**

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Ask the learners if there is anyone in the class who has a birthday on this day. (If no learner has a birthday on this day, ask who has a birthday this month.) • Invite them to the front. • Sing to them: Happy birthday to you! • Repeat the song 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's sing the song together: Happy birthday to you! • Sing the song with the learners 2 or 3 times. 	<ul style="list-style-type: none"> • Now it's your turn. • Sing the song on your own.

Activity 9.6.5 Reading 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 
<div data-bbox="235 548 565 778" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>table, sees</i>) on the chalkboard. Read the words 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write these sentences on the chalkboard: <ul style="list-style-type: none"> The pot is on the table. It is hot. • Move the pointer under each word as you read. • Read the sentence 2 or 3 times. • Do the same for the other sentences: <ul style="list-style-type: none"> Bob sees the hot pot. In the pot, Bob sees an egg, a tomato and a fish. Bob likes fish. Yum! 	<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 the learners as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 66. • 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 does Bob see? What does Bob like?

Closing the lesson**2 minutes**

Ask the learners to sing the song: Happy birthday to you.

Lesson 7

Success criteria

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

Resources

- Word cards
- Sentence strips
- Learners' book, pages 62, 63 and 67
- This teachers' guide, pages 197 and 198, songs 8 and 12

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Ask the learners to sing the song: This is the way we wash our clothes.

Activity 9.7.1 Blending sounds to make words

5 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/ /o/ /t/. The word is <i>hot</i>. • Listen: /g/ /o/ /t/. The word is <i>got</i>. • Listen: /n/ /o/ /t/. The word is <i>not</i>. <div data-bbox="274 1359 611 1660" 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: /h/ /o/ /t/. What is the word? (<i>Teachers and learners say: hot.</i>) • Say: /g/ /o/ /t/. What is the word? (<i>Teacher and learners say: got.</i>) • Do the same with not. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /h/ /o/ /t/. What is the word? (<i>Learners say: hot.</i>) • Listen: /g/ /o/ /t/. What is the word? (<i>Learners say: got.</i>) • Listen: /n/ /o/ /t/. What is the word? (<i>Learners say: not.</i>) • Repeat with groups, pairs and individuals.

Activity 9.7.2 Discussing illustrations**8 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"> • <i>Say:</i> Open your books at page 62. Look at the picture. • <i>Ask:</i> What do you see in the picture? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> I see a girl standing/a girl wearing a new dress and new shoes. • <i>Repeat each sentence 2 or 3 times.</i> • <i>Do the same with the pictures on page 63.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the picture on page 62. 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 standing/a girl wearing a new dress and new shoes. • <i>Repeat each sentence 2 or 3 times with the learners as a whole class, in groups, pairs and as individuals.</i> • <i>Do the same with the pictures on page 63.</i> 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 62 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, in pairs and as individuals.</i> • <i>Do the same for the pictures on page 63.</i>

Activity 9.7.3 Reading a story**12 minutes**

Now we will read a story. I will read. We will read together. Then you will read 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> birthday/years. • <i>Read each word 3 times.</i> • <i>Demonstrate the meaning of each word through gestures, 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> birthday/years. • <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 that 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> birthday/years. • <i>Learners read the words as a whole class, in groups, in pairs and individually.</i>
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 62. • <i>Say:</i> Listen. I will read. • <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 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>

Closing the lesson**2 minutes**

Sing with the learners the song: Happy birthday to you.

Break**Introduction: Revising reading a story****10 minutes**

Have the learners read the story again, as a whole class and in groups. Move round to observe and help the learners where needed.

Activity 9.7.4 Answering comprehension questions**10 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the name of the girl? • Repeat 2 or 3 times. • Answer: Her name is Onani. • Repeat 2 or 3 times. • Ask: How old is Onani? • Repeat 2 or 3 times. • Answer: She is seven years old. • Repeat 2 or 3 times. • Ask: When is her birthday? • Repeat 2 or 3 times. • Answer: Her birthday is on 3rd February. • Repeat 2 or 3 times. • Ask two other questions about Oliver and Omega. For example: How old is Oliver? When is Omega's birthday? • Answer: Oliver is eight years old. Omega's birthday is on 9th June. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the name of the girl? • Repeat 2 or 3 times. • Let's answer together: Her name is Onani. • Repeat 2 or 3 times. • Ask: How old is Onani? • Let's answer together: She is seven years old. • Repeat 2 or 3 times. • Ask: When is her birthday? • Let's answer together: Her birthday is on 3rd February. • Repeat 2 or 3 times. • Ask two other questions about Oliver and Omega. For example: When is Oliver's birthday? How old is Omega? • Answer: Oliver's birthday is on 10th October. Omega is six years old. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the name of the girl? (<i>Learners answer: Her name is Onani.</i>) • Ask: How old is Onani? (<i>Learners answer: She is seven years old.</i>) • Ask: When is her birthday? (<i>Learners answer: Her birthday is on 3rd February.</i>) • Ask some questions about Oliver and Omega. • Ask other questions to make sure the learners understand the story.

Activity 9.7.5 Completing sentences

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following sentences neatly and legibly between lines on the chalkboard: My name is ____ (name). I am ____ (age) years old. My birthday is on ____ (day and month). • Complete the sentences by writing your name, your age and your date of birth. • Read the sentences 2 or 3 times. 	<ul style="list-style-type: none"> • Let's complete sentences together. • Let's say together: My name is ____ (name). I am ____ (age) years old. My birthday is on ____ (day and month). • Repeat 2 or 3 times. • Call two learners to the front. • Help the learners to complete the sentences. • Let them take turns. • Repeat with another pair. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books to page 67. Copy the sentences in Exercise A in your exercise book. • Walk around to observe and help the learners where needed. • Ask some learners to show the class what they were doing.

Closing the lesson

2 minutes

Ask the learners to sing the song: Happy birthday to you.

Lesson 8

Success criteria

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

Resources

- Pictures or models of a pail/a plate/a pawpaw/a pot/a pencil
- Word cards
- Chalkboard lines for writing, prepared in advance
- Learners' book, page 68
- This teachers' guide, pages 197 and 199, songs 5 and 15

Time needed:
60 minutes



Introduction: Playing a command game

5 minutes

Ask the learners to play a command game: Mrs Phiri says. Use commands such as *jump/put your hands up!*

Activity 9.8.1 Identifying the letter sound /p/ in words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is /p/. The first word is <i>pencil, pencil</i>. <i>Pencil</i> begins with /p/. So I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>off, off</i>. <i>Off</i> does not begin with /p/. So I point my thumb down (<i>demonstrate this action</i>). • The next word is <i>pawpaw, pawpaw</i>. <i>Pawpaw</i> begins with /p/. So I point my thumb up (<i>demonstrate this action</i>). 	<ul style="list-style-type: none"> • Let's say /p/ together: /p/, /p/. • Repeat with the learners 3 times. • Now I will say a word. If it begins with /p/, we point our thumbs up. • If it does not begin with /p/, we point our thumbs down. • Say: pencil, pencil (<i>teacher and learners point thumbs up</i>). • Say: off, off (<i>teacher and learners point thumbs down</i>). • Continue with other examples (<i>pawpaw, nest, plate, spoon, pail, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /p/, point your thumbs up. • If it does not begin with /p/, point your thumbs down. • Say: pencil (<i>learners point thumbs up</i>). • Continue with other examples (<i>pawpaw, nest, plate, spoon, pail, etc.</i>).

Activity 9.8.2 Naming objects with the initial letter p

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the learners a picture or model of a pail, a plate, a pawpaw, a pot, a pencil, one at a time. • Ask: What is this? • Answer: It is a pail./It is a plate./It is a pawpaw./It is a pot./It is a pencil. • 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? It is a pail./It is a plate./It is a pawpaw./It is a pot./It is a pencil. • Repeat with the learners several times (whole class, in groups and individually). • Invite two learners to the front with their Learners' books opened at page 69. Help one learner to ask: What is this? • Help the other learner to answer: It is a pail./It is a plate./It is a pawpaw./It is a pot./It is a pencil. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 68. • Take turns asking: What is this? And answer: It is a pail./It is a plate./It is a pawpaw./It is a pot./It is a pencil. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Closing the lesson

5 minutes

Sing with the learners the song: Draw a pot in the air.

..... **Break**

Introduction: Revising objects with the initial letter p**5 minutes**

Practise again the Learners section of Activity 9.8.2.

Activity 9.8.3 Reading sight words with the initial letter p**10 minutes**

Now we will read words that begin with the letter **p**. 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: packet/page/pillow/pit/porridge/pocket/police. • 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: packet/page/pillow/pit/porridge/pocket/police. • 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 68. • 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 9.8.4 Writing words with the initial letter p**12 minutes**

Now we will write the words that begin with the letter **p**. 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 pail.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a pail. • Repeat 2 or 3 times. • Do the same with: a plate/ a paw paw/a pot/a pencil. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a pail. • Let's write a pail in the air. • Together with the learners, write a pail in the air. • Do the same for a plate/ a paw paw/a pot/a pencil. 	<ul style="list-style-type: none"> • Now open your books at page 68. 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="1134 1648 1470 1876" 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**3 minutes**

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

UNIT 9 • The calendar

Lesson 9

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - say what they do every day
 - complete a diary
 - read words with the initial, medial and final letter **p**
 - match words with pictures
 - complete decodable sentences with the letter **p**

Resources

- Word cards
- Chalkboard lines for writing, prepared in advance
- Learners' book, pages 67, 69
- This teachers' guide, pages 196 and 199, songs 4 and 13

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: a pail/a plate/a pawpaw/a pot/a pencil. Ask the learners to read them as whole class, in groups, in pairs and as individuals.

Activity 9.9.1 Segmenting words into sounds

5 minutes

Now I will say a word and I will say the sounds. I will say the word and we will say the sounds together. Then I will say the word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at a normal pace: pot. • Then say slowly: /p/ /o/ /t/. • Repeat 2 or 3 times. • Say at a normal pace: pit. • Then say slowly: /p/ /i/ /t/. • Repeat 2 or 3 times. <div data-bbox="230 1554 565 1742" 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 sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds with me. • Say: The word is pot. What is the sound? • Teacher and learners say: /p/ /o/ /t/. • Do the same for pit. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds. • Say: The word is pot. What is the sound? • Learners say: /p/ /o/ /t/. • Repeat 2 or 3 times. • Do the same for pit. • Repeat with groups, pairs and individuals.

Activity 9.9.2 Reading decodable words**10 minutes**

Now we will read words. I will read the words. We will read the 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: pot, hot, tomato, not, note. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="278 771 611 924" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip 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: pit. • Sound out each letter sound as you move the pointer under it, like this: p_i_t. • Then read the word at a normal pace: pit. • Repeat 2 or 3 times. • Do the same for pan/pen/pig/rope/map/pipe/mop/Pam/peg. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: pot, hot, tomato, not, note. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: p_i_t, pit. • Repeat 2 or 3 times. • Do the same for: pan/pen/pig/rope/map/pipe/mop/Pam/peg. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 69. 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.

Activity 9.9.3 Saying what they do every day

8 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What do you do every day? • Answer: I go to work on Monday. I go to the garden on Tuesday. I go to the market on Wednesday. I visit my friends on Thursday. I clean my house on Friday. I wash my clothes on Saturday. I go to church on Sunday. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say what we do every day together. • Ask with the learners: What do you do every day? • Answer with the learners: I go to work on Monday. I go to the garden on Tuesday. I go to the market on Wednesday. I visit my friends on Thursday. I clean my house on Friday. I wash my clothes on Saturday. I go to church on Sunday. • Repeat with groups, pairs and individuals. • Invite two learners to the front. • Help one learner to ask: What do you do every day? • Help the other learner to answer: I go to the market on Monday, etc. • Repeat with another pair. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What do you do every day? • And answer: I ____ on Monday. • Ask some pairs to show the class what they were doing.

Closing the lesson

2 minutes

Sing with the learners the song: Days of the week.

Break

Introduction: Revising reading decodable words

2 minutes

Write on the chalkboard the words: pig, rope, mop, pipe. Point to them in random order. Ask the learners to read as a whole class, in pairs and individually.

Activity 9.9.4 Completing a diary**15 minutes**

Now we will complete a diary. I will complete a diary. We will complete a diary. Then you will complete diaries on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Copy the diary at page 67 of the Learners' book neatly and legibly on the chalkboard. • Read the sentences, one at a time, saying what you do each day. • Read the diary 2 or 3 times. 	<ul style="list-style-type: none"> • Let's complete a diary together. • Point to each sentence on the chalkboard and say: Let's say what we do on Monday by filling in the blank: I ____ (what you do) on Monday. • Do the same for the other days of the week. • Call one learner to the front. • Help him or her to complete his or her diary. • Repeat with another learner. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books to page 67. Copy and complete the sentences in Exercise B in your exercise book. • Walk around to observe and help the learners where necessary. <div data-bbox="1137 849 1470 1077" 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 and complete the remaining sentences.</p> </div>

Activity 9.9.5 Matching pictures with words**8 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 pipe with water coming out of it on the chalkboard. To the right of the drawing, write in a vertical column: pen/pit/pipe. • Read the words as you point to the drawing and say: This is not a pen. This is not a pit. This is a pipe. • Repeat 2 or 3 times. • Write under the drawing the word: pipe. • Read for Pictures 2 and 3. 	<ul style="list-style-type: none"> • Say: Now open your books at page 69. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a pipe. • Let's read the words to find the word: a pipe. • Read with the learners: pen/pit/pipe. • Let's write the word: pipe. • Repeat 2 or 3 times. • Let's write the word: pipe. • Call a learner to the front to write the word a pipe on the chalkboard. • Do the same for Pictures 2 and 3. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark learners' work. • Now write the correct word for Pictures 2 and 3. • Move round to observe, mark learners' work and help the learners where necessary. • Ask some learners to read their answers to the class.

Activity 9.9.6 Completing sentences**8 minutes**

Now we will complete sentences. I will complete 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 these words and sentences on the chalkboard: pipe map pan pig. • A <u>map</u> of Malawi is on a peg. • A fat ____ runs in a pit. • A tap is at the end of the ____. • Pat puts an egg and a tomato in a ____. • Read the words 2 to 3 times. • Ask: What word from the words in the box completes the sentence? • Try all the words. Show the learners how to finish the sentence by adding like. • Now I will read the sentence with the word like: A map of Malawi is on a peg. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now let's read the sentence together: A ____ of Malawi is on a peg. • Ask: What word from the words in the box completes the sentence? • Let's try the words together. (Teacher and learners read the words and try them in the sentence.) • Let's say together: The word is map. A map of Malawi is on a peg. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 69. • Copy the first sentence in your exercise books. (A ____ of Malawi is on a peg.) • As they are copying, move round to check and help the learners where needed. • Now complete the sentence: A map of Malawi is on a peg. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Where is the map of Malawi? Where is a tap?

Closing the lesson**2 minutes**

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

Lesson 10
Review

Success criteria

This is the last lesson in Unit 9. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 104.

Time needed:
60 minutes



Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds into words	70, 73, 85, 89	
• read decodable words	79, 97	66, 69
• identify birthdays	71	
• sing a song	70, 71, 73, 74, 75, 77, 78, 80, 82, 84, 85, 86, 87, 88, 89, 91, 92, 94, 95, 98, 100	
• name the days of the week	73	64
• read decodable words and sentences	72	61
• read a story	75, 91	64
• answer comprehension questions	74, 90	62, 63
• identify the initial letter sound /o/ in words	76	
• name objects that begin with the letter o	77	65
• read sight words with the initial letter o	78	65
• write words with the initial letter o	78	65
• segment words into sounds	79, 82, 96	
• match pictures with words	80, 99	66, 69
• identify the months of the year	83	64
• match numbers with the months of the year	83	
• copy names of the months of the year	84	
• read supplementary readers	84	
• talk about themselves	86	
• talk about others	87	
• read decodable sentences	81, 88	66
• discuss illustrations	90	62, 63
• complete sentences	92	67
• identify the initial letter sound /p/ in words	93	
• name objects with the initial letter p	94	68
• read sight words with the initial letter p	95	68
• write words with the initial letter p	95	68
• say what they do every day	98	
• complete a diary	99	67
• complete sentences with the letter p	100	69

Revising

In this lesson, you will revise the activities done in Days 1–9. The learners will practise these activities to master the skills of segmenting words in sounds, completing a diary and reading using supplementary readers.

Informal assessment

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

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

Introduction: Singing a song

5 minutes

Ask the learners to sing one of the songs from the unit.

Activity 9.10.1 Segmenting words into sounds

5 minutes

Now I will say a word and I will say the sounds. I will say the word and we will say the sounds together. Then I will say the word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at a normal pace: pot. • Then say slowly: /p/ /o/ /t/. • Repeat 2 or 3 times. • Say at a normal pace: pit. • Then say slowly: /p/ /i/ /t/. • Repeat 2 or 3 times. <div data-bbox="235 1460 565 1618" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you or learners say each sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds with me. • Say: The word is pot. What is the sound? • Teacher and learners say: /p/ /o/ /t/. • Do the same for pit. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds. • Say: The word is pot. What is the sound? • Learners say: /p/ /o/ /t/. • Repeat 2 or 3 times. • Do the same for pit. • Repeat with groups, pairs and individuals.

Activity 9.10.2 Completing a diary

15 minutes

Now we will complete a diary. I will complete a diary. We will complete diary. Then you will complete diaries on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Copy the diary at page 67 of the Learners' book neatly and legibly on the chalkboard. • Read the sentences, one at a time, saying what you do each day. 	<ul style="list-style-type: none"> • Let's complete a diary together. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books to page 67. Copy and complete the sentences in Exercise B in your exercise book.

- Read the diary 2 or 3 times.

- Point to each sentence on the chalkboard and say: Let's say what we do on Monday by filling in the blank: I _____ (what you do) on Monday.
- Do the same for the other days of the week.
- Call one learner to the front.
- Help him or her to complete his or her diary.
- Repeat with another learner.

- Walk around to observe and help the learners where necessary.

 **Teacher tip**

If the learners do not finish, they should take their books home to write and complete the remaining sentences.

Closing the lesson

5 minutes

Let the learners choose one of the songs from the unit to sing.

..... **Break**

Introduction: Revising decodable sentences

3 minutes

Write on the board the sentences: The pot is on the table. In the pot, Bob sees an egg, a tomato and a fish. Let's read the sentences again. Have the learners read the sentences as a whole class and in pairs.

Activity 9.10.3 Naming objects with the initial letter p

5 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners a picture or model of a pail, a plate, a pawpaw, a pot, a pencil, one at a time. • Ask: What is this? • Answer: It is a pail./It is a plate./ It is a pawpaw./It is a pot./ It is a pencil. • 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? It is a pail./It is a plate./ It is a pawpaw./It is a pot./ It is a pencil. • Repeat with the learners several times (whole class, in groups and individually). • Invite two learners to the front with their Learners' books opened at page 68. Help one learner to ask: What is this? • Help the other learner to answer: It is a pail./It is a plate./ It is a pawpaw./It is a pot./ It is a pencil. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 68. • Take turns asking: What is this? And answer: It is a pail./ It is a plate./It is a pawpaw./ It is a pot./It is a pencil. • Move round the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 9.10.4 Reading using supplementary readers

20 minutes

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage learners to express their opinions freely. After classes, allow the learners to check out books or story cards to read at home.

Closing the lesson

2 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 9 

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?				
read decodable words?				
identify birthdays?				
sing a song?				
name the days of the week?				
read decodable words and sentences?				
read a story?				
answer comprehension questions?				

Is the learner able to:	Excellent	Good	Average	Needs support
identify the initial letter sound /o/ in words?				
name objects that begin with the letter o?				
read sight words with the initial letter o?				
write words with the initial letter o?				
segment words into sounds?				
match pictures with words?				
identify the months of the year?				
match numbers with the months of the year?				
copy the names of the months of the year?				
read supplementary readers?				
talk about themselves?				
talk about others?				
read decodable sentences?				
discuss illustrations?				
complete sentences?				
identify the initial letter sound /p/ in words?				
name objects with the initial letter p?				
read sight words with the initial letter p?				
write words with the initial letter p?				
say what they do every day?				
complete a diary?				
complete decodable sentences?				

UNIT 10 Lesson planner

Unit 10 Week 1: The food we eat

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Name foods Express likes Write names of foods 	<ul style="list-style-type: none"> Blend sounds into words Discuss illustrations Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Identify the initial letter sound /kw/ in words Name objects beginning with the letter q Read words with the initial letter q Write words with the initial letter q 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words Use simple past tense Match pictures with words Read decodable sentences 	<ul style="list-style-type: none"> Revise segmenting words into sounds Say what they are doing Use present continuous tense Read using supplementary readers
Introduction	Song: <i>I like nsima/mango</i> (to the tune of <i>I like school</i>) Revising naming foods	Song: <i>This is the way (we eat an orange, nsima, cabbage, etc.)</i> Revising discussing illustrations	Revising decodable words Revising naming objects with the letter q	Revising sight words Revising decodable words	Playing a command game Revising saying what you are doing
References: Learners' book/ Teachers' guide	LB Page 70 TG Pages 197 and 199, Songs 8 and 14	LB Page 71 TG Page 197, Song 8	LB Page 72 TG Pages 197 and 199, Songs 5 and 15	LB Page 73 TG Pages 197 and 199, Songs 5 and 15	TG Page 197, Songs 6 and 7
Listening and speaking	Naming foods; expressing likes	Talking about illustrations/answering questions		Saying what they did in the past	Saying what they are doing
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /kw/	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Writing names of food		Naming objects beginning with the letter q ; reading words with the initial letter q	Reading decodable words; reading decodable sentences	
Vocabulary	<i>Nsima, potato, cassava, bread, rice, different</i> <i>I like _____.</i>	<i>Sometimes, with, potatoes, bread, nsima, cassava, rice, cabbage, eggs, meat, oranges, bananas</i>	<i>Queen, quarter, quiz, quinine, quick, question, quite, quiet</i>	<i>Yesterday, simple past tense; quick, quiz, quite, quit</i>	<i>Now, am, is, are; -ing forms of verbs</i>
Fluency and comprehension	Naming foods	Reading an informational text	Reading words with the initial letter q	Reading decodable words; using simple past tense s ; matching pictures with words; reading decodable sentences	Using present continuous tense; reading supplementary readers
Writing	Writing names of food		Writing words with the initial letter q	Writing correct words for the pictures	
Closing	Song: <i>This is the way</i> Song: <i>I like school</i>	Song: <i>This is the way (we eat a banana, an orange, a mango)</i> Song: <i>This is the way (we eat nsima, cabbage, mangoes)</i>	Song: <i>Draw a quarter in the air</i> Song: <i>Show me q</i>	Song: <i>Show me q</i> Song: <i>Draw a queen/quarter in the air</i>	Song: <i>I am sleeping (to the tune of Little brother)</i> Song: <i>Clap your hands</i>

Unit 10 Week 2: The food we eat

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Express dislikes Revise 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"> Identify the initial letter sound /r/ in words Name objects beginning with the letter r Read words with the initial letter r Write words with the initial r 	<ul style="list-style-type: none"> Segment words into sounds 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 Informal assessment
Introduction	Song: <i>The more we are together</i> Revising expressing dislikes	Play Mr Phiri says using commands Revising discussing illustrations	Song: <i>Molly is wearing a red dress</i> Revising identifying the initial letter sound /r/	Revising sight words Revising decodable words	Revising one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Pages 70, 73 TG Pages 196 and 197, Songs 1 and 8	LB Page 74 TG Page 200, song 19	LB Page 75 TG Pages 197 and 199, Songs 5, 15 and 16	LB Page 76 TG Pages 197 and 201, Songs 5 and 23	LB Page 74
Listening and speaking	Expressing dislikes	Talking about an illustration/ answering comprehension questions			Reading a story; answering comprehension questions
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /r/	Segmenting words into sounds	Blending sounds into words
Reading					
Alphabetic principle	Revising decodable words and sentences with q		Naming objects beginning with letter r ; reading words with the initial letter r ; writing words with the initial letter r	Reading decodable words with the initial and end letter r ; reading decodable sentences	Reading decodable sentences
Vocabulary	<i>Do you like ____? No, I don't like ____.</i> <i>Quick, quiz, quite</i>		<i>Root, ruler, razor, rice, road, rabbit, rat, red, read, ring</i>	<i>Red, rake, rope, ripe, run, reed, rock, ring, rabbit, read, real, ear</i>	
Fluency and comprehension	Revising decodable words and sentences with the letter q	Reading a story	Naming objects beginning with the initial letter r ; reading words with the initial letter r	Reading decodable words with initial and end letter r ; matching pictures with words; reading decodable sentences	Reading a story; reading decodable sentences
Writing			Writing words with the initial letter r	Writing correct words for the picture	
Closing	Song: <i>One, two, how are you?</i> Learners play a command game using actions with food dislikes	Song: <i>This is the way (we cook our food)</i> Learners read word cards with the words: <i>cooking, kitchen, fire, making, taking, parents</i>	Song: <i>Draw a rabbit in the air</i> Song: <i>Show me r</i>	Song: <i>Show me r</i> Song: <i>A dog can run</i>	

UNIT 10 • The food we eat

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - name foods
 - express likes
 - write names of foods

Resources

- Real foods; nsima, potatoes, cassava and rice
- Chalkboard lines for writing, prepared in advance
- Word cards
- Learners' book, page 70
- This teachers' guide, pages 197 and 199, songs 8 and 14

Introduction: Singing a song

2 minutes

Sing a food song: I like nsima/rice (to the tune of I like school).

Activity 10.1.1 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: /kw/ /i/ /k/. The word is <i>quick</i>. • Listen: /kw/ /ē/ /n/. The word is <i>queen</i>. • Listen: /kw/ /i/ /z/. The word is <i>quiz</i>. <div data-bbox="230 1382 565 1688" 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 words with me. • Say: /kw/ /i/ /k/. What is the word? (<i>Teacher and learners say: quick.</i>) • Say: /kw/ /ē/ /n/. What is the word? (<i>Teacher and learners say: queen.</i>) • <i>Do the same with quiz.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /kw/ /i/ /k/. What is the word? (<i>Learners say: quick.</i>) • Listen: /kw/ /ē/ /n/. What is the word? (<i>Learners say: queen.</i>) • Listen: /kw/ /i/ /z/. What is the word? (<i>Learners say: quiz.</i>) • <i>Repeat with groups, pairs and individuals.</i>

Activity 10.1.2 Naming foods**15 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners food samples, one at a time. • Ask: What is this? • Answer: It is nsima./It is a potato./It is cassava./It is rice. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: What is this? • Let's answer together: It is nsima. • Repeat for each food item 2 or 3 times (whole class, in groups and individually). • Invite two learners to the front. Help one of them to point to the food item and ask: What is this? Help the other to answer: It is nsima./It is a potato./It is cassava./It is rice. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 70. • One learner should point to a picture and ask: What is this? • The other learner should answer: It is nsima./It is a potato./It is cassava./It is rice. • Take turns so both learners get the chance to ask and answer. • Ask some pairs to show the class what they were doing.

Closing the lesson**3 minutes**

Sing with the learners: This is the way, substituting we eat our nsima/rice, etc.

..... **Break**

Introduction: Revising naming foods**3 minutes**

Hold up a food sample. Ask and answer with the learners: What is this? It is nsima. Do the same for the other foods.

Activity 10.1.3 Expressing likes**10 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Pick up a potato and say: I like potatoes. • Repeat 2 or 3 times. • Pick up a cassava and say: I like cassava. • Repeat 2 or 3 times. • Do the same with other food items. 	<ul style="list-style-type: none"> • Now, let's express likes together. • Pick up a potato. Let's say together: I like potatoes. • Repeat 2 or 3 times. • Do the same with other food items in pairs, in groups or individually. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 70. • Take turns pointing to the food items and saying: I like _____, while pointing to the food item. • Ask some pairs to show the class what they were doing.

Activity 10.1.4 Writing names of food**15 minutes**

Now we will write names of food. I will write names of food. We will write names of food together. Then you will write names of food on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Watch as I write. • <i>Repeat 2 or 3 times to ensure that the learners are ready to watch as you write the words.</i> • <i>Write the following words neatly and legibly between the lines prepared earlier: nsima, potatoes, rice, cassava, bread.</i> • <i>Read the words while moving a pointer under each word as you read the word.</i> • <i>Repeat 2 or 3 times.</i> <div data-bbox="232 1037 565 1413" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Make sure the learners notice: correct letter formation (uppercase and lowercase); 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 words together. • <i>Repeat 2 or 3 times.</i> • <i>Read with the learners: nsima, potatoes, rice, cassava, bread.</i> • <i>Call 2 or 3 learners to the front to write some of the words on the chalkboard.</i> • <i>The rest of the class should watch and say if they are writing correctly.</i> • <i>Encourage the learners to correct their own errors.</i> 	<ul style="list-style-type: none"> • Now open your books at page 70. Copy the words in your exercise book. • <i>Move round to observe and help the learners where needed.</i> • <i>Draw the learners' attention to the points in the teacher tip in the first column.</i> • <i>Ask some learners to read what they have written.</i> <div data-bbox="1089 954 1422 1178" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Learners who finish early can either draw a picture for the words or write the last two sentences on page 70.</p> </div>

Closing the lesson**2 minutes**

.....
Ask the learners to sing: I like school.

Lesson 2

Success criteria

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

Resources

- Word cards
- Learners' book, pages 70, 71
- This teachers' guide, page 197, song 8

Time needed:
60 minutes



Introduction: Singing a song

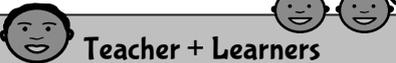
2 minutes

Ask the learners to sing: This is the way. Use names of foods as you sing (This is the way we eat eggs/meat/nsima/cabbage).

Activity 10.2.1 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: /p/ /e/ /n/. The word is <i>pen</i>. • Listen: /e/ /g/ /z/. The word is <i>eggs</i>. • Listen: /m/ /ē/ /t/. The word is <i>meat</i>. <div data-bbox="274 1352 611 1653" 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 words with me. • Say: /p/ /e/ /n/. What is the word? (<i>Teacher and learners say: pen.</i>) • Say: /e/ /g/ /z/. What is the word? (<i>Teacher and learners say: eggs.</i>) • Do the same with meat. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /p/ /e/ /n/. What is the word? (<i>Learners say: pen.</i>) • Listen: /e/ /g/ /z/. What is the word? (<i>Learners say: eggs.</i>) • Do the same with meat. • Repeat with groups, pairs and individuals.

Activity 10.2.2 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"> • <i>Say:</i> Open your books at page 71. Look at the pictures. • <i>Ask:</i> What do you see in Picture 1? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> I see eggs/I see meat. • <i>Repeat each sentence 2 or 3 times.</i> • <i>Do the same with Pictures 2 and 3.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the pictures on page 71. What do you see in Picture 1? • <i>Let's answer together:</i> I see eggs and meat. • <i>Repeat 2 or 3 times with the whole class, in groups, pairs and as individuals.</i> • <i>Do the same with Pictures 2 and 3.</i> 	<ul style="list-style-type: none"> • Now you will talk about the pictures on page 71 on your own. • <i>Ask the learners:</i> What do you see in Picture 1? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals.</i> • <i>Do the same for Pictures 2 and 3.</i>

Closing the lesson

3 minutes

Sing with the learners the song: This is the way (we eat a banana/an orange).

..... **Break**

Introduction: Revising discussing illustrations

3 minutes

Ask the learners what they see in Picture 1. Let the learners reply as a whole class, in groups, in pairs and individually. Do the same for the other pictures.

Activity 10.2.3 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 the learners the following words on word cards or on the chalkboard:</i> cabbage, eggs, meat, mangoes, oranges, bananas. • <i>Read each word 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Show the learners the following words on word cards or on the chalkboard:</i> cabbage, eggs, meat, mangoes, oranges, bananas. • <i>Read each word 3 times.</i> 	<ul style="list-style-type: none"> • Now you will read on your own. • <i>Show the following words on word cards or on the chalkboard one at a time:</i> cabbage, eggs, meat, mangoes, oranges, bananas. • <i>Let the learners read the words as a whole class, in groups, in pairs and as individuals.</i>

<ul style="list-style-type: none"> • Say: Open your books at page 71. I will read the story. • Read the story aloud. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read the story together. • Read the whole story together. • 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. • Take turns reading the story. • Move round to observe and help the learners where needed. • Ask some learners to show the class what they were doing.
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Activity 10.2.4 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? • Answer: The food we eat. • Repeat 2 or 3 times. • Ask: What food do we eat? • Answer: We eat nsima, eggs, bananas, meat and oranges. • Repeat 2 or 3 times. • Ask: Which food do you like to eat? • Answer: I like to eat nsima with meat. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Let's answer together: The food we eat. • Repeat 2 or 3 times. • Ask: What food do we eat? • Let's answer together: We eat nsima, eggs, bananas, meat and oranges. • 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: The food we eat.) • Ask: What food do we eat? (Learners answer: We eat nsima, eggs, bananas, meat and oranges.) • Ask other questions to make sure the learners understand the story.

Closing the lesson

2 minutes

Sing with the learners: This is the way we eat ____ (nsima, cabbage, mangoes).

UNIT 10 • The food we eat

Lesson 3

Time needed:
60 minutes



Success criteria

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

Resources

- Real objects or picture of a queen/a quarter
- Letter cards and word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 72
- This teachers' guide, pages 197 and 199, songs 5 and 15

Introduction: Revising decodable words

3 minutes

Let the learners read words on the word cards such as: *peg, pipe, map, Pat and pen.*

Activity 10.3.1 Identifying the initial letter sound /kw/ in words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is /kw/. The first word is <i>queen, queen</i>. <i>Queen</i> begins with /kw/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>dog, dog</i>. <i>Dog</i> does not begin with /kw/. So I point my thumb down. • The next word is <i>quit, quit</i>. <i>Quit</i> begins with /kw/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /kw/ together: /kw/, /kw/. (<i>Repeat with the learners several times.</i>) • Now I will say a word. If it begins with /kw/, we point our thumbs up. • If it does not begin with /kw/, we point our thumbs down. • Quiz, quiz (<i>Teacher and learners point thumbs up.</i>) • Rope, rope (<i>Teacher and learners point thumbs down.</i>) • Continue with other examples (question, ring, quite, bed, quinine). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /kw/, point your thumbs up. • If it does not begin with /kw/, point your thumbs down. • Say: quit. (<i>Learners put thumbs up.</i>) • Continue with other examples (quite, ring, quinine, quiz, long, quarter, home, quiet).

Activity 10.3.2 Naming objects beginning with the letter q

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the learners a picture of a queen. • Point to the picture and ask: What is this? Answer: It is a queen. • Show a picture of a quarter and ask: What is this? • Answer: It is a quarter. • Repeat 2 or 3 times with each object. 	<ul style="list-style-type: none"> • Show pictures of the objects one at a time. • Let's ask together: What is this? • Let's answer together: It is a queen/it is a quarter. • Repeat with the learners several times (whole class, in groups, in pairs 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 queen. • Do the same for a quarter. 	<ul style="list-style-type: none"> • Now open your books to page 72. • In pairs, take turns to ask: What is this? And answer: It is a queen/it is a quarter. • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Closing the lesson

2 minutes

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

..... **Break**

Introduction: Revising naming objects beginning with the letter q

3 minutes

Practise again the Learners section of Activity 10.3.2.

Activity 10.3.3 Reading words with the initial letter q

10 minutes

Now we will read words that begin with the letter **q**. 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: quiz/quinine/quick/question/quite/quiet. • 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: quiz/quinine/quick/question/quite/quiet. • 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 72. • 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 10.3.4 Writing words with the initial letter q

15 minutes

Now we will write the words that begin with the letter **q**. 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 queen. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a queen. • Repeat 2 or 3 times. • Do the same with: quarter. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a queen. • Let's write a queen in the air. • Together with the learners, write a queen in the air. • Do the same for quarter, quiz, quinine, quick, question, quite and quiet. 	<ul style="list-style-type: none"> • Now open your books at page 72. 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 style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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 q.

Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - use simple past tense
 - match pictures with words
 - read decodable sentences

Resources

- Learners' book, page 73
- This teachers' guide, pages 197 and 199, songs 5 and 15

Time needed:
60 minutes



Introduction: Revising sight words

2 minutes

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

Activity 10.4.1 Segmenting words into sounds

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at normal speed: queen. • Say slowly: /kw/ /ē/ /n/. • Repeat 2 or 3 times. • Say at normal speed: quiz. • Say slowly: /kw/ /i/ /z/. • Repeat 2 or 3 times. <div data-bbox="274 1406 611 1594" 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 sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds with me. • Say: queen. What are the sounds? • Teacher and learners say: /kw/ /ē/ /n/. • Say: quiz. What are the sounds? • Teacher and learners say: /kw/ /i/ /z/. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds on your own. • Say: queen. What are the sounds? Learners say: /kw/ /ē/ /n/. • Say: quiz. What are the sounds? Learners say: /kw/ /i/ /z/. • Have the learners repeat in groups, in pairs or individually.

Activity 10.4.2 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: pag, pipe, Pat, map, pen. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="230 778 565 936" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>This is revision so do not spend too much time on these words.</p> </div> <ul style="list-style-type: none"> • Now write on the chalkboard the following word: quick. • Sound out each letter sound as you move the pointer under it, like this: kw_i_k. • Then read the word at a normal pace: quick. • Repeat 2 or 3 times. • Do the same for quiz/quite/quit. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: pag, pipe, Pat, map, pen. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: kw_i_k, quick. • Repeat 2 or 3 times. • Do the same for: quiz/quite/quit. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 73. 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.

Closing the lesson**3 minutes**

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

..... **Break**

Introduction: Revising decodable words**2 minutes**

Write on the chalkboard the words: quick, quiz, quite, quit. Point to them in random order. Ask the learners to read as a whole class and in pairs.

Activity 10.4.3 Using simple past tense**8 minutes**

Now we will say the simple past tense. I will say the simple past tense. We will say the simple past tense. You will say the simple past tense on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: I walked to school yesterday (<i>emphasizing the word walked</i>). • Repeat 2 or 3 times. • I cleaned the chalkboard yesterday (<i>emphasizing the word cleaned</i>). • Repeat 2 or 3 times. • Do the same with worked and cooked. 	<ul style="list-style-type: none"> • Let's say the sentences together. What did you do yesterday? • Let's say together: I walked to school yesterday. • Repeat 2 or 3 times. • Let's say together: I cleaned the chalkboard yesterday. • Repeat 2 to 3 times. • Do the same with worked and cooked. • Invite two learners to the front. Help one learner to ask: What did you do yesterday? • Help the other to answer: I walked to school. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What did you do yesterday? Answer: I walked to school. • Help the learners to do the same for cleaned, worked and cooked. • Move round to observe and help the learners where needed.

Activity 10.4.4 Matching pictures with words**8 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 queen on the chalkboard. To the right of the drawing, write in a vertical column: quiz/quite/queen. • Read the words as you point to the drawing and say: This is not a quiz. This is not quite. This is a queen. • Repeat 2 or 3 times. • Write under the drawing the word: queen. • Read the word 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books at page 73. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is a queen. • Let's read the words to find the word: queen. • Read with the learners: quiz/ quite/queen. • Repeat 2 or 3 times. • Let's write the word: queen. • Call a learner to the front to write the word queen 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 learners' work. • Now write the correct word for Pictures 2 and 3. • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class.

Activity 10.4.5 Reading 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 
<div data-bbox="230 548 565 771" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>she, quiet</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: Quick! Quick! • Move the pointer under each word as you read. • Do the same for the next sentences: The queen is sick. The queen is quite ill. She needs a pill. She needs to sleep. Keep quiet! Sh! Sh! Sh! • 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>she</i>. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with the learners. Quick! Quick! The queen is sick. The queen is quite ill. She needs a pill. She needs to sleep. Keep quiet! Sh! Sh! Sh! • 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 73. • Now read the sentences on your own. • Be in pairs and take turns reading the sentences. • 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 is sick? What does the queen need to do?

Closing the lesson

2 minutes

Sing the song: Draw a queen/quarter in the air.

Lesson 5

Success criteria

- Learners must be able to:
- revise segment words into sounds
 - say what they are doing
 - use present continuous tense
 - read using supplementary readers

Resources

- This teachers' guide, page 197, songs 6 and 7

Time needed:
60 minutes



Introduction: Playing a command game

5 minutes

Play: Mrs Phiri says. Use commands such as: stand up, be quiet, sit down, sit like a queen.

Activity 10.5.1 Revising segmenting words into sounds

8 minutes

I will say a word, and we will say the sounds together. Then, I will say a word and you will say the sounds.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at normal speed: queen. • Say slowly: /kw/ /ē/ /n/. • Say at normal speed: quit. • Say slowly: /kw/ /i/ /t/. <div data-bbox="257 1119 642 1272" 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 sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word and you will say the sounds with me. • Say: queen. What are the sounds? • Teacher and learners say: /kw/ /ē/ /n/. Say: quit. What are the sounds? • Teacher and learners say: /kw/ /i/ /t/. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: queen. What are the sounds? • Learners say: /kw/ /ē/ /n/. • Say: quit. What are the sounds? • Learners say: /kw/ /i/ /t/.

Activity 10.5.2 Saying what you are doing

15 minutes

Today, we will say what we are doing. I will say what I am doing. We will say what we are doing. You will say what you are doing on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Clean the chalkboard. • Ask: What am I doing? • Say: I am cleaning the chalkboard. • Repeat 2 or 3 times. • Mime washing your hands. • Ask: What am I doing? • Say: I am washing my hands. • Repeat 2 or 3 times. • Do the same with sleeping and combing hair. 	<ul style="list-style-type: none"> • Say: What am I doing? • Answer with the learners: I am cleaning the chalkboard. (Mime the action as you say it.) • Say: What am I doing? • Answer with the learners: I am washing my hands. (Mime the action as you say it.) • Do the same with sleeping and combing hair. • Invite two learners to the front. Help one learner to ask: What are you doing? • Help the other to mime sleeping and answer: I am sleeping. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What am I doing? • Then answer: I am ____ (cleaning, washing, sleeping, combing hair). Do the actions as you say the words. • Move round to observe and help the learners where needed.

Closing the lesson

2 minutes

Sing with the learners the song: I am sleeping, I am sleeping. Please be quiet, Please be quiet. Do not ring the bell, Do not ring the bell. Quiet please, Quiet please. (Sing to the tune of Little brother.)

Break

Introduction: Revising saying what you are doing

3 minutes

Practise again the Teacher + Learners section of Activity 10.5.2.

Activity 10.5.3 Using present continuous tense

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>As you walk across the room, say: What am I doing now?</i> • <i>Answer: I am walking now.</i> • <i>Repeat 2 or 3 times.</i> • <i>As you march in place, say: What am I doing now?</i> • <i>Answer: I am marching now.</i> • <i>Repeat 2 or 3 times.</i> • <i>Repeat for turning around and reading a book (turn pages).</i> 	<ul style="list-style-type: none"> • <i>Say: Do what I do. Then let's ask together: What are we doing now?</i> • <i>Walk on the spot with the learners. Let's answer together: We are walking.</i> • <i>Repeat 2 or 3 times.</i> • <i>Let's ask together: What are we doing?</i> • <i>March on the spot with the learners. Let's answer together: We are marching now.</i> • <i>Repeat 2 or 3 times.</i> • <i>Repeat for turning around and reading a book.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs.</i> • <i>Take turns to ask: What are you doing now?</i> • <i>Then say and do the actions for walking, marching, turning around, reading a book.</i> • <i>Move round to observe and help the learners where needed.</i>

Activity 10.5.4 Reading using supplementary readers

17 minutes

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage learners to express their opinions freely. After classes, allow the learners to check out books or story cards to read at home.

Closing the lesson

2 minutes

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

Lesson 6

Success criteria

- Learners must be able to:
- blend sounds into words
 - express dislikes
 - read decodable words and sentences

Resources

- Food samples
- Learners' book, pages 70, 73
- This teachers' guide, page xx, song xx

Time needed:
60 minutes



Introduction

5 minutes

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

Activity 10.6.1 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: /r/ /ō/ /p/. The word is <i>rope</i>. • Listen: /r/ /i/ /ng/. The word is <i>ring</i>. • Listen: /r/ /ī/ /s/. The word is <i>rice</i>. <div data-bbox="274 1279 613 1578" 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: /r/ /ō/ /p/. What is the word? (<i>Teacher and learners say: rope.</i>) • Say: /r/ /i/ /ng/. The word is <i>ring</i>. • Say: /r/ /ī/ /s/. What is the word? (<i>Teacher and learners say: rice.</i>) 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /r/ /ō/ /p/. What is the word? (<i>Learners say: rope.</i>) • Listen: /r/ /i/ /ng/. What is the word? (<i>Learners say: ring.</i>) • Listen: /r/ /ī/ /s/. What is the word? (<i>Learners say: rice.</i>) • Repeat with groups, pairs and individuals.

Activity 10.6.2 Expressing dislikes

12 minutes

Now we will say what we don't like. I will say what I don't like. We will say what we don't like together. Then you will say what you don't like on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the learners a banana and ask: Do you like bananas? • Answer using gestures and dramatic expression to show the meaning of don't like: No, I don't like potatoes. • Repeat 2 or 3 times. • Do the same for bread, cassava, rice and nsima. 	<ul style="list-style-type: none"> • Now, let's express dislikes together. • Show a banana. Let's ask together: Do you like bananas? • Let's answer together: No, I don't like potatoes. • Repeat 2 or 3 times. • Do the same for bread, cassava, rice and nsima. • Invite two learners to the front. Help one learner to ask: Do you like potatoes? • Help the other to answer with gestures: No, I don't like potatoes. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 70. • Look at the pictures and take turns to ask each other: Do you like ____ (potatoes, bread, cassava, rice, nsima)? • Then answer: No, I don't like ____ (potatoes, bread, cassava, rice, nsima). • Ask some pairs to show the class what they were doing.

Closing the lesson

3 minutes

Sing with the learners the song: One, two, how are you?

Break

Introduction: Revising expressing dislikes

5 minutes

Hold up a banana. Ask and answer with the learners: Do you like bananas? No, I don't like bananas. Do the same for bread, rice, nsima and cassava.

Activity 10.6.3 Revising decodable words and 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 word cards or on the chalkboard some words from Learners' book, page 73: for example, quick, quiz, she, quiet. • 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 following sentences on the chalkboard: <p>Quick! Quick!</p> <p>The queen is sick.</p> <p>The queen is quite ill.</p> <p>She needs a pill.</p> <p>She needs to sleep.</p> <p>Keep quiet! Sh! Sh! Sh!</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. • Repeat 2 or 3 times with the whole class, groups, pairs and individuals. • Say: Now let's read the sentences together: <p>Quick! Quick!</p> <p>The queen is sick.</p> <p>The queen is quite ill.</p> <p>She needs a pill.</p> <p>She needs to sleep.</p> <p>Keep quiet! Sh! Sh! Sh!</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 73. 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: Who is sick? What does the queen need to do?

Closing the lesson**10 minutes**

Play a command game using likes and dislikes with commands such as: stand up if you like bananas, clap your hands if you don't like bananas, put your hands over your head if you like potatoes, etc.

UNIT 10 • The food we eat

Lesson 7

Time needed:
60 minutes



Success criteria

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

Resources

- Word cards
- Learners' book, page 74
- This teachers' guide, page 200, song 19

Introduction

5 minutes

Play Mr Phiri says using commands such as stand up, jump forward, jump backward, hop two times.

Activity 10.7.1 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: /r/ /ē/ /d/. The word is <i>reed</i>. • Listen: /r/ /e/ /d/. The word is <i>red</i>. • Listen: /r/ /o/ /k/. The word is <i>rock</i>. <div data-bbox="230 1354 565 1653" 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: /r/ /ē/ /d/. What is the word? (<i>Teacher and learners say: reed.</i>) • Say: /r/ /e/ /d/. What is the word? (<i>Teacher and learners say: red.</i>) • Say: /r/ /o/ /k/. What is the word? (<i>Teacher and learners say: rock.</i>) 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /r/ /ē/ /d/. What is the word? (<i>Learners say: reed.</i>) • Listen: /r/ /e/ /d/. What is the word? (<i>Learners say: red.</i>) • Listen: /r/ /o/ /k/. What is the word? (<i>Learners say: rock.</i>)

Activity 10.7.2 Discussing illustrations**12 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"> • <i>Say:</i> Open your books at page 74. Look at Picture 1. • <i>Ask:</i> What do you see in the pictures? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> I see a boy making a fire. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with the other pictures.</i> • <i>Ask:</i> What do you see? • <i>Answer:</i> I see a boy making a fire/putting a pot on the fire/cooking/putting food in food warmers/putting the food warmers on the table/a family eating food. 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the pictures on page 74. What do we see in the pictures? • Let's answer together (<i>point to each item as you name it</i>): I see a boy making a fire/putting a pot on the fire/cooking/putting food in food warmers/putting the food warmers on the table/a family eating food. • <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 pictures on page 74 on your own. • <i>Ask the learners:</i> What do you see in the pictures? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals.</i>

Closing the lesson**3 minutes**

Sing with the learners: This is the way we cook our food.

..... **Break**

Introduction: Revising discussing illustrations

5 minutes

Ask the learners what they see in Picture 1. Let the learners reply as a whole class and in pairs. Do the same for the other pictures.

Activity 10.7.3 Reading a story

12 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"> • Open your books at page 74. Look at the pictures as I read the story. • <i>Read the story, using all six pictures.</i> • <i>Repeat 2 or 3 times. Make sure the learners are listening attentively.</i> 	<ul style="list-style-type: none"> • <i>Say: Let's read the story together.</i> • <i>Read the story together, using all six pictures.</i> • <i>Repeat 3 to 4 times with the whole class.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to read your partner the story. • <i>Move round to observe and help the learners where needed.</i>

Activity 10.7.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Ask: What is Pempho doing in Picture 1?</i> • <i>Repeat 2 or 3 times.</i> • <i>Answer: He is making a fire.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is Pempho doing in Picture 2?</i> • <i>Repeat 2 or 3 times.</i> • <i>Answer: He is putting a pot on the fire.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask other questions and answer them.</i> 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Ask: What is Pempho doing in Picture 1?</i> • <i>Let's answer together: He is making a fire.</i> • <i>Repeat 2 or 3 times.</i> • <i>Ask: What is Pempho doing in Picture 2?</i> • <i>Let's answer together: He is putting a pot on the fire.</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same for Pictures 3–6.</i> 	<ul style="list-style-type: none"> • Now you will answer on your own. • <i>Ask: What is Pempho doing in Picture 1? (Learners answer: He is making a fire.)</i> • <i>Ask other questions to make sure the learners understand the story.</i>

Closing the lesson

3 minutes

Let the learners read word cards with the words: cooking, kitchen, fire, making, taking, parents.

Lesson 8

Success criteria

- Learners must be able to:
- identify the initial letter sound /r/ in words
 - name objects beginning with the letter **r**
 - read sight words with the initial letter **r**
 - copy words with the initial **r**
 - sing a song

Resources

- Letter cards and name cards
- Real objects or pictures of roots/a ruler/a razor/rice/a road/a rabbit
- Word cards
- Learners' book, page 75
- This teachers' guide, pages 197 and 199, songs 5, 15 and 16

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Let the learners sing a song: Molly is wearing a red dress.

Activity 10.8.1 Identifying the initial letter sound /r/ in words

10 minutes

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

 Teacher	 Teacher + Learners  	 Learners  
<ul style="list-style-type: none"> • Say: The sound is /r/. The first word is <i>ring, ring</i>. <i>Ring</i> begins with /r/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>man, man</i>. <i>Man</i> does not begin with /r/. So I point my thumb down. • The next word is <i>rope, rope</i>. <i>Rope</i> begins with /r/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /r/ together: /r/, /r/. (<i>Repeat with the learners several times.</i>) • Now I will say a word. If it begins with /r/, we point our thumbs up. • If it does not begin with /r/, we point our thumbs down. • Say: ring (<i>teachers and learners put thumbs up</i>). • Say: Rope, leg, ring, lamp, rock, long, rabbit, like, rat (<i>teacher and learners point thumbs up or down</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /r/, point your thumbs up. If it does not begin with /r/, point your thumbs down. • Say: ring (<i>learners put thumbs up</i>). • Continue with other examples: rope, leg, lamp, rock, long, rabbit, like, rat (<i>learners point thumbs up or down</i>).

Activity 10.8.2 Naming objects beginning with the letter r

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 roots, a ruler, a razor, rice, a road, a rabbit, one at a time. • Ask: What is this? • Answer: It is a root./It is a ruler./It is a razor./It is rice./It is a road./It is a rabbit. • Repeat for each object 3 or 4 times. 	<ul style="list-style-type: none"> • Let's say together: What is this? • Let's answer together: It is a root./It is a ruler./It is a razor./It is rice./It is a road./It is a rabbit. • Repeat with the learners several times (whole class, in groups and individually). • Invite two learners to the front. Help one learner to ask: What is this? Help the other learner to answer: It is a root./It is a ruler./It is a razor./It is rice./It is a road./It is a rabbit. 	<ul style="list-style-type: none"> • Say: Now open your books at page 75. In pairs, take turns to ask: What is this? And answer: It is a root./It is a ruler./It is a razor./It is rice./It is a road./It is a rabbit. • Walk around to observe and help the learners where needed.

Closing the lesson

5 minutes

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

Break

Introduction: Revising identifying the initial letter sound /r/

5 minutes

Practise again the Learners section of Activity 10.8.1.

Activity 10.8.3 Reading words with the initial letter r

10 minutes

Now we will read words that begin with the letter r. 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: rat/red/read/ring. • 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: rat/red/read/ring. • 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 75. • Take turns to read all the words on your own. • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 10.8.4 Writing words with the initial letter r**13 minutes**

Now we will write the words that begin with the letter **r**. 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: roots.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: roots. • Repeat 2 or 3 times. • Do the same with: a ruler. • Do the same for a ruler, a razor, rice, a road, a rabbit. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: roots. • Let's write roots in the air. • Together with the learners, write roots in the air. • Do the same with the other words. 	<ul style="list-style-type: none"> • Now open your books at page 75. 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="1134 832 1470 1060" 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**

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

UNIT 10 • The food we eat

Lesson 9

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - match words with pictures
 - read decodable sentences

Resources

- Letter cards
- Word cards
- Picture cards
- Learners' book, page 76
- This teachers' guide, pages 197 and 201, songs 5 and 23

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: roots/a ruler/a razor/rice/a road/a rabbit. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 10.9.1 Segmenting words into sounds

10 minutes

Now, we will learn how to say sounds in a word. I will say a word, and then say each sound in the word. I will say a word, and we will say the sounds together. Then, I will say a word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say at normal speed: ring. • Say slowly: /r/ /i/ /ng/. • Say at normal speed: rope. • Say slowly: /r/ /ō/ /p/. <div data-bbox="230 1335 565 1484" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up a finger as you or learners say each sound.</p> </div>	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • Say: ring. What are the sounds? (Teacher and learners say: /r/ /i/ /ng/.) • Say: rope. • What are the sounds? (Teacher and learners say: /r/ /ō/ /p/.) 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds on your own. • Say: ring. What are the sounds? (Learners say: /r/ /i/ /ng/.) • Say: rope. What are the sounds? (Learners say: /r/ /ō/ /p/.) • Repeat with whole class, in groups and individually.

Activity 10.9.2 Reading decodable words

12 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: quiz, queen, quick, quite, quit. • Read each word one at a time, moving the pointer under each letter. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: quiz, queen, quick, quite, quit. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 76. Read the words in Box 1 on your own.

 **Teacher tip**

This is revision so do not spend too much time on these words.

- Now write on the chalkboard the following word: red.
- Sound out each letter sound as you move the pointer under it, like this: r_e_d.
- Then read the word at a normal pace: red.
- Repeat 2 or 3 times.
- Do the same for rake/rope/ripe/run/reed/rock/ring/rabbit/read/real/ear.

- Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals.
- Now let's read together: r_e_d, red.
- Repeat 2 or 3 times.
- Do the same for: rake/rope/ripe/run/reed/rock/ring/rabbit/read/real/ear.

- 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.

Closing the lesson

3 minutes

Sing with the learners: Show me r.

Break

Introduction: Revising decodable words

5 minutes

Write on the chalkboard the words: rock, rabbit, ear, rake. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 10.9.3 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 an ear on the chalkboard. To the right of the drawing, write in a vertical column: ring/rake/ear. • Read the words as you point to the drawing and say: This is not a ring. This is not a rake. This is an ear. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books at page 76. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: It is an ear. • Let's read the words to find the word: ear. • Read with the learners: ring/rake/ear. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark learners' work. • Now write the correct word for Pictures 2 and 3. • Move round to observe, mark learners' work and help the learners where needed.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Write under the drawing the word: ear. • Read the word 2 or 3 times. 	<ul style="list-style-type: none"> • Let's write the word: ear. • Call a learner to the front to write the word ear on the chalkboard. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Ask some learners to read their answers to the class.

Activity 10.9.4 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="230 912 565 1147" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>with, then</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: Pam can jump with a rope. • Move the pointer under each word as you read. • Do the same for the next sentences: She can run as fast as a rabbit. She can ride. Pam jumps, runs and rides. Then she rests. • 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>with, then</i>. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with the learners. Pam can jump with a rope. She can run as fast as a rabbit. She can ride. Pam jumps, runs and rides. Then she rests. • 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 76. • 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: How fast can Pam run? What can Pam do?

Closing the lesson

2 minutes

Have the learners sing a song: A dog can run.

**Lesson 10
Review**

 Time needed:
60 minutes

Success criteria

This is the last lesson in Unit 10. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 139.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• name foods	109	70
• express likes	109	70
• read decodable words	118, 132	73, 76
• write names of foods	110	70
• read decodable sentences	120, 134	73, 76
• sing a song	108, 109, 110, 111, 112, 113, 115, 116, 118, 120, 122, 123, 124, 127, 129, 130, 131, 133, 134, 136, 137, 138	
• discuss an illustration	112, 127	71, 74
• read a story	112, 128	71, 74
• answer comprehension questions	113, 128	
• name objects beginning with the letter q	115	72
• identify the initial letter sound /kw/ in words	114	
• read words with the initial letter q	116	72
• write words with the initial letter q	116	72
• segment words into sounds	117, 121, 132	
• use simple past tense	119	
• match pictures with words	119, 133	73, 76
• revise decodable words and sentences	125	73
• ask and say what they are doing	121	
• use present continuous tense	122	
• read using supplementary readers	122	
• blend sounds into words	108, 111, 123, 126	
• express dislikes	124	70
• name objects beginning with the letter r	130	75
• identify the initial letter sound /r/ in words	129	
• read words with the initial letter r	130	75
• write words with the initial letter r	131	75

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 sounds into words, 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: Singing a song

2 minutes

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

Activity 10.10.1 Blending sounds to make words

8 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: /r/ /ō/ /p/. The word is <i>rope</i>. • Listen: /r/ /i/ /ng/. The word is <i>ring</i>. • Listen: /r/ /ī/ /s/. The word is <i>rice</i>. <div data-bbox="235 1571 565 1872" 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: /r/ /ō/ /p/. What is the word? (<i>Teacher and learners say: rope.</i>) • Say: /r/ /i/ /ng/. What is the word? (<i>Teacher and learners say: ring.</i>) • <i>Do the same with rice.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /r/ /ō/ /p/. What is the word? (<i>Learners say: rope.</i>) • Listen: /r/ /i/ /ng/. What is the word? (<i>Learners say: ring.</i>) • Listen: /r/ /ī/ /s/. What is the word? (<i>Learners say: rice.</i>) • <i>Repeat with groups, pairs and individuals.</i>

Activity 10.10.2 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"> • Open your books at page 74. Look at the pictures as I read the story. • <i>Read the story, using all six pictures.</i> • <i>Repeat 2 or 3 times. Make sure the learners are listening attentively.</i> 	<ul style="list-style-type: none"> • <i>Say: Let's read the story together.</i> • <i>Read the story together, using all six pictures.</i> • <i>Repeat 3 to 4 times with the whole class.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to read your partner the story. • <i>Move round to observe and help the learners where needed.</i>

Closing the lesson

5 minutes

Let the learners choose one of the songs from the unit to sing.

..... Break

Introduction: Revising decodable sentences

8 minutes

Practise again the Learners section of Activity 10.10.2.

Activity 10.10.3 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 Pempho doing in Picture 1? • <i>Repeat 2 or 3 times.</i> • Answer: He is making a fire. • <i>Repeat 2 or 3 times.</i> • Ask: What is Pempho doing in Picture 2? • <i>Repeat 2 or 3 times.</i> • Answer: He is putting a pot on the fire. • <i>Repeat 2 or 3 times.</i> • <i>Ask other questions and answer them.</i> 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is Pempho doing in Picture 1? • Let's answer together: He is making a fire. • <i>Repeat 2 or 3 times.</i> • Ask: What is Pempho doing in Picture 2? • Let's answer together: He is putting a pot on the fire. • <i>Repeat 2 or 3 times.</i> • <i>Do the same for Pictures 3–6.</i> 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is Pempho doing in Picture 1? (<i>Learners answer: He is making a fire.</i>) • <i>Ask other questions to make sure the learners understand the story.</i>

Activity 10.10.4 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: Pam can jump with a rope. • Move the pointer under each word as you read. • Read it twice. • Do the same for the next sentences: She can run as fast as a rabbit. She can ride. Pam jumps, runs and rides. Then she rests. • 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. Pam can jump with a rope. She can run as fast as a rabbit. She can ride. Pam jumps, runs and rides. Then she rests. • 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 76. • 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: How fast can Pam run? What can Pam do?

Closing the lesson

2 minutes

Let the learners choose one of the songs from the unit to sing.

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 10

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

Is the learner able to:	Excellent	Good	Average	Needs support
name foods?				
express likes?				
read decodable words?				
write names of foods?				
read decodable sentences?				
sing a song?				
discuss an illustration?				
read a story?				
answer comprehension questions?				
name objects beginning with the letter q ?				
identify the initial letter sound / kw / in words?				
read words with the initial letter q ?				
write words with the initial letter q ?				
segment words into sounds?				
use simple past tense?				
match pictures with words?				
revise decodable words and sentences?				
ask and say what they are doing?				
use present continuous tense?				
read using supplementary readers?				
blend sounds into words?				
express dislikes?				
name objects beginning with the letter r ?				
identify the initial letter sound / r / in words?				
write words with the initial letter r ?				

UNIT 11 Lesson planner

Unit 11 Week 1: What I want to be

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Say what they want to be Identify professions Mime professions Read decodable words and sentences 	<ul style="list-style-type: none"> Blend sounds into words Discuss illustrations Read a story Answer comprehension questions Sing a song 	<ul style="list-style-type: none"> Identify the initial letter sound /s/ in words Name objects with the initial letter s Read sight words with the initial letter s Copy words with the initial letter s 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words Match pictures with words Complete sentences 	<ul style="list-style-type: none"> Segment words into sounds Use words to talk about the future Complete sentences using simple future tense Read using supplementary readers
Introduction	Song: <i>The alphabet song</i> Revising saying what they want to be	Song: <i>Little brother</i> Revising saying what they want to be	Song: <i>This is my head</i> Revising naming objects beginning with letter s	Revising sight words Revising decodable words	Saying what they will be Revising using words to talk about the future
References: Learners' book/ Teachers' guide	LB Pages 76, 80 TG Pages 196, 197 and 198, Songs 1, 6 and 10	LB Pages 77, 78, 79 TG Pages 196, 197, 200 and 201, Songs 4, 6, 17 and 24	LB Page 81 TG Pages 197, 198 and 199, Songs 5, 9 and 15	LB Page 82 TG Page 197, Songs 5 and 6	LB Page 80 TG Page 201, song 22
Listening and speaking	Saying what they want to be; miming professions	Talking about an illustration/ answering questions; singing a song			Using simple future tense to say what they will be
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /s/ in words	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Revising decodable words and sentences with letter r		Naming objects beginning with the letter s ; reading words with the initial letter s ; writing words with the initial letter s	Reading decodable words with the initial, medial and end letter s	
Vocabulary	<i>Teacher, driver, nurse, doctor, engineer</i>	<i>Teacher, driver, carpenter, chairs, soldier, shopkeeper, tailor</i>	<i>Snail, sickle, scissors, stars, sand, soap, sad, sell, September, sister, sing, sick, soil, soldier</i>	<i>Rose, nose, has, his, lost, list, sun, seed, kiss, sand</i>	<i>What will you be? I will be a _____.</i>
Fluency and comprehension	Identifying professions using future tense; revising decodable words and sentences with the letter r	Reading a story	Naming objects beginning with the letter s ; reading words with the initial letter s	Reading decodable words with the initial, medial, and end letter s ; matching pictures with words	Using simple future tense; completing sentences using simple future tense; reading supplementary readers
Writing		Completing sentences	Writing words with the initial letter s	Writing correct words for the picture; writing and completing sentences with words	Writing and completing sentences using simple future tense
Closing	Song: <i>One, two, how are you?</i> Song: <i>I like school</i> (to the tune of <i>Little brother</i>)	Song: <i>One, two, three, four, five</i> Song: <i>Fly like a bird</i>	Song: <i>Draw a sickle in the air</i> Song: <i>Show me s</i>	Song: <i>Show me s</i> Song: <i>Little brother</i>	Song: <i>Green girl in the ring</i> Learners make plural the words in this lesson: <i>tailor, teacher, driver, soldier, shopkeeper, carpenter</i>

Unit 11 Week 2: What I want to be

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Give and follow instructions Write instructions Read decodable words and sentences Sing a song 	<ul style="list-style-type: none"> Blend sounds into words Discuss illustrations Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Identify the initial letter sound /t/ in words Name objects beginning with the letter t Read words with the initial letter t Writing words with the initial letter t 	<ul style="list-style-type: none"> Segment words into sounds Read words with the /th/ sound 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 Informal assessment
Introduction	Song: <i>Clap your hands</i> Revising giving and following instructions	Song: <i>I like school</i> Revising discussing illustrations	Song: <i>This is my head</i> Revising naming objects beginning with the letter t	Revising sight words Revising words with the /th/ sound	Revising one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Page 82 TG Pages 197 and 198, Songs 7, 8 and 9	LB Pages 83, 84 TG Pages 197 and 200, Songs 8 and 19	LB Page 85 TG Pages 197, 198 and 199, Songs 5, 9 and 15	LB Page 86 TG Pages 197 and 200, Songs 5 and 19	LB Pages 83, 84, 86 TG Page 198, Song 8
Listening and speaking	Giving and following instructions; singing a song	Talking about illustrations/answering comprehension questions			Answering questions
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the initial letter sound /t/ in words	Segmenting words into sounds	Blending sounds into words
Reading					
Alphabetic principle	Reading decodable words and sentences with the letter s		Naming objects with the initial letter t ; reading words with the initial letter t ; writing words with the initial letter t	Reading words with the /th/ digraph; reading decodable words, reading decodable sentences	Reading decodable sentences
Vocabulary	<i>Sit down, walk to the door, clean the chalkboard</i>	<i>Drink, nurse, hospital, medicine, police, station</i>	<i>Tailor, tar, teacher, team, toothbrush, today, tomorrow, tortoise, teeth, telephone, table, tomato, toe</i>	<i>Thief, thumb, thick, teeth, rose, seed, sand, list, has, Tom, bat, bite, get, ten, time, gate, wet, mat, late</i>	<i>Drink, nurse, hospital, medicine, police, station</i>
Fluency and comprehension	Reading and writing instructions; reading decodable words and sentences with the letter s	Reading a story	Naming objects with the initial letter t ; reading words with the initial letter t	Reading decodable words; matching pictures with words; reading decodable sentences	Reading a story; reading decodable sentences
Writing	Writing instructions		Writing words with the initial letter t	Writing correct words for the picture	
Closing	Song: <i>This is the way</i> Song: <i>This is my head</i>	Song: <i>The more we are together</i> Song: <i>This is the way</i> (Use the following words practiced in the lesson: <i>drink, make, catch, sell</i>)	Song: <i>Draw a table in the air</i> Song: <i>Show me t</i>	Song: <i>Show me t</i> Song: <i>The more we are together</i>	Song: <i>This is the way</i>

UNIT 11 • What I want to be

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - say what they want to be
 - identify professions
 - mime professions
 - read decodable words and sentences

Resources

- Learners' book, pages 76, 80
- This teachers' guide, pages 196, 197 and 198, songs 1, 6 and 10

Introduction: Singing a song

2 minutes

Ask the learners to sing: The alphabet song.

Activity 11.1.1 Blending sounds to make words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: The word is <i>red</i>. The sounds are /r/ /e/ /d/. • Listen: The word is <i>rabbit</i>. The sounds are /r/ /a/ /b/ /i/ /t/. • Listen: The word is <i>ring</i>. The sounds are /r/ /i/ /ng/. <div data-bbox="230 1359 565 1665" 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 words. You will say the sounds with me. • Say: The word is <i>red</i>. What are the sounds? • Teacher and learners say: /r/ /e/ /d/. • Say: The word is <i>rabbit</i>. What are the sounds? • Teacher and learners say: /r/ /a/ /b/ /i/ /t/. • Do the same for ring. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Listen: The word is <i>red</i>. What are the sounds? (Learners say: /r/ /e/ /d/.) • Listen: The word is <i>rabbit</i>. What are the sounds? (Learners say: /r/ /a/ /b/ /i/ /t/.) • Do the same for ring. • Repeat with groups, pairs and individuals.

Activity 11.1.2 Saying what they want to be**15 minutes**

Now we will say what we want to be. I will say what I want to be. We will say what we want to be. Then you will say what you want to be on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Ask: What do you want to be? • Answer: I want to be a teacher/a driver/a carpenter. • Repeat 2 or 3 times. • Do the same for the words: soldier/shopkeeper/tailor. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: What do you want to be? • I want to be a teacher/a driver/a carpenter. • Repeat 2 or 3 times. • Do the same for the words: soldier/shopkeeper/tailor. • Call two learners and help them ask each other: What do you want to be? • Answer: I want to be a teacher/a driver/a carpenter/a soldier/a shopkeeper/a tailor. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns asking each other what you want to be. • Move around observing and supervising the learners. • Ask some pairs to come to the front and say what they want to be.

Closing the lesson**3 minutes**

Sing with the learners: One, two, how are you?

..... **Break**

Introduction: Revising saying what they want to be**3 minutes**

Practise again the Teacher + Learners section of Activity 11.1.2.

Activity 11.1.3 Identifying professions**10 minutes**

Now we will identify professions. I will identify professions. We will identify professions. Then you will identify professions on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 80. • <i>Say:</i> Look at the picture in the first sentence. It is a picture of a tailor. • What word from the box can I choose that will complete the sentence? • I can choose the word <i>tailor</i>. (<i>Write the word on the chalkboard.</i>) • Now I can complete the sentence: I will be a tailor. • <i>Do the same for Sentences 2 to 5.</i> 	<ul style="list-style-type: none"> • Let's look at the pictures together. • <i>Say:</i> Look at the picture in the first sentence. It is a picture of a tailor. • The sentence is: I will be a ____. • <i>Answer with the learners:</i> I will be a tailor. • <i>Repeat 2 or 3 times.</i> • <i>Call two learners at a time to the front. Help them say:</i> I will be a tailor. • <i>Help other pairs of learners to complete Sentences 2 to 5.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Take turns completing the sentences. • <i>Move around observing and supervising the learners.</i> • <i>Ask some pairs to say what they were doing.</i>

Activity 11.1.4 Miming professions**7 minutes**

Now we will mime professions. I will mime a profession. We will mime a profession. You will mime a profession on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Now listen. • <i>Ask:</i> What do you want to be? • <i>Answer:</i> I want to be a driver. • <i>Repeat 2 to 3 times.</i> • <i>Mime driving.</i> • <i>Ask:</i> What do you want to be? • <i>Answer:</i> I want to be a soldier. • <i>Repeat 2 to 3 times.</i> • <i>Mime marching/shooting.</i> • <i>Do the same for a teacher, a doctor and a tailor.</i> 	<ul style="list-style-type: none"> • Now let's say it together. • What do you want to be? • <i>Answer:</i> I want to be a driver. • <i>Repeat 2 to 3 times.</i> • <i>Mime driving.</i> • <i>Ask:</i> What do you want to be? I want to be a soldier. • <i>Repeat 2 to 3 times.</i> • <i>Mime marching/shooting.</i> • <i>Do the same for a teacher, a doctor and a tailor.</i> • <i>Invite two learners to the front. Help one of them to ask: What do you want to be? Help the other one to answer: I want to be a driver. Ask the one who answers to mime the profession.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask and answer each other: What do you want to be? I want to be a driver/ a soldier/a teacher/a doctor/ a tailor. • Mime for each profession. • <i>Move round to observe and help the learners where necessary.</i> • <i>Ask some pairs to show what they were doing.</i>

Activity 11.1.5 Revising decodable words and sentences**8 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 some words from the Learners' book, page 76. For example: red, rake, rope, ripe, run, reed, rock, ring, rabbit, read, real, ear. • 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 following sentences on the chalkboard: <ul style="list-style-type: none"> Pam can jump with a rope. She can run as fast as a rabbit. She can ride. Pam jumps, runs and rides. Then she rests. • 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: red, rake, rope, ripe, run, reed, rock, ring, rabbit, read, real, ear. • 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"> Pam can jump with a rope. She can run as fast as a rabbit. She can ride. Pam jumps, runs and rides. Then she rests. • 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 76. Take turns to read the words in Box 2 and the sentences. • Move round to observe and help 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: What can Pam do? How fast can Pam run?

Closing the lesson**2 minutes**

Ask the learners to sing the song: I like school (to the tune of Little brother).

UNIT 11 • What I want to be

Lesson 2

Time needed:
60 minutes



Success criteria

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

Resources

- Word cards
- Learners' book, pages 77, 78, 79
- This teachers' guide, pages 196, 197, 200 and 201, songs 4, 6, 17 and 24

Introduction: Singing a song

5 minutes

Ask the learners to sing the song: Little brother.

Activity 11.2.1 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: /s/ /ē/. The word is <i>see</i>. • Listen: /s/ /a/ /n/ /d/. The word is <i>sand</i>. • Listen: /s/ /a/ /d/. The word is <i>sad</i>. <div data-bbox="230 1324 565 1625" 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: /s/ /ē/. What is the word? (<i>Teacher and learners say: see.</i>) • Say: /s/ /a/ /n/ /d/. What is the word? (<i>Teacher and learners say: sand.</i>) • <i>Do the same with sad.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words. • Listen: /s/ /ē/. What is the word? (<i>Learners say: see.</i>) • Listen: /s/ /a/ /nd/. What is the word? (<i>Learners say: sand.</i>) • Listen: /s/ /a/ /d/. What is the word? (<i>Learners say: sad.</i>) • <i>Repeat with groups, pairs and individuals.</i>

Activity 11.2.2 Discussing illustrations**13 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at pages 77 to 79. Look at the picture. • <i>Ask:</i> What do you see in the pictures? • <i>Repeat 3 to 4 times.</i> • <i>Answer:</i> I see a teacher/ a bus driver/a carpenter and a chair/a soldier/a shopkeeper/ a tailor. • <i>Repeat the sentence 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? • Let's answer together (<i>point to each item as you name it</i>): I see a teacher/a bus driver/ a carpenter and a chair/ a soldier/a shopkeeper/a tailor. • <i>Repeat the sentence with 3 or 4 of these items.</i> 	<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>Learners answer:</i> I see a teacher/a bus driver/ a carpenter and a chair/ a soldier/a shopkeeper/a tailor.

Closing the lesson**2 minutes**

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

..... **Break**

Introduction: Revising discussing illustrations**5 minutes**

Point to the pictures, one at a time. Ask and answer with the learners: What is this person doing? The woman is sewing. *Do the same for the other pictures.*

Activity 11.2.3 Reading a story**10 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> a teacher, a bus, a chair, a soldier, a shopkeeper, a machine. • <i>For each card, say the word 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read with the learners the following words:</i> a teacher, a bus, a chair, a soldier, a shopkeeper, a machine. • <i>Repeat each word 3 to 4 times.</i> 	<ul style="list-style-type: none"> • Now you will read on your own. • <i>Teacher shows the word cards or points to the words on the chalkboard with a pointer.</i> • <i>Learners read the words as a whole class, in groups, in pairs and individually:</i> a teacher, a bus, a chair, a soldier, a shopkeeper, a machine.

<ul style="list-style-type: none"> • Open your books at pages 77 to 79. • Move round to make sure that the learners are on the right page. • Listen. I will read the text. • Read the text aloud. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Read the whole text together. • Repeat 3 to 4 times with the whole class. • Read in groups and in pairs. 	<ul style="list-style-type: none"> • Now be in pairs and take turns to read the text. • Move round to observe and help the learners where needed. • Ask a pair or individual learners to read to the whole class.
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Activity 11.2.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What does a teacher do? • Repeat 2 or 3 times. • Answer: A teacher teaches children to read and write. • Repeat 2 or 3 times. • Ask: What does a driver do? • Repeat 2 or 3 times. • Answer: A driver drives people to town for work. • Repeat 2 or 3 times. • Do the same for the other professions. 	<ul style="list-style-type: none"> • Now let's ask and answer questions together. • Ask: What does a teacher do? • Repeat 2 or 3 times. • Let's answer together: A teacher teaches children to read and write. • Repeat 2 or 3 times. • Ask: What does a driver do? • Let's answer together: A driver drives people to town for work. • Repeat 2 or 3 times. • Do the same for the other professions. 	<ul style="list-style-type: none"> • Now you answer the questions on your own. • Ask: What does a teacher do? (Learners answer: A teacher teaches children to read and write.) • Ask: What does a driver do? (Learners answer: A driver drives people to town for work.) • Do the same for the other professions.

Activity 11.2.5 Singing a song

3 minutes

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

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

Closing the lesson

2 minutes

Sing with the learners: Fly like a bird.

Success criteria

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

Resources

- Real objects or pictures of a snail/a sickle/a scissors/stars/sand/soap
- Word cards and letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 81
- This teachers' guide, pages 197, 198 and 199, songs 5, 9 and 15

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

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

Activity 11.3.1 Identifying the initial letter sound /s/

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is: /s/. The first word is <i>snail, snail</i>. <i>Snail</i> begins with /s/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>mango, mango</i>. <i>Mango</i> does not begin with /s/. So I point my thumb down. • The next word is <i>sickle, sickle</i>. <i>Sickle</i> begins with /s/. So I point my thumb up. • Do the same for stars, man, elbow, sickle, egg, soap, scissors, monkey, stars. 	<ul style="list-style-type: none"> • Let's say /s/ together: /s/, /s/. • Repeat with the learners 2 to 3 times. • Now I will say a word. If it begins with /s/, we point our thumbs up. • If it does not begin with /s/, we point our thumbs down. • Say: snail, man, soap, elbow, sickle, egg, scissors, monkey, stars. • Teacher and learners point thumbs up or down depending on whether the sound /s/ is present. 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /s/, point your thumbs up. • If it does not begin with /s/, point your thumbs down. • Say: snail (<i>learners put thumbs up</i>). • Continue with other examples such as: man, elbow, sickle, egg, soap, scissors, monkey, stars. (<i>Learners point thumbs up or down as appropriate.</i>)

Activity 11.3.2 Naming objects beginning with the letter s**1 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 snail, a sickle, a pair of scissors, stars, sand, soap, one at a time.</i> • <i>Ask: What is this?</i> • <i>Answer: It is a snail./It is a sickle./It is a pair of scissors./It is stars./It is sand./It is soap.</i> • <i>Repeat for each object 3 to 4 times.</i> 	<ul style="list-style-type: none"> • <i>Let's say together: What is this? It is a snail./It is a sickle./It is a pair of scissors./It is stars./It is sand./It is soap.</i> • <i>Repeat with the learners 2 to 3 times as a whole class, in groups, in pairs and individually.</i> • <i>Invite two learners to the front with their Learners' books. Help one learner to ask: What is this?</i> • <i>Help the other learner to answer: It is a snail./It is a sickle./It is a pair of scissors./It is stars./It is sand./It is soap.</i> 	<ul style="list-style-type: none"> • <i>Now open your books at page 81. In pairs, take turns to ask: What is this?</i> • <i>And answer: It is a snail./It is a sickle./It is a pair of scissors./It is stars./It is sand./It is soap.</i>

Closing the lesson**3 minutes**

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

..... **Break**

Introduction: Revising naming objects beginning with the letter s**3 minutes***Practise again the Learners section of Activity 11.3.2***Activity 11.3.3 Reading words with the initial letter s****10 minutes**

Now we will read words that begin with the letter **s**. 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: sad/sell/September/sister/sing/sick/soil/soldier. • 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: sad/sell/September/sister/sing/sick/soil/soldier. • 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 81. • Take turns to read all the words on your own. • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 11.3.4 Writing words with the initial letter s**15 minutes**

Now we will write the words that begin with the letter **s**. 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 snail.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a snail. • Repeat 2 or 3 times. • Do the same with: a sickle/scissors/stars/sand/soap. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a snail. • Let's write a snail in the air. • Together with the learners, write a snail in the air. • Do the same with: a sickle/scissors/stars/sand/soap. 	<ul style="list-style-type: none"> • Now open your books at page 81. 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="1135 1695 1470 1923" 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 the song: Show me s.*

UNIT 11 • What I want to be

Lesson 4

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - read decodable words
 - match pictures with words
 - complete sentences

Resources

- Word cards
- Pictures of a ring, rock and reed
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 82
- This teachers' guide, page 197, songs 5 and 6

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: a snail/a sickle/a pair of scissors/stars/sand/soap. Ask the learners to read them as whole class, in groups, in pairs and as individuals.

Activity 11.4.1 Segmenting words into sounds

10 minutes

Now I will say a word, and I will say the sounds. We will say the word, and we will say the sounds together. Then I will say a word, and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: The word is <i>has</i>. The sounds are /h/ /a/ /z/. • Repeat 2 or 3 times. • The word is <i>seed</i>. The sounds are /s/ /ē/ /d/. • Repeat 2 or 3 times. • The word is <i>sand</i>. The sounds are /s/ /a/ /n/ /d/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word, and we will say the sounds together. • Say: The word is <i>has</i>. What are the sounds? • Teacher and learners say: /h/ /a/ /z/. • Say: The word is <i>seed</i>. What are the sounds? • Teacher and learners say: /s/ /ē/ /d/. • Say: The word is <i>sand</i>. What are the sounds? • Teacher and learners say: /s/ /a/ /n/ /d/. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: <i>has</i>. What are the sounds? • Learners say: /h/ /a/ /z/. • Do the same for: <i>seed</i>, <i>sand</i>. • Assist the learners to say the words and sounds 2 or 3 times as a whole class, in groups, pairs and as individuals.

Activity 11.4.2 Reading decodable words

13 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: run, ring, reed, rock. 	<ul style="list-style-type: none"> • Now we will read together. 	<ul style="list-style-type: none"> • Now it's your turn.

- Read each word one at a time, moving the pointer under each letter.

 **Teacher tip**

This is revision so do not spend too much time on these words.

- Now write on the chalkboard the following word: Rose.
- Sound out each letter sound as you move the pointer under it, like this: R_ō_z.
- Then read the word at a normal pace: Rose.
- Repeat 2 or 3 times.
- Do the same for nose/has/his/lost/list/sun/seed/kiss/sand.

- Read with the learners the following words: run, ring, reed, rock.
- Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals.
- Now let's read together: R_ō_z, Rose.
- Repeat 2 or 3 times.
- Do the same for: nose/has/his/lost/list/sun/seed/kiss/sand.

- Open your books at page 82. 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.

Closing the lesson

2 minutes

Sing with the learners: Show me s.

Break

Introduction: Revising decodable words

5 minutes

Write on the chalkboard the words: kiss, list, nose, seed. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 11.4.3 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 nose on the chalkboard. To the right of the drawing write in a vertical column: lost/nose/sand. • Read the words as you point to the drawing and say: This is not sand. This is not lost. This is a nose. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Now open your books at page 82. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: This is a nose. • Let's read the words to find the word: nose. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark learners' work. • Now write the correct word for Pictures 2 and 3.

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

Activity 11.4.4 Completing sentences

10 minutes

Now we will complete sentences. I will complete 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 these words and sentences on the chalkboard: see sad sand lost. I can <u>see</u> Rose. Rose sits on the ____ . She ____ her ring. She is ____ . • Read the words 2 to 3 times. • Ask: What word from the words in the box completes the sentence? • Try all the words. Show the learners how to finish the sentence by adding like. • Now I will read the sentence with the word see: I can see Rose. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now let's read the sentence together: I can ____ Rose. • Ask: What word from the words in the box completes the sentence? • Let's try the words together. (Teacher and learners read the words and try them in the sentence.) • Let's say together: The word is see. I can see Rose. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 82. • Copy the first sentence in your exercise books. (I can ____ Rose.) • As they are copying, move round to check and help the learners where needed. • Now complete the sentence: I can see Rose. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Where is Rose sitting? What did she lose?

Closing the lesson

5 minutes

Sing the song: Little brother.

Success criteria

- Learners must be able to:
- segment words into sounds
 - use words to talk about the future
 - use simple future tense
 - complete sentences with simple future form
 - read using supplementary readers

Resources

- Reading boards, pictures and assorted items
- Learners' book, page 80
- This teachers' guide, page 201, song 22

Time needed:
60 minutes



Introduction: Saying what they want to be

5 minutes

Teacher asks the learners in pairs to ask and answer what they want to be. For example: What do you want to be? (I want to be a driver.)

Activity 11.5.1 Segmenting words into sounds

10 minutes

Now I will say a word, and I will say the sounds. I will say a word, and we will say the sounds. Then I will say the word, and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: The word is <i>sad</i>. The sounds are: /s/ /a/ /d/. • Repeat 2 or 3 times. • The word is <i>seed</i>. The sounds are /s/ /ē/ /d/. • Repeat 2 or 3 times. • The word is <i>sand</i>. The sounds are /s/ /a/ /n/ /d/. <div data-bbox="278 1524 611 1719" 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 word. We will say the sounds together. • Say: The word is <i>sad</i>. What are the sounds? • Teacher and learners say: The sounds are /s/ /a/ /d/. • Say: The word is <i>seed</i>. What are the sounds? • Teacher and learners say: The sounds are /s/ /ē/ /d/. • Say: The word is <i>sand</i>. What are the sounds? • Teacher and learners say: The sounds are /s/ /a/ /n/ /d/. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: <i>sad</i>. • Learners say: /s/ /a/ /d/. • Do the same for: <i>seed</i>, <i>sand</i>. • Assist the learners to say the words and sounds 2 or 3 times as a whole class, in groups, pairs and as individuals.

Activity 11.5.2 Using words to talk about the future

10 minutes

Today we will use words to talk about the future. I will use words to talk about the future. We will use words to talk about the future together. Then you use words to talk about the future on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Now listen! I am a teacher. What will you be? (<i>Use a puppet to show you are talking to another person.</i>) • Repeat 2 to 3 times. • Answer: I will be a soldier. • Repeat this 2 or 3 times. • Say: I am a teacher. What will you be? • Answer: I will be a carpenter. • Repeat 2 or 3 times. • Do the same with the other professions, such as carpenter, shopkeeper and tailor. • Demonstrate each profession using broad gestures to imitate actions associated with each profession such as pretending to hold a stick like a gun for a soldier. <div data-bbox="227 1406 565 1676" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Help the learners to understand that <i>am</i> means now or today, and <i>will be</i> means tomorrow or in the future.</p> </div>	<ul style="list-style-type: none"> • Now let's do it together. • Say: I am a teacher. What will you be? • Repeat 2 to 3 times. • Teacher and learners answer: I will be a teacher. • Repeat this 2 or 3 times. • Say: I am a teacher. What will you be? • Repeat 2 to 3 times. • Teacher and learners answer together: I will be a soldier. • Repeat this 2 or 3 times. • Do the same with the other professions such as carpenter, shopkeeper and tailor. • Have the learners use gestures and actions associated with each profession to demonstrate their choices, such as holding a stick like a gun for a soldier. • Call two learners to the front. Help one to ask: What will you be? Help the other to choose a profession and say: I will be a _____. • Do the same with another pair. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: What will you be? • And answer: I will be a _____ (teacher/soldier/carpenter/shopkeeper/tailor). • Move around observing and giving help the learners where necessary. • Ask some pairs to show the class what they were doing.

Closing the lesson

5 minutes

Sing with the learners: Green girl in the ring. Substitute professions, such as teacher, tailor or carpenter for "green girl."

Break

Introduction: Revising using words to talk about the future**2 minutes**

Practise again the Teacher + Learners section of Activity 11.5.2.

Activity 11.5.3 Complete sentences using simple future tense**10 minutes**

Today we will complete sentences. I will complete sentences. We will complete sentences together. Then you will complete sentences.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Open your books at page 80. Look at the words in the box at the top of the page. • Listen as I read the first sentence: I will be a ____ . • Now look at the picture. The picture shows a tailor. • What word from the word box should I choose to complete the sentence? I choose the word <i>tailor</i>. • <i>Read the sentence again with the word tailor.</i> • <i>Repeat this 2 or 3 times.</i> • <i>Do the same for Sentences 2, 3, 4 and 5.</i> 	<ul style="list-style-type: none"> • Now let's do it together. • Point to Sentence 1. • Let's read the sentence together: I will be a ____ . • Look at the picture. What word should we choose from the word box? • Now, let's complete the sentence together: I will be a <i>tailor</i>. • <i>Repeat this 2 or 3 times.</i> • <i>Do the same for Sentences 2, 3, 4 and 5.</i> 	<ul style="list-style-type: none"> • Now do the sentences on your own. • Look at Sentence 1. What word from the word box completes the sentence: I will be a ____ . • Write the sentence with the word <i>tailor</i> in your exercise books. • Now finish writing Sentences 2, 3, 4 and 5. • <i>Move round to mark learners' work and assist the learners where needed.</i> • <i>Ask some learners to read the sentences they have written.</i>

Activity 11.5.4 Read using supplementary readers**15 minutes**

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage the learners to express their opinions freely. After classes, allow the learners to check out books or story cards to read at home.

Closing the lesson**3 minutes**

Make plural the words in this lesson: tailor, teacher, driver, soldier, shopkeeper, carpenter.

UNIT 11 • What I want to be

Lesson 6

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - give and follow instructions
 - follow instructions
 - write instructions
 - read decodable words and sentences with the letter **s**
 - sing a song

Resources

- Chalkboard: Lines on the chalkboard, prepared in advance
- Learners' book, page 82
- This teachers' guide, pages 197, 198 and 200, songs 7, 8, 9 and 18

Introduction: Singing a song

2 minutes

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

Activity 11.6.1 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: /l/ /o/ /s/ /t/. The word is <i>lost</i>. • Listen: /s/ /a/ /n/ /d/. The word is <i>sand</i>. • Listen: /k/ /i/ /s/. The word is <i>kiss</i>. <div data-bbox="230 1399 563 1705" 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: /l/ /o/ /s/ /t/. What is the word? (<i>Teacher and learners say: lost.</i>) • Say: /s/ /a/ /n/ /d/. What is the word? (<i>Teacher and learners say: sand.</i>) • Listen: /k/ /i/ /s/. What is the word? (<i>Teachers and learners say: kiss.</i>) 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /l/ /o/ /s/ /t/. What is the word? (<i>Learners say: lost.</i>) • Listen: /s/ /a/ /n/ /d/. What is the word? (<i>Learners say: sand.</i>) • Listen: /k/ /i/ /s/. What is the word? (<i>Learners say: kiss.</i>)

Activity 11.6.2 Giving and following instructions

15 minutes

Now we will give and follow instructions. I will give instructions. We will give instructions. Then you will give instructions.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Learners, look at me! • <i>Say one at a time:</i> Sit down, stand up, point to the window, point to the door, clap hands three times, drive a car. • <i>Demonstrate the actions as you say the instructions.</i> • <i>Repeat each instruction 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Lets do this together. • <i>Say with the learners:</i> Sit down, stand up, point to the window, point to the door, clap hands three times, drive a car. • <i>With the learners, demonstrate the actions.</i> • <i>Repeat each instruction 2 or 3 times.</i> • <i>Call two learners to the front and help one to give instructions and the other learner to follow the instructions.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • One learner should give instructions. The other learner should follow the instructions. • <i>Move round to observe and help the learners where needed.</i> • <i>Help the learners to exchange roles.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Closing the lesson

3 minutes

Sing with the learners: This is the way. Use the instructions from Activity 11.6.2 and have the learners follow them as they sing.

..... **Break**

Introduction: Revising giving and following instructions

5 minutes

Practise again the instructions from the Teacher + Learners section in Activity 11.6.2, reversing the order of the instructions.

Activity 11.6.3 Writing instructions

10 minutes

Now we will write instructions. I will write instructions. We will write instructions. Then you will write instructions on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Watch as I write. • Write the following sentences neatly and legibly between the lines prepared earlier: <p><i>Sit down.</i></p> <p><i>Stand up.</i></p> <ul style="list-style-type: none"> • Read each sentence 2 or 3 times. <div style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Make sure the learners notice correct letter formation (uppercase and lowercase); 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"> • Lets read the instructions together. • Read with the learners: Sit down. Stand up. • Read each instruction 2 or 3 times as you run your finger under the words. • Then read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now open your exercise books. Copy the instructions from the board. • Move round to observe, mark and help the learners where needed. • Now be in pairs. Read your instructions to each other.

Activity 11.6.4 Reading decodable words and 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 the following words on the chalkboard: see, sad, sand, lost. • Say each letter sound as you move the pointer under each word. • Then read each word at a normal pace 2 times. <div style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Follow the scripting above the bold line, and then continue with the activities on the next page.</p> </div>	<ul style="list-style-type: none"> • Now we will read together. • Read each word with the learners 2 times. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 82. Read the words in the box. • Move round to observe and help the learners where needed (supervise the learners). • Ask some learners to read to the class.

<ul style="list-style-type: none"> • Write this sentence on the chalkboard: I can see Rose. • Move the pointer under each word as you read. • Read the sentence 2 times. • Do the same for the other sentences: Rose sits on the sand. She lost her ring. She is sad. 	<ul style="list-style-type: none"> • Now we will read together. • Read each sentence with the learners 2 times. • 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 82. • Now read the sentences on your own. Then be in pairs. Read the sentences again. • 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. • Ask: What did Rose lose? How does Rose feel?
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Activity 11.6.5 Singing a song

3 minutes

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

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

Closing the lesson

2 minutes

Sing the song: This is my head. Tell the learners to point to each body part, and follow the other instructions as they sing.

UNIT 11 • What I want to be

Lesson 7

Time needed:
60 minutes



Success criteria

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

Resources

- Word cards
- Learners' book, pages 83, 84
- This teachers' guide, pages 197, 199 and 200, songs 8, 14 and 19

Introduction: Singing a song

5 minutes

Ask the learners to sing the song: I like school.

Activity 11.7.1 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: /T/ /o/ /m/. The word is <i>Tom</i>. • Listen: /b/ /a/ /t/. The word is <i>bat</i>. • Listen: /t/ /e/ /n/. The word is <i>ten</i>. <div data-bbox="230 1319 565 1618" 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. • Listen: /T/ /o/ /m/. What is the word? (<i>Teacher and learners say: Tom.</i>) • Listen: /b/ /a/ /t/. What is the word? (<i>Teacher and learners say: bat.</i>) • <i>Do the same with ten.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /T/ /o/ /m/. What is the word? (<i>Learners say: Tom.</i>) • Listen: /b/ /a/ /t/. What is the word? (<i>Learners say: bat.</i>) • Listen: /t/ /e/ /n/. What is the word? (<i>Learners say: ten.</i>) • <i>Repeat with groups, pairs and individuals.</i>

Activity 11.7.2 Discussing illustrations**10 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"> • <i>Say:</i> Open your books at pages 83 and 84. Look at the pictures. • <i>Ask:</i> What do you see in the pictures? • <i>Repeat 3 to 4 times.</i> • <i>Answer:</i> I see a mother/ a father/a cup/a man/police/ a table/a telephone/mouth. 	<ul style="list-style-type: none"> • <i>Say:</i> Let's do this together. Let's look at the pictures. What do you see in the pictures? • Let's answer together (<i>point to each item as you name it</i>): I see a mother/a father/a cup/ a man/police/a table/ a telephone/mouth. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • <i>Ask:</i> What do you see in the pictures? • <i>Let the learners reply as a whole class, in groups, in pairs and individually:</i> I see a mother/ a father/a cup/a man/police/ a table/a telephone/mouth.

Closing the lesson**5 minutes**

Sing with the learners: The more we are together.

..... **Break**

Introduction: Revising discussing illustrations**5 minutes**

Ask the learners what they see in Picture 1. Let the learners reply as a whole class, in groups, in pairs and individually. Do the same for the other pictures.

Activity 11.7.3 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> drink, nurse, hospital, medicine, police, station. • <i>Read each word twice.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Show the word cards, one at a time, and read with the learners:</i> drink, nurse, hospital, medicine, police, station. • <i>Repeat each word twice.</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> drink, nurse, hospital, medicine, police, station. • <i>Learners read the words as a whole class, in groups, in pairs and individually.</i>

<ul style="list-style-type: none"> • <i>Say:</i> Listen. Open your books at pages 83 and 84. I will read the story. • <i>Read the story aloud.</i> • <i>Use the pointer to show where to begin and where to end.</i> • <i>Repeat 2 to 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's read together. • <i>Read the story together. Guide the learners to turn to the right pages.</i> • <i>Repeat 3 to 4 times with the whole class.</i> 	<ul style="list-style-type: none"> • Be in pairs. Take turns to read. • <i>Move round to observe and help the learners where needed.</i>
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Activity 11.7.4 Answering comprehension questions

8 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask:</i> What are Mr and Mrs Wahili doing? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> They are drinking tea. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What does Mr Wahili do? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> He is a nurse. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What does Mrs Wahili do? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> She is a police officer. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Ask:</i> What are Mr and Mrs Wahili doing? • <i>Repeat 2 or 3 times.</i> • Let's answer together: They are drinking tea. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What does Mr Wahili do? • Let's answer together: He is a nurse. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What does Mrs Wahili do? • Let's answer together: She is a police officer. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now you will answer on your own. • <i>Ask:</i> What are Mr and Mrs Wahili doing? (<i>Learners answer:</i> They are drinking tea.) • <i>Ask:</i> What does Mr Wahili do? (<i>Learners answer:</i> Mr Wahili is a nurse.) • <i>Ask:</i> What does Mrs Wahili do? (<i>Learners answer:</i> She is a police officer.) • <i>Ask other questions to make sure the learners understand the text.</i>

Closing the lesson

2 minutes

Sing the song: This is the way _____. Use the following words practised in the lesson: drink, make, catch, sell.

Success criteria

- Learners must be able to:
- identify the initial letter sound /t/ in words
 - name objects beginning with the letter t
 - read the sight words with the initial letter t
 - copy words with the initial letter t

Resources

- Real objects or pictures of a tortoise/teeth/a telephone/a table/a tomato/a toe
- Word cards and letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 85
- This teachers' guide, pages 197, 198 and 199, songs 5, 9 and 15

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing the song: This is my head. Use the phrases: This is my nose, this is my mouth, this is my leg.

Activity 11.8.1 Identifying the initial letter sound /t/ in words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is /t/. The first word is <i>tortoise, tortoise</i>. <i>Tortoise</i> begins with /t/. So, I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>hill, hill</i>. <i>Hill</i> does not begin with /t/. So I point my thumb down. • The next word is <i>teeth, teeth</i>. <i>Teeth</i> begins with /t/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /t/ together: /t/, /t/. (<i>Repeat with the learners several times.</i>) • Now I will say a word. If it begins with /t/, we point our thumbs up. If it does not begin with /t/, we point our thumbs down. • Say: <i>tortoise</i>. (<i>Teacher and learners point their thumbs up.</i>) • Say: <i>hill</i>. (<i>Teacher and learners point their thumbs down.</i>) • Do the same for: <i>teeth, police, telephone, cat, table, tomato, dog, toe</i>. 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /t/, point your thumbs up. • If it does not begin with /t/, point your thumbs down. • Say: <i>tortoise</i> (<i>learners point thumbs up</i>). • Continue with other examples: <i>hill, teeth, police, telephone, teacher, tomato, star, toe, sand, team, toothbrush, today and fan</i>.

Activity 11.8.2 Naming objects beginning with the letter t

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 a tortoise, teeth, a telephone, a table, a tomato, a toe, one at a time. • Ask: What is this? • Answer: It is a tortoise/it is teeth/it is a telephone/it is a table/it is a tomato/it is a toe. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: What is this? • Ask: What is this? • Answer with the learners: It is a tortoise/it is teeth/it is a telephone/it is a table/it is a tomato/it is a toe. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Now open your books at page 85. In pairs, take turns to ask: What is this? • And answer: It is a tortoise/it is teeth/it is a telephone/it is a table/it is a tomato/it is a toe. • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Closing the lesson

5 minutes

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

Break

Introduction: Revising naming objects beginning with the letter t

5 minutes

Practise again the Learners section of Activity 11.8.2.

Activity 11.8.3 Reading words with the initial letter t

10 minutes

Now we will read words that begin with the letter t. 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: tailor/tar/teacher/team/toothbrush/today/tomorrow. • 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: tailor/tar/teacher/team/toothbrush/today/tomorrow. • 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 85. • 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 11.8.4 Writing words with the initial letter t**12 minutes**

Now we will write the words that begin with the letter **t**. 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 tortoise. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a tortoise. • Repeat 2 or 3 times. • Do the same for: teeth/a telephone/a table/a tomato/a toe. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a tortoise. • Let's write a tortoise in the air. • Together with the learners, write a tortoise in the air. • Do the same for: teeth/a telephone/a table/a tomato/a toe. 	<ul style="list-style-type: none"> • Now open your books at page 85. 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 style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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**3 minutes**

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

UNIT 11 • What I want to be

Lesson 9

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - read words with the /th/ sound
 - read decodable words
 - match pictures with words
 - read decodable sentences

Resources

- Pictures and word cards
- Assorted objects such as eggs, plates, iron, pots and pencils
- Learners' book, page 86
- This teachers' guide, pages 197 and 200, songs 5 and 19

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: a tortoise/teeth/a telephone/a table/a tomato/a toe. Ask the learners to read them as whole class, in groups, in pairs and as individuals.

Activity 11.9.1 Segmenting words into sounds

8 minutes

Now I will say a word and I will say the sounds. We will say the word and we will say the sounds together. Then I will say a word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: The word is <i>Tom</i>. The sounds are /T/ /o/ /m/. • Repeat 2 or 3 times. • The word is <i>bat</i>. The sounds are /b/ /a/ /t/. • The word is <i>get</i>. The sounds are /g/ /e/ /t/. • The word is <i>late</i>. The sounds are /l/ /ā/ /t/. 	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • The word is <i>Tom</i>. The sounds are /T/ /o/ /m/. • Practise the sounds 2 to 3 times with the learners. • Do the same for bat, get, late. 	<ul style="list-style-type: none"> • Now I will say the words and you will say the words and the sounds. • Listen: <i>Tom</i>. What are the sounds? • Learners say: <i>Tom</i>, /T/ /o/ /m/. • Do the same for bat, get, late. • Assist the learners to say the words and sounds 2 to 3 times as a whole class, in groups, pairs and as individuals.

Activity 11.9.2 Reading words with the /th/ sound**15 minutes**

Now we will learn to read /th/ words. I will read /th/ 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 these words on the chalkboard: thief thumb thick teeth. • Read each word while moving a pointer under the letters. • Repeat 2 or 3 times, emphasizing the /th/ sound. Illustrate the meanings of the words. 	<ul style="list-style-type: none"> • Now we will read together. • Read the words 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 word and underline the /th/ in the word. • Call another learner to the front to read the second word and underline the /th/ in the word. • Ask the learners if they know any other words that have the /th/ sound. If they give you correct words, write them down. If not, write the following words: them, think, thank. • Say: Let's read the words together. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now it's your turn. • I will point to different words. You will read the word as I point to it. • Randomly point to different words and ask the learners to read them as a whole class, in groups, pairs and individually.

Closing the lesson**2 minutes**

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

..... **Break**

Introduction: Revising words with the /th/ sound

4 minutes

Write on the chalkboard the words: teeth, thumb, thick, thief. Point to them in random order. Ask the learners to read them as a whole class and in pairs.

Activity 11.9.2 Reading decodable words

8 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: Rose seed sand list has. Read each word one at a time, moving the pointer under each letter. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>This is revision so do not spend too much time on these words.</p> </div> <ul style="list-style-type: none"> Now write on the chalkboard the following word: Tom. Sound out each letter sound as you move the pointer under it, like this: T_o_m. Then read the word at a normal pace: Tom. Repeat 2 or 3 times. Do the same for bat/bite/get/ten/time/gate/wet/mate/late. 	<ul style="list-style-type: none"> Now we will read together. Read with the learners the following words: Rose seed sand list has. Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. Now let's read together: T_o_m, Tom. Repeat 2 or 3 times. Do the same for: bat/bite/get/ten/time/gate/wet/mate/late. 	<ul style="list-style-type: none"> Now it's your turn. Open your books at page 86. 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.

Activity 11.9.4 Matching pictures with words

8 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 bat on the chalkboard. To the right of the drawing, write in a vertical column: Tom/ bite/bat. Read the words as you point to the drawing and say: This is not bite. This is not a bat. This is Tom. 	<ul style="list-style-type: none"> Say: Now open your books at page 86. Say: Point to Picture 1 in Box 3. Ask: What is this? Let's answer: This is a Tom. Let's read the words to find the word: Tom. 	<ul style="list-style-type: none"> Now open your exercise books. Write the correct word for Picture 1. Move round to observe and mark 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: Tom. • Read the word 2 or 3 times. | <ul style="list-style-type: none"> • Read with the learners: Tom/ bite/bat. • Repeat 2 or 3 times. • Let's write the word: Tom. • Call a learner to the front to write the word Tom on the chalkboard. • Do the same for Picture 2. | <ul style="list-style-type: none"> • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Activity 11.9.5 Reading decodable sentences

8 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: Tom sits on a mat. • Move the pointer under each word as you read. • Do the same for the next sentences: He has a wet hat. He puts the hat on the mat. The mat gets wet. • 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. • Move the pointer under each word as you read the sentences with the learners. Tom sits on a mat. He has a wet hat. He puts the hat on the mat. The mat gets wet. • 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 86. • 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 does Tom put his hat?

Closing the lesson

2 minutes

Sing the song: The more we are together.

UNIT 11 • What I want to be

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 11. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 176.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• sing a song	142, 143, 145, 146, 147, 148, 149, 150, 151, 153, 154, 156, 158, 159, 161, 162, 163, 164, 165, 166, 167, 169, 171	
• revise decodable words and sentences	145	76
• blend sounds into words	142, 146, 158, 162	
• segment words into sounds	152, 155, 168	
• say what they want to be	143	
• read decodable words	152, 170	82, 86
• identify professions	144	80
• mime professions	144	
• discuss illustrations	147, 162	77, 78, 79, 83, 84
• read a story	147, 162	77, 78, 79, 83, 84
• answer comprehension questions	148, 164	
• name objects beginning with the initial letter s	150	81
• identify the initial letter sound / s / in words	149	
• read decodable words with the initial letter s	151	81
• write words with the initial letter s	151	81
• use words to talk about the future	156	
• complete sentences using simple future tense	157	80
• match pictures with words	153, 170	82, 86
• complete sentences	154	82
• read decodable sentences	160	82
• read supplementary readers	157	
• give and follow instructions	159	
• write instructions	160	
• read words with the / th / sound	169	
• name objects beginning with the letter t	166	85
• identify the initial sound / t / in words	165	
• read words with the initial letter t	166	85
• read decodable sentences	171	86
• write words with the initial letter t	167	85

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 around 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 around the class.

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

Introduction: Singing a song

5 minutes

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

Activity 11.10.1 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: /l/ /o/ /s/ /t/. The word is <i>lost</i>. • Listen: /s/ /a/ /n/ /d/. The word is <i>sand</i>. • Listen: /k/ /i/ /s/. The word is <i>kiss</i>. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /l/ /o/ /s/ /t/. What is the word? (<i>Teacher and learners say: lost.</i>) • Say: /s/ /a/ /n/ /d/. What is the word? (<i>Teacher and learners say: sand.</i>) • Listen: /k/ /i/ /s/. What is the word? (<i>Teachers and learners say: kiss.</i>) 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /l/ /o/ /s/ /t/. What is the word? (<i>Learners say: lost.</i>) • Listen: /s/ /a/ /n/ /d/. What is the word? (<i>Learners say: sand.</i>) • Listen: /k/ /i/ /s/. What is the word? (<i>Learners say: kiss.</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 all get a chance to hear the sounds.</p> </div>		

Activity 11.10.2 Reading a story

13 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: drink, nurse, hospital, medicine, police, station. • 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: drink, nurse, hospital, medicine, police, station. • 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: drink, nurse, hospital, medicine, police, station. • 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 pages 83 and 84. • 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 84 and 85. • 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.

Closing the lesson

2 minutes

Let the learners choose one of the songs from the unit to sing.

..... **Break**

Introduction: Revising reading a story

8 minutes

Practise again the Learners section of Activity 11.10.2.

Activity 11.10.3 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What are Mr and Mrs Wahili doing? • Repeat 2 or 3 times. • Answer: They are drinking tea. • Repeat 2 or 3 times. • Ask: What does Mr Wahili do? • Repeat 2 or 3 times. • Answer: He is a nurse. • Repeat 2 or 3 times. • Ask: What does Mrs Wahili do? • Repeat 2 or 3 times. • Answer: She is a police officer. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What are Mr and Mrs Wahili doing? • Repeat 2 or 3 times. • Let's answer together: They are drinking tea. • Repeat 2 or 3 times. • Ask: What does Mr Wahili do? • Let's answer together: He is a nurse. • Repeat 2 or 3 times. • Ask: What does Mrs Wahili do? • Let's answer together: She is a police officer. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What are Mr and Mrs Wahili doing? (<i>Learners answer: They are drinking tea.</i>) • Ask: What does Mr Wahili do? (<i>Learners answer: Mr Wahili is a nurse.</i>) • Ask: What does Mrs Wahili do? (<i>Learners answer: She is a police officer.</i>) • Ask other questions to make sure the learners understand the text.

Activity 11.10.4 Reading 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 on the chalkboard this sentence: Tom sits on a mat. • Move the pointer under each word as you read. • Read it twice. • Do the same for the next sentences: He has a wet hat. He puts the hat on the mat. The mat gets wet. • 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. Tom sits on a mat. He has a wet hat. He puts the hat on the mat. The mat gets wet. • 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 86. • 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 does Tom put his hat?

Closing the lesson

2 minutes

Sing the song: This is the way _____.

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 11 ✓

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
revise decodable words and sentences?				
blend sounds into words?				
segment words into sounds?				
read decodable words?				
identify professions?				
mime professions?				
complete sentences?				
say what they want to be?				
sing a song?				
discuss illustrations?				
read a story?				
answer comprehension questions?				

Is the learner able to:	Excellent	Good	Average	Needs support
name objects beginning with the letter s ?				
identify the initial letter sound / s / in words?				
read decodable words with the initial letter s ?				
write words with the initial letter s ?				
complete sentences?				
match pictures with words?				
read decodable sentences?				
use words to talk about the future?				
complete sentences using simple future tense?				
read words with the / th / sound?				
give and follow instructions?				
write instructions?				
read supplementary readers?				
name objects with the initial letter sound / t /?				
identify the initial sound / t / in words?				
read words with the initial letter t ?				
write words with the initial letter t ?				
read decodable sentences?				

UNIT 12 Lesson planner

Unit 12: Let us do it again

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> • Make and accept requests politely • Read a story • Answer comprehension questions • Read and write a decodable sentence 	<ul style="list-style-type: none"> • Use words that show possession • Read a story • Answer comprehension questions • Read and complete decodable sentences 	<ul style="list-style-type: none"> • Identify birthdays • Read a story • Answer comprehension questions • Read decodable sentences 	<ul style="list-style-type: none"> • Use simple past tense • Read decodable words from Units 7–11 • Revise decodable words • Revise sight words • Read decodable sentences • Complete sentences 	<ul style="list-style-type: none"> • Give and follow instructions • Read a story • Say what they want to be • Read using supplementary readers
Introduction	Revising one of the songs in Units 7–11 Revising reading a story	Revising one of the songs in Units 7–11 Revising reading a story	Revising one of the songs in Units 7–11 Revising reading a story	Revising one of the songs in Units 7–11 Revising using simple past tense	Revising one of the songs in Units 7–11 Revising reading a story
References: Learners' book/ Teachers' guide	LB Page 52 TG Page 197, Song 8	LB Pages 55, 56, 58 TG Page 201, song 21	LB Pages 62, 63, 66 TG Page 200, Song 18	LB Page 89 TG Page 197, song 7	LB Pages 83, 84 TG Pages 197 and 200, songs 8 and 20
Listening and speaking	Making and accepting requests politely; answering comprehension questions	Using words that show possession; answering comprehension questions	Asking and saying when someone was born; answering comprehension questions	Using simple past tense verbs	Giving and following instructions; saying what they want to be
Phonological awareness					
Reading					
Alphabetic principle					
Vocabulary	<i>May I use _____, please? Yes. Here it is.</i>	<i>Whose _____ is this? It's his/her _____.</i> <i>Bicycle, rides, meetings, many</i>	<i>When is your birthday? My birthday is _____ (day and month).</i> <i>Birthday, months of the year</i>	<i>Yesterday, simple past tense forms of the given verbs; have, sees, she, table, then, we, with</i>	<i>Drink, nurse, hospital, medicine, police, station; names of people in different professions such as teacher, driver, nurse, shopkeeper, carpenter</i>
Fluency and comprehension	Reading a story; reading decodable sentences	Reading a story; reading and completing sentences	Reading a story; reading decodable sentences	Revising sight words; reading decodable sentences; completing sentences	Reading a story; reading using supplementary readers
Writing	Writing a decodable sentence	Writing and completing sentences		Writing and completing sentences	
Closing	Song: <i>This is the way</i> Learners shake hands and say to each other: <i>How are you (name)? Welcome back to school!</i> Let them respond: <i>Thank you!</i>	Song: <i>Mr Banda has a farm</i> Learners walk around the class taking turns making requests and rejecting the request	Song: <i>January, February, March</i> Learners say to each other: <i>Hello, (name). When is your birthday?</i> Let them respond: <i>My birthday is _____ (day and month).</i>	Song: <i>Clap your hands</i> Learners play a reading game	Song: <i>This is the way</i> Song: <i>Bye! Bye! Bye! But not forever.</i>

Success criteria

- Learners must be able to:
- make and accept requests politely
 - read a story
 - answer comprehension questions
 - read and write a decodable sentence

Resources

- Pictures showing people greeting each other
- Learners' book, page 52
- This teachers' guide, page 197, song 8

Time needed:
60 minutes



Revising

In the next five lessons, you will revise the work done in Units 7–11. 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 learners are struggling with a certain skill, reteach the original lesson to the whole class.

 **Teacher tip**

The story and exercises in this unit in the Learners' book (pages 88 to 90 and page 92) are provided for enrichment. You may use them as read-aloud texts or for learners to try to read independently.

Introduction: Singing a song

3 minutes

Sing one of the songs from Units 7–11.

Activity 12.1.1 Making and accepting requests politely

10 minutes

Now we will make and accept requests politely. I will make and accept requests politely. We will make and accept requests politely. Then, you will make and accept requests politely on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say:</i> Learners, look at me! • <i>Call a learner to the front with a pencil.</i> • <i>Say:</i> May I use your pencil, please? • <i>Repeat 2 to 3 times.</i> • <i>Help the learner to say:</i> Yes. Here it is. • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> May I use your book, please? • <i>Repeat 2 to 3 times.</i> • <i>Help the learner to say:</i> Yes. Here it is. 	<ul style="list-style-type: none"> • Now, let's do this together. • <i>Say with the learners:</i> May I use your pencil, please? • <i>Repeat 2 to 3 times.</i> • <i>Answer with the learners:</i> Yes. Here it is. • <i>Repeat 2 to 3 times.</i> • <i>Do the same with other items.</i> • <i>Repeat this with groups, in pairs and as individuals.</i> • <i>Call two learners to the front.</i> • <i>Help one learner to ask:</i> May I use your book, please? 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: May I use your pencil, please? • And answer: Yes. Here it is. • <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>

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Do the same with other items. 	<ul style="list-style-type: none"> • Help the other learner to answer: Yes. Here it is. • Let the learners take turns. • Repeat with another pair. 	

Activity 12.1.2 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"> • Say: Open your books at page 52. • Listen. I will read the story. • 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.

Closing the lesson

2 minutes

Have the learners mime the actions of Mrs Pemba in Picture 2 (lock the door) sung to the tune of: This is the way.

..... Break

Introduction: Revising reading a story

5 minutes

Read Mrs Pemba with the learners. Remind them to move their fingers under the words as they read.

Activity 12.1.3 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: Who is coming out of the house? • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: Who is coming out of the house? 	<ul style="list-style-type: none"> • Now you answer on your own. • Ask: Who is coming out of the house? (Learners answer: Mrs Pemba.)

<ul style="list-style-type: none"> • Answer: Mrs Pemba. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba doing? • Repeat 2 or 3 times. • Answer: Mrs Pemba is locking the door with a key. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba catching? • Repeat 2 or 3 times. • Answer: Mrs Pemba is catching a bus. • Repeat 2 or 3 times. • Ask: Where is Mrs Pemba working? • Repeat 2 or 3 times. • Answer: Mrs Pemba is working in her office. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Let's answer together: Mrs Pemba. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba doing? • Let's answer together: Mrs Pemba is locking the door with a key. • Repeat 2 or 3 times. • Ask: What is Mrs Pemba catching? • Let's answer together: Mrs Pemba is catching a bus. • Repeat 2 or 3 times. • Ask: Where is Mrs Pemba working? • Let's answer together: In her office. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Ask: What is Mrs Pemba doing? (Learners answer: Mrs Pemba is locking the door with a key.) • Do the same for the picture on page 53. • Ask other questions to make sure the learners understand the story.
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Activity 12.1.4 Reading and writing a decodable sentence

10 minutes

Now I will read and write a sentence. You will read a sentence. Then you will write the sentence.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard this sentence: Dick got a duck at a sale. • 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. • Take the exercise books in for marking.

Closing the lesson

5 minutes

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

UNIT 12 • Let us do it again

Day 2 Review

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- use words that show possession
 - read a story
 - answer comprehension questions
 - read and complete decodable sentences

Resources

- Word cards
- Learners' book, pages 55, 56, 58
- This teachers' guide, page 201, song 21

Introduction: Singing a song

2 minutes

Sing one of the songs from Units 7–11.

Activity 12.2.1 Using words that show possession

10 minutes

Now we will use words that show possession. I will use words that show possession. We will use words that show possession. Then you will use words that show possession.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Call a boy and a girl to the front of the class. Give the boy a book. Give the girl a pencil. • Say: Whose book is this? • Answer: It's his book. (Point to the boy.) • Repeat 2 to 3 times. • Say: Whose pencil is this? • Answer: It's her pencil. (Point to the girl.) • Repeat 2 to 3 times. • Do the same by pointing to the boy's hand/girl's head/boy's item of clothing. 	<ul style="list-style-type: none"> • Call a different boy and girl to the front of the class. Give the boy a book. Give the girl a pencil. • Together let's ask: Whose book is this? • Let's answer: It's his book. Let's point to ____ when we say <i>it's his book</i>. • Repeat 2 to 3 times. • Together let's ask: Whose pencil is this? Let's point to ____ when we say <i>it's her pencil</i>. • Continue using different classroom items or body parts such as head, hand, leg and foot. Randomly alternate between a boy and a girl. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: Whose ____ is this? Answer using the words <i>his</i> and <i>her</i>. • Ask the learners to use their personal items. • Move round to observe and help the learners where needed.

Activity 12.2.2 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: bicycle/rides/meetings/many. • For each card, say the word 2 or 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: bicycle/rides/meetings/many. • 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 cards or point to each word on the chalkboard one at a time: bicycle/rides/meetings/many.
<ul style="list-style-type: none"> • Say: Open your books at pages 56 and 57. • Say: Listen. I will read the story. • 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. 	<ul style="list-style-type: none"> • Now open your books at pages 55 and 56. • Be in pairs and take turns reading. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

Closing the lesson

3 minutes

Sing with the learners: Mr Banda has a farm, using the animals mentioned in the story.

Break

Introduction: Revising reading a story

5 minutes

Read Mr Banda again with the learners. Remind them to move their fingers under the words.

Activity 12.2.3 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. Then you will answer questions about the story on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: Who has a big house? • Answer: Mr Banda has a big house. • Ask: What animals does Mr Banda have? 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: Who has a big house? • Let's answer together: Mr Banda has a big house. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: Who has a big house? (Learners answer: Mr Banda has a big house.)

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Answer: Mr Banda has goats, cows, chickens and dogs. • Ask: What does Mr Banda ride? • Answer: Mr Banda rides a bicycle. • Ask: Where does Mr Banda go? • Answer: Mr Banda goes to meetings. • Repeat questions and answers 2 or 3 times. 	<ul style="list-style-type: none"> • Ask: What animals does Mr Banda have? • Let's answer together: Mr Banda has goats, cows, chickens and dogs. • Ask: What does Mr Banda ride? • Let's answer together: Mr Banda rides a bicycle. • Ask: Where does Mr Banda go? • Let's answer together: Mr Banda goes to meetings. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Ask: What animals does Mr Banda have? (<i>Learners answer: Mr Banda has goats, cows, chickens and dogs.</i>) • Ask other questions to make sure the learners understand the story.

Activity 12.2.4 Reading and completing sentences

10 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 sentence: We ____ milk. • Ask: What word from the words in the box completes the sentence? • Try all the words. Show the learners how to finish the sentence by adding like. • Now I will read the sentence with the word like: We like milk. • Do the same for the next three sentences. 	<ul style="list-style-type: none"> • Now let's read the sentence together: We ____ milk. • Ask: What word from the words in the box completes the sentence? • Let's try the words together. (<i>Teacher and learners read the words and try them in the sentence.</i>) • Let's say together: The word is like. We like milk. • Do the same for the next three sentences. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 58. • Copy the first sentence in your exercise books. (We ____ milk.) • As they are copying move round to check and help the learners where needed. • Now complete the sentence: We like milk. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions. • Ask: What do we like? What is it time for?

Closing the lesson

5 minutes

Let the learners walk around the class taking turns making requests and rejecting the request.

Success criteria

- Learners must be able to:
- identify birthdays
 - read a story
 - answer comprehension questions
 - read decodable sentences

Resources

- Word cards
- Sentence strips
- Learners' book, pages 62, 63, 66
- This teachers' guide, page 200, song 18

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Sing one of the songs from Units 7–11.

Activity 12.3.1 Identifying birthdays

10 minutes

Today we will say our birthdays. I will say my birthday. Then you will say your birthday on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Point at yourself and ask:</i> When is your birthday? • <i>And answer:</i> My birthday is ____ (day and month). • <i>Repeat this 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's ask together: When is your birthday? • <i>Answer with the learners:</i> My birthday is ____ (day and month). • <i>Call two learners to the front.</i> • <i>Help one learner to ask:</i> When is your birthday? • <i>Help the other to answer:</i> My birthday is ____ (day and month). • <i>Let the learners take turns.</i> • <i>Repeat with another pair of learners.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns asking each other: When is your birthday? And answer: My birthday is ____ (day and month). • <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 12.3.2 Reading a story

15 minutes

Now we will read a story. 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 and read these words on word cards: birthday/years. • Explain the meanings of the words with gestures, real items or an example in a sentence. • Show sentence strips with the following sentences, one at a time: <p>My name is Onani. I am seven years old. My birthday is on 3rd February. My name is Oliver. I am eight years old. My birthday is on 10th October. My name is Omega. I am six years old. My birthday is on 9th June.</p> • Read each sentence 2 or 3 times. <div data-bbox="230 1406 565 1634" style="border: 1px solid black; padding: 5px;"> <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"> • Now we will read together. • Show the sentence strips, one at a time, and read with the learners. • Repeat each sentence 2 or 3 times. <p>My name is Onani. I am seven years old. My birthday is on 3rd February. My name is Oliver. I am eight years old. My birthday is on 10th October. My name is Omega. I am six years old. My birthday is on 9th June.</p> • Use a pointer to guide the learners. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now you will read on your own. • Teacher shows the sentence strips and learners read as a whole class, in groups, in pairs and individually. <p>My name is Onani. I am seven years old. My birthday is on 3rd February. My name is Oliver. I am eight years old. My birthday is on 10th October. My name is Omega. I am six years old. My birthday is on 9th June.</p> • Repeat with groups, pairs and individuals.
<ul style="list-style-type: none"> • Say: Open your books at page 62 and 63. • 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.

Closing the lesson

2 minutes

Sing with the learners January, February, March.

Break

Introduction: Revising reading a story

5 minutes

Read *My Birthday* again with the learners. Remind them to move their fingers under the words as they read.

Activity 12.3.3 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the name of the girl? • Repeat 2 or 3 times. • Answer: Her name is Onani. • Repeat 2 or 3 times. • Ask: How old is Onani? • Repeat 2 or 3 times. • Answer: She is seven years old. • Repeat 2 or 3 times. • Ask: When is her birthday? • Repeat 2 or 3 times. • Answer: Her birthday is on 3rd February. • Repeat 2 or 3 times. • Ask two questions Oliver and Omega. For example: How old is Oliver? When is Omega's birthday? • Answer: Oliver is eight years old. Omega's birthday is on 9th June. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the name of the girl? • Repeat 2 or 3 times. • Let's answer together: Her name is Onani. • Repeat 2 or 3 times. • Ask: How old is Onani? • Let's answer together: She is seven years old. • Repeat 2 or 3 times. • Ask: When is her birthday? • Let's answer together: Her birthday is on 3rd February. • Repeat 2 or 3 times. • Ask two questions about Oliver and Omega. For example: When is Oliver's birthday? How old is Omega? • Answer: Oliver's birthday is on 10th October. Omega is six years old. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will answer on your own. • Ask: What is the name of the girl? (<i>Learners answer: Her name is Onani.</i>) • Ask: How old is Onani? (<i>Learners answer: She is seven years old.</i>) • Ask: When is her birthday? (<i>Learners answer: Her birthday is on 3rd February.</i>) • Ask other questions to make sure the learners understand the story.

Activity 12.3.4 Reading 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 
<div data-bbox="230 548 565 778" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>table, sees</i>) on the chalkboard. Read the words 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the sentences: <p style="margin-left: 20px;">The pot is on the table.</p> <p style="margin-left: 20px;">It is hot.</p> • Move the pointer under each word as you read. • Do the same for the next sentences: <p style="margin-left: 20px;">Bob sees the hot pot.</p> <p style="margin-left: 20px;">In the pot, Bob sees an egg, a tomato and a fish.</p> <p style="margin-left: 20px;">Bob likes fish. Yum!</p> • 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: table/sees. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the sentences with the learners. <p style="margin-left: 20px;">The pot is on the table.</p> <p style="margin-left: 20px;">It is hot.</p> <p style="margin-left: 20px;">Bob sees the hot pot.</p> <p style="margin-left: 20px;">In the pot, Bob sees an egg, a tomato and a fish.</p> <p style="margin-left: 20px;">Bob likes fish. Yum!</p> • Repeat each sentence 2 or 3 times. • Then read the sentences with the learners. 	<ul style="list-style-type: none"> • Open your books at page 66. • 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 is the pot? What does Bob see in the pot?

Closing the lesson

5 minutes

Let the learners walk around the class and say to each other: Hello, (name). When is your birthday?
 Let them respond: My birthday is on ____ (day and month).

Success criteria

- Learners must be able to:
- use simple past tense
 - read decodable words from Units 7–11
 - revise sight words
 - read decodable sentences
 - fill in the missing word in sentences

Resources

- Learners' book, page 89
- This teachers' guide, page 197, song 7

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Sing one of the songs from Units 7–11.

Activity 12.4.1 Using simple past tense

10 minutes

Now we will say the simple past tense. I will say the simple past tense. We will say the simple past tense. You will say the simple past tense on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say: I walked to school yesterday (emphasizing the word walked).</i> • <i>Repeat 2 or 3 times.</i> • <i>I cleaned the chalkboard yesterday (emphasizing the word cleaned).</i> • <i>Repeat 2 or 3 times.</i> • <i>Do the same with worked and cooked.</i> 	<ul style="list-style-type: none"> • <i>Let's say the sentences together. What did you do yesterday?</i> • <i>Let's say together: I walked to school yesterday.</i> • <i>Repeat 2 or 3 times.</i> • <i>Let's say together: I cleaned the chalkboard yesterday.</i> • <i>Repeat 2 to 3 times.</i> • <i>Do the same with worked and cooked.</i> • <i>Invite two learners to the front. Help one learner to ask: What did you do yesterday?</i> • <i>Help the other to answer: I walked to school.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs.</i> • <i>Take turns to ask: What did you do yesterday? Answer: I walked to school.</i> • <i>Help the learners to do the same for cleaned, worked and cooked.</i> • <i>Move round to observe and help the learners where needed.</i>

Activity 12.4.2 Revising decodable words

15 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: m, p, k, l, n, o, q, u, r, t. • Listen. I will say the sound for each letter. • Say the sound after you move the pointer under the letter. • Write on the chalkboard the letter s. • The letter s stands for two sounds: /s/ and /z/. • Write on the chalkboard ee, ea. Point under ee and explain that ee stands for /ē/. Repeat for /ea/. • Write on the chalkboard the word: pipe. • When a word ends in a vowel, consonant and e, the first vowel stands for its long sound. In this word the i stands for /ī/. 	<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 or group of letters. <div data-bbox="640 731 1021 1253" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>When you point under s, ask for two sounds.</p> <p>Point under ee and ea as if they are one letter.</p> <p>When you point to the word <i>pipe</i>, ask what the word ends in. Ask what sound the i stands for.</p> <p>If you hear an error, point under the letter, say the sound, and have the learners repeat the sound with you.</p> </div>	<ul style="list-style-type: none"> • Now be in pairs. Say the sounds to each other. When you come to the word <i>pipe</i>, talk about the last letter in the word and what sound the i stands for. • Move round to observe 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: <u>duck</u>, <u>nest</u>, <u>name</u>, <u>pipe</u>, <u>off</u>, <u>queen</u>. • Listen. I will point under a letter. I will say the sound for the letter. Then I will read the word. • Point under the u in duck. Say: /u/, duck. • Point under the underlined letter(s) in each word, say the sound and say the word. • Read the list without sounding out the words. Move the pointer under each word as you say the word. 	<ul style="list-style-type: none"> • Write on the chalkboard the words: <u>reed</u>, <u>step</u>, <u>sleep</u>, <u>lake</u>, <u>seed</u>, <u>time</u>. • First we will say the sound for the underlined letter(s). Then we will say the word. • Use the pointer to guide the learners. • Now we will quickly read the entire list of words. • Use the pointer to guide the learners as you quickly read each word together. <div data-bbox="640 1841 1021 2107" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If you hear an error, ask the learners to listen as you say the underlined sound. Have the learners say the sound with you and then read the word with you.</p> </div>	<ul style="list-style-type: none"> • Now be in pairs. Open your books to page 89. • Read the words in Box 1 to each other. • Move round to observe and give help where needed. • Ask some learners to read the words as you point under the words.

Closing the lesson

2 minutes

Sing with the learners: Clap your hands.

Break

Introduction: Revising using simple past tense

5 minutes

Write on the chalkboard the words: cook, clean, work, walk. Have the learners use the correct verb form of each word to complete the sentence: Yesterday I ____.

Activity 12.4.3 Revising sight words

5 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: have, sees, she, table, then, we, with. • 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. <div data-bbox="688 1077 1069 1338" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>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.</p> </div>	<ul style="list-style-type: none"> • Open your books at page 89. • Now be in pairs. Quickly read the words in the Box 1 to each other. • Now, read the words in Box 2 to each other. • Move round to observe and help the learners where needed. • Ask some learners to read the words as you point under the words.

Activity 12.4.4 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: <ul style="list-style-type: none"> Tom and Rose like to help Mum. They make a gate for the duck pen. They plant seeds. They bake a cake. Mum, Tom and Rose will eat the cake. 	<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. 	<ul style="list-style-type: none"> • Now open your books at page 89. • Be in pairs. Read the first group of sentences to each other. • Now read the other group of sentences to each other. • Move round to observe and give help where needed. • Ask some learners to read the sentences to the class.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Say the sentences slowly as you move the pointer under each word. • Then read the sentences at a normal pace. 	<div 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"> • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: What do Tom and Rose do?

Activity 12.4.5 Completing sentences

8 minutes

Now we will write words in some sentences. I will do the first sentence. We will do the second sentence together. Then you will do the last two sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the words: sleep, likes, hope, eat. • Read each word as you point under it. • Write on the chalkboard the sentence: We ____ Mum takes us to the lake. • Read the sentence leaving out the missing word. • Now, read the sentence with each of the four words on the chalkboard: I cannot sleep a lake or eat a lake. "We likes Mum takes us to the lake" does not sound right. I will try the word <i>hope</i>. "We hope Mum takes us to the lake." <i>Hope</i> sounds right. 	<ul style="list-style-type: none"> • Write on the chalkboard the sentence: We like to ____ the fish. • Read the sentence with the learners, leaving out the missing word. • Ask individual learners to suggest a word from the box and to explain why or why not the word makes sense. • Write the word eat on the line. • Point under each word as you and the learners read the sentence together. 	<ul style="list-style-type: none"> • Now open your books at page 89. • Write the four sentences in your exercise books, filling in the missing words. • Move round to observe and give help where needed. • Ask some learners to read the sentences to the class.

Closing the lesson

2 minutes

Play a reading game. Divide the class into two (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.

Success criteria

- Learners must be able to:
- give and follow instructions
 - read a story
 - say what they want to be
 - read using supplementary readers

Resources

- Books from the book box
- Learners' book, pages 83, 84
- This teachers' guide, pages 197 and 200, songs 8 and 20

Time needed:
60 minutes



 **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 this one to record learners' performance during independent reading. You can continue assessing other learners in the review lessons (Lesson 10) each week.

Introduction: Singing a song

2 minutes

Sing one of the songs from Units 7–11.

Activity 12.5.1 Giving and following instructions

10 minutes

Now we will give and follow instructions. I will give instructions. We will give instructions. Then you will give instructions.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say:</i> Learners, look at me! • <i>Say one at a time:</i> Sit down, stand up, point to the window, point to the door, clap hands three times, drive a car. • <i>Demonstrate the actions as you say the instructions.</i> • <i>Repeat each instruction 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Lets do this together. • <i>Say with the learners:</i> Sit down, stand up, point to the window, point to the door, clap hands three times, drive a car. • <i>With the learners, demonstrate the actions.</i> • <i>Repeat each instruction 2 or 3 times.</i> • <i>Call two learners to the front and help one to give instructions and the other learner follow the instructions.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • One learner should give instructions. The other learner should follow the instructions. • <i>Move round to observe and help the learners where needed.</i> • <i>Help the learners to exchange roles.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 12.5.2 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: drink, nurse, hospital, medicine, police, station. • Read each word twice. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards, one at a time, and read with the learners: drink, nurse, hospital, medicine, police, station. • Repeat each word twice. 	<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: drink, nurse, hospital, medicine, police, station. • 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 pages 83 to 84. Listen. I will read the story. • Read the story aloud. • Use the pointer to show where to begin and where to end. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. • Read the story together. Guide the learners to turn to the right pages. • Repeat 3 to 4 times with the whole class. 	<ul style="list-style-type: none"> • Be in pairs. Take turns to read. • Move round to observe and help the learners where needed.

Closing the lesson

3 minutes

Have the learners sing This is the way, using ideas from the story: drink our tea, give medicine, catch a thief.

..... **Break**

Introduction: Revising reading a story

5 minutes

Read Mr and Mrs Wahili again with the learners. Remind them to move their fingers under the words as they read.

Activity 12.5.3 Saying what they want to be

8 minutes

Now we will say what we want to be. I will say what I want to be. We will say what we want to be. Then you will say what you want to be on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What do you want to be? • Answer: I want to be a teacher/a driver/a carpenter. • Repeat 2 or 3 times. • Do the same for the words: soldier/shopkeeper/tailor. 	<ul style="list-style-type: none"> • Let's say together: What do you want to be? • I want to be a teacher/a driver/a carpenter. • Repeat 2 or 3 times. • Do the same for the words: soldier/shopkeeper/tailor. • Call two learners and help them ask each other: What do you want to be? • Answer: I want to be a teacher/a driver/a carpenter/a soldier/a shopkeeper/a tailor. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns asking each other what you want to be. • Move around observing and supervising the learners. • Ask some pairs to come to the front and say what they want to be.

Activity 12.5.4 Reading using supplementary readers

15 minutes

Now we will read stories. Choose a book to read from the ones in our book box. After you have read your book, tell a partner what you have read.

As learners read, walk around to observe and help the learners where necessary. Ask them to talk about what they have read. Accept any responses and encourage learners to express their opinions freely. After classes, allow learners to check out books or story cards to read at home.

Assessment of learners

Assess learners individually. Use a checklist like this one to record learners' performance. Give the learner a mark if he or she completes the activity. 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

2 minutes

Sing with the learners: Bye-Bye! Bye-bye! But not forever! Have them wave their hands when they say: bye-bye.

Songs in English Standard 2

Term 2

- ★ 1 **One, two, how are you?**
One, two, how are you?
Three, four, shut the door!
Five, six, pick up sticks!
Seven, eight, put them straight!
Nine, ten, count them again.
(Source: Timve and Tsala)
- 2 **How many people live in your house?**
How many people live in your house?
One, my father. Two, my mother.
Three, my brother. Four, my sister.
There is one more now.
Who is that one?
Five. It's me.
(Source: Livuza, 2006)
- 3 **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.
- 4 **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)

★ = Songs new in Term 2

5 Show me a

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

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

(Source: J Chiromo, 2006)

6 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*)

7 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*)

8 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*)

9 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!

10 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?

11 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.

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

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

★ 13 **Days of the week**
(Sing to the tune of: Little brother)

Today is ____ . Today is ____ .
All day long, all day long.
Yesterday was ____ .
Tomorrow will be ____ .
Let's have fun. Let's have fun!

14 **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.

15 **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*)

★ 16 **Molly is wearing a red dress**
(Sing to the tune of: This is the way)

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

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

(Source: *First steps*)

17 The rats 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.

★ **18 January, February, March**
January, February, March,
April, May, June, July.
January, February, March.
April, May, June, July.
August, September, October, November, December.
(Sing twice)

19 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.

20 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.

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

Note: Change animals and their sounds:

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

- 22 **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)

- ★ 23 **A dog can run**
A dog can run and a hare can hop,
A fish can swim in the sea.
A frog can jump and a bird can fly,
But none of them can jump like me.

(Source: Activities with English)

- ★ 24 **Fly like a bird**
Fly, fly, like a bird,
Fly like a bird in the sky.
Swim, swim, swim like a fish,
Like a fish, like a fish, in the lake!



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