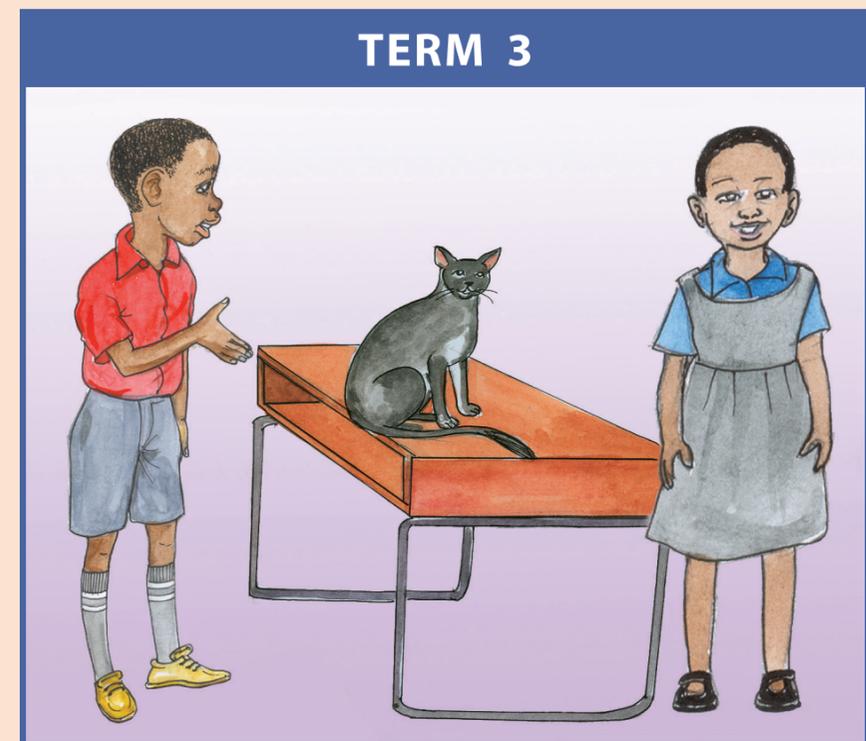


Teachers' guide

Standard Two English with Phonics (STEP)

Teachers' guide

Standard Two English with Phonics (STEP) Term 3



MALAWI PRIMARY EDUCATION

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

Term 3



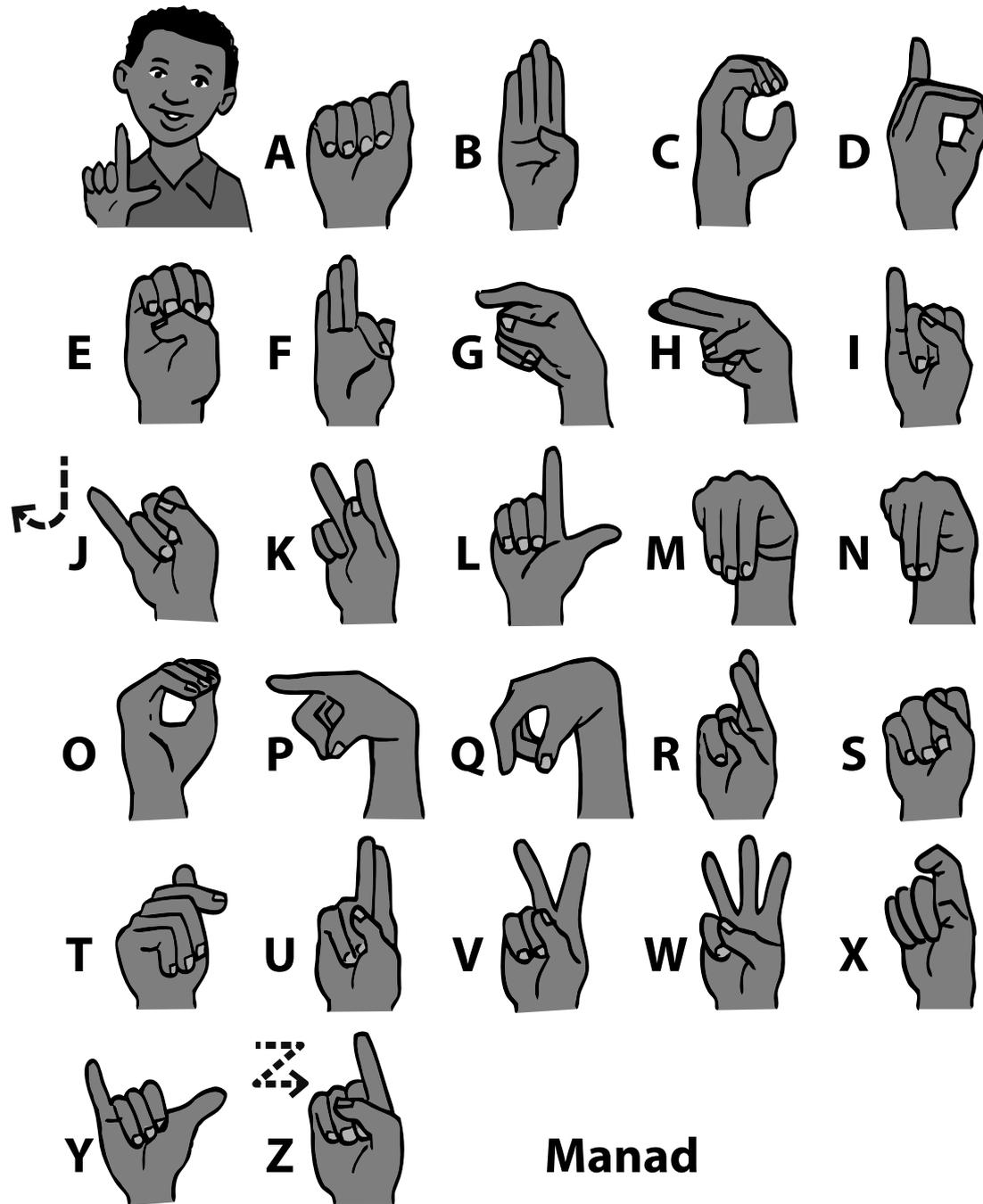
Malawi Institute of Education

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FROM THE AMERICAN PEOPLE

October 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 3 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 Teachers' guide

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. Term 2 contains Units 7–12. This is Term 3. It 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 13 Lesson planner

Unit 13 Week 1: My umbrella

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Discuss an illustration Listen to a folktale Retell a folktale Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds to make words Discuss an illustration Listen and respond to a teacher read-aloud text Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Identify the initial letter sound /u/ in words Name objects with the initial letter u Read sight words with the initial letter u Write words with the initial letter u 	<ul style="list-style-type: none"> Revise sight words with the initial letter u Segment words into sounds Read words with the initial and medial letter u Solve a word search puzzle Read decodable sentences with the letter u 	<ul style="list-style-type: none"> Segment words into sounds Identify colours Use adjectives Write names of colours Read supplementary readers independently
Introductions	Song: <i>The more we are together</i> Revising discussing illustrations	Song: <i>Up and down</i> Revising discussing illustrations	Playing a command game Revising naming objects beginning with the letter u	Revising sight words Revising decodable words with the initial and medial u	Song: <i>One, two, three, four, five</i> Revising using adjectives
References: Learners' book/ Teachers' guide	LB Pages 82, 95 TG Page 203, Song 1	LB Pages 91, 92 TG Page 203, Songs 2 and 3	LB Page 93 TG Pages 203 and 205, Songs 4 and 10	LB Page 94 TG Pages 203 and 204, Songs 4 and 5	LB Page 91 TG Pages 204 and 208, Songs 5, 6, 24
Listening and speaking	Discussing illustrations Listening to a folktale Retell a folktale	Talking about an illustration/ predicting content/ answering questions			Asking and answering questions on colours Using adjectives to describe things
Phonological awareness	Blending sounds into words	Blending sounds into words	Teach the long and short sounds for /u/ Identifying letter sound /u/	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle		Reading the story	Reading words with the initial letter u Reinforce in the two sounds of u	Reading decodable words with the initial and medial letter u Revise the two sounds of u	Reading supplementary readers
Vocabulary	<i>Competition, tortoise, hare, lion, judge</i>	<i>Beautiful, rainy, use, sunny, sweat</i>	Reading words beginning with the letter u	Reading words with the beginning and medial letter u	<i>What colour is this? This is _____.</i>
Fluency and comprehension	Reading decodable sentences	Reading a story	Reading words beginning with the letter u	Reading decodable words/sentences	Reading colours Reading supplementary readers
Writing			Writing words with the initial letter u	Completing sentences with words with the initial and medial letter u	Writing names of colours
Closing the lessons	Song: <i>This is the way</i> Dramatising a story	Song: <i>The green girl in the ring</i> Song: <i>Days of the week</i>	Song: <i>Draw an umbrella in the air</i> Song: <i>Show me a u</i>	Song: <i>Show me a u</i> Song: <i>The alphabet song</i>	Song: <i>Wide skies are blue</i> Song: <i>The alphabet song</i>

Unit 13 Week 2: My umbrella

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Listen and respond to a teacher read-aloud text (folk tale) Discuss illustrations Retell a folktale Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds to make words Listen and respond to a teacher read-aloud text Discuss an illustration Read a dialogue Answer comprehension questions 	<ul style="list-style-type: none"> Identify the initial letter sound /v/ in words Name objects with the initial letter v Read sight words with the initial letter v Copy words with the initial letter v 	<ul style="list-style-type: none"> Segment words into sounds Revise sight words with the initial letter v Read decodable words with the letter v Match words and pictures Read and complete sentences with the letter v 	<ul style="list-style-type: none"> Blend sounds to make words Read a story Answer comprehension questions Read decodable sentences with the letter u Show understanding of the unit's skills
Introduction	Sing: <i>Happy Birthday to you</i> Revising discussing illustrations	Sing: <i>This is the way</i> Revising discussing illustrations	Playing a command game: <i>Mrs Phiri says</i> Revising naming objects beginning with the letter v	Revising sight words Revising decodable words	Reviewing one of the songs learned in this unit Revising the story
References: Learners' book/ Teachers' guide	LB Pages 94, 95 TG Page 204, Songs 7 and 8	LB Pages 96, 97 TG Pages 204, 205, 208, Songs 8, 9, 24	LB Pages 98 TG Pages 203 and 205, Songs 4 and 10	LB Page 99 TG Pages 203 and 204, Songs 4 and 6	
Listening and speaking	Discussing an illustration Listening to a story Retelling a story	Talking about an illustration/ predicting content/ answering questions			Reviewing and assessing learners on any of the oral activities/phonological awareness activities covered in the unit
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the letter sound /v/	Segmenting words into sounds	Blending sounds into words
Reading					
Alphabetic principle	Reading decodable words and sentences with the initial and medial letter u <i>umbrella, up, cup, summer, suck,</i> and sight words from LB, <i>uniform, unity, uncle, use,</i> etc	Reading the story	Reading sight words with the initial letter v	Reading words where the e at the end makes the vowel say its name Reading decodable words	Writing three to five decodable words
Vocabulary	<i>Competition, tortoise, hare, lion, judge</i>	<i>Sad, lost, missing, another, worry, thief, mine</i>	Words beginning with the letter v, for example: <i>vest, van, veil</i>		
Fluency and comprehension	Reading decodable sentences	Reading a story	Reading words beginning with the letter v	Reading decodable words/sentences	
Writing			Writing words with the initial letter v	Completing words with vowel/consonant/e pattern (split vowel digraph)	
Closing the lessons	Song: <i>This is the way</i> Song: <i>Happy Birthday to you</i>	Song: <i>Wide skies are blue</i> Song: <i>There is a green girl in the ring</i>	Song: <i>Draw a vase in the air</i> Song: <i>Show me v</i>	Song: <i>Show me v</i> Song: <i>One, two, three, four, five</i>	Singing a song or playing a game

UNIT 13 • My umbrella

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - discuss illustrations
 - listen and retell a folktale
 - read decodable sentences

Resources

- Learners' book, pages 82, 95
- This teachers' guide, pages 203 and 204, songs 1 and 8

Introduction: Singing a song

2 minutes

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

Activity 13.1.1 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/ /t/. The word is <i>mat</i>. • Listen: /s/ /a/ /n/ /d/. The word is <i>sand</i>. • Listen: /g/ /e/ /t/. The word is <i>get</i>. <div data-bbox="235 1288 565 1582" 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: /s/ /a/ /n/ /d/. What is the word? (<i>Teacher and learners say sand.</i>) • Do the same with <i>get</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: /s/ /a/ /n/ /d/. What is the word? (<i>Learners say: sand.</i>) • Do the same with <i>get</i>. • Repeat with groups, pairs and individuals.

Activity 13.1.2 Discussing illustrations

15 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 page 95. Look at the pictures. • Ask: What do you see in Picture 1? • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Look at the pictures on page 95. What do you see in Picture 1? • Let's answer together: (<i>point to each item as you name it</i>): I see a hare/a tortoise. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on page 95 on your own. • Ask the learners: What do you see in Picture 1?

<ul style="list-style-type: none"> • Answer: I see a hare/a tortoise. • Repeat 2 or 3 times. • Ask: What do you see in Picture 2? • Answer: I see a hare running fast. • Repeat 2 or 3 times. • Do the same with Pictures 3 through 6. 	<ul style="list-style-type: none"> • Repeat each sentence 2 or 3 times with the learners as a whole class in groups, pairs and as individuals. • Say: What do you see in Picture 2? • Let's answer together: I see a hare running fast. • Teacher and learners repeat 2 or 3 times. • Do the same for Pictures 3 through 6. 	<ul style="list-style-type: none"> • Let the learners reply as a whole class, in groups, pairs and as individuals: I see a hare/a tortoise. • Do the same for Pictures 2 through 6. • If the learners give any other correct sentence, accept and praise them.
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Closing the lesson

3 minutes

Sing with the learners: This is the way. Use actions that relate to the story like: the tortoise moves, the hare runs fast, who goes to sleep and who wins the race. Have them demonstrate each action.

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 as individuals. Do the same for the other pictures.

Activity 13.1.3 Listening to a folktale

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your book at page 95. Listen and follow in your book while I tell you a story. • Raise your Learners' book so learners can see. Point to one picture at the time. • Describe each picture: [1] Hare and Tortoise have a running competition. Hare and Tortoise start together. [2] Hare runs fast. [3] Hare goes to a tree and sleeps. [4] Tortoise comes. Tortoise walks past the sleeping Hare. [5] Lion is the judge. [6] Tortoise wins the competition. • Repeat the story 2 to 3 times. 	<ul style="list-style-type: none"> • Teacher and learners tell the story while pointing at the pictures. • Say: Let's tell the story together. [1] Hare and Tortoise have a running competition. Hare and Tortoise start together. [2] Hare runs fast. [3] Hare goes to a tree and sleeps. [4] Tortoise comes. Tortoise walks past the sleeping Hare. [5] Lion is the judge. [6] Tortoise wins the competition. • Repeat the story 2 or 3 times. • Invite two learners to the front of the class. Help the learners to retell and dramatise the story. 	<ul style="list-style-type: none"> • Now you will retell the story on your own. • Be in pairs. Take turns to tell the story to each other. • Move round to make sure that the learners take turns to retell the story. • Ask some pairs to show the class what they were doing.

Activity 13.1.4 Revise decodable sentences

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write this sentence on the chalkboard: I can see Rose. • Say each word as you move the pointer under the sentence. • Read the sentence at a normal pace. • Repeat 2 or 3 times. • Do the same for the next sentences: Rose sits on the sand. She lost her ring. She is sad. • Explain the meaning of the words and sentences with pictures, gestures or real items. 	<ul style="list-style-type: none"> • Now let's read the sentences together: Look at the chalkboard. I can see Rose. Rose sits on the sand. She lost her ring. She is sad. • Move the pointer under each word as you read the sentences with the learners. • Read the sentences at a normal pace. • Repeat 2 or 3 times with the whole class, in groups, in pairs and as individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books on page 82. • Take turns to read the sentences on your own. • Move round as the learners are reading 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. • Ask: Where does Rose sit? Why is she sad? • Answer: She sits on the sand. She lost her ring.

Closing the lesson

2 minutes

Call three learners to the front to dramatise the story of Hare and Tortoise, while you tell the story.

Success criteria

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

Resources

- umbrellas, word cards
- Learners' book, pages 91, 92
- This teachers' guide, pages 203 and 205, songs 2, 3 and 9

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Sing the song: Up and down.

Activity 13.2.1 Blending sounds to make words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /n/ /e/ /s/ /t/. The word is <i>nest</i>. • Listen: /l/ /i/ /s/ /t/. The word is <i>list</i>. • Listen: /s/ /i/ /ng/. The word is <i>sing</i>. <div data-bbox="278 1272 611 1566" 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/ /e/ /s/ /t/. What is the word? (<i>Teacher and learners say: nest.</i>) • Say: /l/ /i/ /s/ /t/. What is the word? (<i>Teacher and learners say list.</i>) • Do the same with sing. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /n/ /e/ /s/ /t/. What is the word? (<i>Learners say nest.</i>) • Say: /l/ /i/ /s/ /t/. What is the word? (<i>Learners say list.</i>) • Do the same with sing. • Repeat with groups, pairs and individuals.

Activity 13.2.2 Discussing illustrations

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 91. Look at the pictures. • What do you see in the pictures? • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's look at the pictures on page 91. What do you see? • Let's answer together (<i>point to each item as you name it.</i>): I see an umbrella/I see two children under an umbrella. 	<ul style="list-style-type: none"> • Now you will talk about the pictures. • Ask the learners: What do you see in the pictures on page 91? • Let the learners reply: I see an umbrella/I see two children under umbrellas.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Answer: I see an umbrella/ I see a boy and a girl with umbrellas. • Repeat 2 or 3 times. • What are the colours of the umbrellas? • Answer: The umbrellas are green, red, blue and white. • Do the same with the picture on page 92. 	<ul style="list-style-type: none"> • Ask: What are the colours of the umbrella? • Let's answer together. The umbrellas have blue, red, green and white colours. • Repeat with the learners as a whole class, groups, pairs and individuals. • Do the same for the picture on page 92. 	<ul style="list-style-type: none"> • Ask: What are the colours of the umbrellas? • Let the learners reply: The umbrellas are blue, red, green and white. • Repeat with groups, pairs and individuals. • Do the same for the picture on page 92. • If the learners give any other correct sentence, accept and praise them.

Closing the lesson

2 minutes

Sing with the learners: The green girl in the ring.

Break

Introduction: Revising discussing illustrations

3 minutes

Ask the learners to say 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 the other pictures.

Activity 13.2.3 Reading a story

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard one at a time: umbrella/beautiful/raining/use/sunny/sweat. • Read each 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 from the chalkboard or word cards: umbrella/beautiful/raining/use/sunny/sweat. • Repeat each word 2 to 3 times with the whole class, in groups, pairs and as individuals. • Help the learners to read the words by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now you will read on your own. • Show the word cards or point to each word on the chalkboard one at a time: umbrella/beautiful/raining/use/sunny/sweat. • Let the learners read the words as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • Say: Open your books at pages 91 and 92. • Say: Listen. I will read. • Read the story aloud while the learners listen and follow in their books. • Use a pointer to show where to begin and slide it under words of each sentence (fluently not word by word). • Repeat 2 to 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, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now you will 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 13.2.4 Answering comprehension questions

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: When do you use an umbrella? • Repeat 2 or 3 times. • Answer: When it is rainy/when it is sunny. • Repeat 2 or 3 times. • What colours is my umbrella? • Repeat 2 or 3 times. • Answer: My umbrella is blue, red, green and white. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Teacher asks: When do you use an umbrella? • Teacher and learners answer: When it is rainy/when it is sunny. • Teacher asks: What colour is my umbrella? • Teacher and learners answer: My umbrella is blue, red, green and white. 	<ul style="list-style-type: none"> • Now you answer questions on your own. • Teacher asks: When do you use an umbrella? • Learners answer: When it is rainy/when it is sunny. • Teacher asks: What colour is my umbrella? • Learners answer: My umbrella is blue, red, green and white.

Closing the lesson

2 minutes

Sing a song about the days of the week.

UNIT 13 • My umbrella

Lesson 3

Time needed:
60 minutes



Success criteria

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

Resources

- Real objects/pictures of *umbrella/uniform*
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 93
- This teachers' guide, pages 203 and 205, songs 4 and 10

Introduction: Playing a game

3 minutes

Play a command game. Use phrases such as: Point to something red/point to something blue/point to something green/point to something white.

Activity 13.3.1 Identifying the initial letter sound /u/ in words

10 minutes

Now we are going to learn two sounds of /**u**/: long **u** and short **u**. I will say a word. If the word begins with /**ū**/ or /**u**/, point thumbs up. If the word does not begin with /**ū**/ or /**u**/, point thumbs down.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is /ū/. The first word is <i>uniform, uniform</i>. <i>Uniform</i> begins with long u. So, I point my thumb up (<i>demonstrate this action</i>). • The sound is /u/. The word is <i>umbrella, umbrella</i>. <i>Umbrella</i> begins with short u. So I point my thumb up (<i>demonstrate the action</i>). • The next word is <i>school, school</i>. <i>School</i> does not begin with /ū/ or /u/. So I point my thumb down. • The next word is <i>useful, useful</i>. <i>Useful</i> begins with /ū/. So I point my thumb up. • The next word is <i>uncle, uncle</i>. <i>Uncle</i> begins with /u/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /ū/ together: /ū/, /ū/. (<i>Repeat with the learners several times.</i>) • Let's say /u/ together: /u/, /u/. (<i>Repeat with the learners several times.</i>) • Now I will say a word. If it begins with /ū/ or /u/, we point our thumbs up. • If it does not begin with /ū/ or /u/, we point our thumbs down. • Say: uniform, uniform (<i>teacher and learners point thumbs up</i>) • Say: school, school (<i>teacher and learners point thumbs down</i>) • Do the same for: useful/ umbrella/pot/unit/uncle/unhappy. 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /ū/ or /u/, point your thumbs up. • If it does not begin with /ū/ or /u/, point your thumbs down. • Say: uniform (<i>learners put thumbs up</i>). • Say: umbrella (<i>learners put thumbs up</i>). • Continue with other examples (pot/useful/boy/unit/uncle/unhappy etc.).

Activity 13.3.2 Naming objects beginning with the letter u**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 the real item or a picture of an umbrella and a uniform one at a time. • Ask: What is this? Answer: It is an umbrella/it is a uniform. • 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 say together: What is this? • Teacher and learners answer: It is an umbrella/it is a uniform. • Repeat with the learners several times (whole class, in groups and individually). • Invite two learners to the front. Help one learner to point to the object and ask: What is this? • Help the other learner to answer: It is an umbrella/it is a uniform. • Repeat with another pair. 	<ul style="list-style-type: none"> • Now open your books at page 93. • In pairs, take turns to ask: What is this? And answer: It is an umbrella/it is a uniform. • Move around the class 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 an umbrella in the air.

..... **Break**

Introduction: Revising naming objects beginning with the letter u**3 minutes**

Practise again with the learners the Learners section of Activity 13.3.2.

Activity 13.3.3 Reading sight words with the initial letter u**10 minutes**

Now we will read words that begin with the letter **u**. 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: up/uncle/unhappy/unit/useful/use/unity. • Read each word from a word card 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards, one at a time, and read with the learners: up/uncle/unhappy/unit/useful/use/unity. • Repeat each word 2 to 3 times. 	<ul style="list-style-type: none"> • Now you will read on your own. • Teacher shows the word cards. Learners read as a whole class, in groups, in pairs and individually: up/uncle/unhappy/unit/useful/use/unity. • Open your books at page 93. • Take turns to read all the words on the page. • Move round to observe and help the learners where necessary.

Activity 13.3.5 Writing words with the initial letter u**12 minutes**

Now we will write words that begin with the letter **u**. 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: <i>an umbrella</i>. <p style="text-align: center;">  </p> <ul style="list-style-type: none"> • Moving a pointer under the letters, read the words: an umbrella. • Repeat 2 or 3 times. • Do the same for: a uniform. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word <i>umbrella</i> on the chalkboard and say: Let's write <i>umbrella</i> in the air. • Together with the learners, write <i>umbrella</i> in the air. • Do the same for uniform. 	<ul style="list-style-type: none"> • Now open your books at page 93. Copy 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>Make sure the learners notice:</p> <ul style="list-style-type: none"> [1] correct letter formation (upper and lower case) [2] correct position on and between the lines [3] adequate spacing between letters and words, and [4] consistency in size and slant of letters. </div>

Closing the lesson**5 minutes**

Sing: Show me u.

Success criteria

- Learners must be able to:
- segment words into sounds
 - read words with the initial and medial letter **u**
 - do a word search puzzle
 - read decodable sentences

Resources

- Word cards
- Chalkboard: Word puzzle from page 94, drawn in advance
- Learners' book, page 94
- This teachers' guide, pages 203 and 204, songs 4 and 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: an umbrella/a uniform. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 13.4.1 Segmenting words into sounds

10 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"> • Listen (read at normal speed): The word is <i>up</i>. • The sounds are (read slowly): /u/ /p/. • Repeat 2 or 3 times. • Listen (read at normal speed): The word is <i>umbrella</i>. • The sounds are (read slowly): /u/ /m/ /b/ /r/ /e/ /l/ /a/. • Repeat 2 or 3 times. • Listen: The word is <i>unhappy</i>. • The sounds are: /u/ /n/ /h/ /a/ /p/ /ē/. 	<ul style="list-style-type: none"> • Now I will say the word and we will say the sounds together. • Say: <i>up</i>. What are the sounds? • Teacher and learners say: /u/ /p/. • Say: <i>unity</i>. What are the sounds? • Teacher and learners say: /u/ /m/ /b/ /r/ /e/ /l/ /a/. • Repeat with <i>unhappy</i>. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: <i>up</i>. What are the sounds? • Learners say: /u/ /p/. • Say: <i>unity</i>. What are the sounds? • Learners say: /u/ /m/ /b/ /r/ /e/ /l/ /a/. • Repeat with <i>unhappy</i>. • Repeat with the whole class, in groups and individually.
<p> Teacher tip</p> <p>You may hold up a finger as you or the learners say each word.</p>		

Activity 13.4.2 Reading words with the initial and medial letter u**13 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following words on the chalkboard: mat, wet, late, time, get. • 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; 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: put. • Sound out each letter sound as you move the pointer under it, like this: p_u_t. • Then read the word at a normal pace: put. • Repeat 2 or 3 times. • Do the same for push/pull/bull/tune/June/use/Luke/med/bus/cup/fun. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: mat, wet, late, time, get. • 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_u_t, put. • Repeat 2 or 3 times. • Do the same for: push/pull/bull/tune/June/use/Luke/med/bus/cup/fun. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 94. 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 **u**.

..... **Break**

Introduction: Revising decodable words**3 minutes**

Write on the chalkboard the words: put, use, cup, fun. Point to them in random order. Ask the learners to read the words as a whole class, in groups, in pairs and individually.

Activity 13.4.3 Doing a word search puzzle**15 minutes**

Now we will find words in a puzzle. I will find words in the puzzle. We will find words in the puzzle together. Then you will find words in the puzzle on your own.

 Teacher	 Teacher + Learners  	 Learners 
<div data-bbox="278 724 625 877" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Teacher tip Before the lesson, write the word puzzle on the chalkboard.</p> </div> <ul style="list-style-type: none"> • On the chalkboard, write the words: push/pull. • Point to the word puzzle on the chalkboard. <div style="text-align: center; margin: 10px 0;"> <p>p u s h r</p> <p>u</p> <p> </p> <p> </p> <p>b</p> </div> <ul style="list-style-type: none"> • Draw a circle around the letters p_u_s_h and say: Here is the word push. • Point at the word push in the puzzle and repeat the word 2 or 3 times. • Now circle the vertical letters p_u_l_l and say: Here is the word pull. • Point at the word pull in the puzzle and repeat the word 2 or 3 times. • Leave the words on the chalkboard, but erase the circling. 	<ul style="list-style-type: none"> • Say: Now let's find the words together. Let's find the word <i>pull</i>. • Together with the learners, say the letters to circle to make the word: p_u_l_l. • Let's read together: <i>push</i> (slide the pointer under the words as you read them). • Do the same for the word push. • Erase the circles around the words. Then call two learners to the front to circle and read the words: push/pull. 	<ul style="list-style-type: none"> • Now it's your turn. • Be in pairs. Open your books at page 94. • Read together the words you need to find: push/pull/fun/rude/put. • Find the words and read them in the puzzle. • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 13.4.4 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 data-bbox="230 548 568 736" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight word (<i>fall</i>) on the chalkboard. Read the word 2 or 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the following sentences. Luke has a bull. Luke pulls the bull. The bull pulls Luke. Luke and the bull fall in the mud. • Move a pointer under each word as you read each sentence aloud. • Repeat 2 to 3 times. • Explain the meaning of the sentences with pictures, gestures or real objects. 	<ul style="list-style-type: none"> • Say: Now we will read the sentences together. • Read with the learners: Luke has a bull. Luke pulls the bull. The bull pulls Luke. Luke and the bull fall in the mud. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books on page 94. • Take turns to read the sentences. • Move round to observe and help the learners where needed. • Ask some pairs 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 boy's name? • Answer: The boy's name is Luke. • Ask: Why do Luke and the bull fall in the mud? • Answer: The bull and Luke pull each other in different directions.

Closing the lesson**2 minutes**

Sing the alphabet song.

Success criteria

- Learners must be able to:
- segment words into sounds
 - identify colours
 - use adjectives
 - write names of colours
 - read supplementary readers

Resources

- Word cards with colour names
- Colour cards (blue/red/green/white/yellow)
- Blue/red/green/white/yellow objects
- Chalkboard: Lines for writing, prepared in advance
- Book box with supplementary readers
- Learners' book, page 91
- This teachers' guide, pages 204 and 208, songs 5, 6 and 24

Time needed:
60 minutes



Introduction: Singing a song

2 minutes

Sing a number song: One, two, three, four, five.

Activity 13.5.1 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"> • <i>Listen (read at normal speed):</i> The word is <i>and</i>. What are the sounds? • The sounds are <i>(read slowly):</i> /a/ /n/ /d/. • Repeat 2 or 3 times. • Listen: The word is <i>are</i>. What are the sounds? • The sound is /ar/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • Say: <i>and</i>. What are the sounds? • Teacher and learners say: /a/ /n/ /d/. • Repeat 2 or 3 times. • Do the same for the word: <i>are</i>. • 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: <i>and</i>. What are the sounds? • Learners say: /a/ /n/ /d/. • Repeat 2 or 3 times. • Do the same for the word: <i>are</i>. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals.

Activity 13.5.2 Identifying colours**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show items or cards for the following colours, one at a time. blue/red/green/white/yellow. Write their names on the chalkboard. • Read the colour names 2 or 3 times. <div data-bbox="230 818 565 1039" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If possible, make cards in advance with the colour on one side and the word for that colour on the other side.</p> </div>	<ul style="list-style-type: none"> • Now we will say the names of colours together. • Show the objects and word cards, one at a time, and read together: blue/red/green/white/yellow. • Repeat each word 2 or 3 times. • Learners read as whole class, in groups, in pairs and individually. • Call two learners to the front. Help them take turns to read the names of colours. • Repeat with another pair. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 91. • Take turns to read Sentence 2. It has the names of colours. • Move round to make sure that the learners take turns and read the sentence with names of colours. • Ask some pairs to show the class what they were doing.

Activity 13.5.3 Using adjectives**10 minutes**

Now we will describe things using colour words. I will describe things. We will describe the things together. Then you will describe the things on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the following items one at a time: A blue umbrella/a yellow pencil/a red shirt/a white pen. <div data-bbox="230 1517 565 1738" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>The items can be varied, according to what you have available, or point to the colours in learners' clothing.</p> </div> <ul style="list-style-type: none"> • Ask: What colour is this? • Answer: This is a blue umbrella/a yellow pencil/a red shirt/a white pen. • For each item, repeat the description 2 to 3 times. 	<ul style="list-style-type: none"> • Let's describe things together. • Show one item at a time and ask with the learners: What colour is this? • Answer with the learners: This is a blue umbrella/a yellow pencil/a red shirt/a white pen. • Repeat with whole class, in groups and individually. 	<ul style="list-style-type: none"> • Now it's your turn. • Show one item at a time and ask the learners: What colour is this? • Learners answer: This is a blue umbrella/a yellow pencil/a red shirt/a white pen. • Repeat with whole class, in groups, in pairs and individually.

Closing the lesson**3 minutes**

Sing with the learners: Wide skies are blue.

..... Break

Introduction: Revising using adjectives**3 minutes**

Let's practise using colour words to describe. *Show five coloured objects and the related word cards one at a time. Call on the learners to read the names of the colours as a class, in groups, in pairs and individually.*

Activity 13.5.4 Writing the names of colours**15 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard between the prepared lines: blue. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Read the word blue, moving a pointer under the letters as you read. • Repeat 2 or 3 times. • Do the same for red, green, white, yellow. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word blue on the chalkboard and say: • Let's write <i>blue</i> in the air. • Together with the learners, write <i>blue</i> in the air. • Do the same for red/green/white/yellow. 	<ul style="list-style-type: none"> • Now open your books at page 91. Write in your exercise books the colours in Sentence 2. • 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 style="text-align: center;"> Teacher tip</p> <p>If the learners do not finish, they should take their books home to write the remaining words.</p> </div>

Activity 13.5.5 Reading using supplementary readers**10 minutes**

Now we will read stories. Choose a book to read from the 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**

Sing the alphabet song.

UNIT 13 • My umbrella

Lesson 6

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - discuss illustrations
 - retell a folktale
 - read decodable sentences

Resources

- Learners' book, pages 94, 95
- This teachers' guide, page 204, songs 7 and 8

Introduction: Singing a song

2 minutes

Sing with the learners: Happy birthday to you.

Activity 13.6.1 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: /ū/ /n/ /i/ /t/. The word is <i>unit</i>. • Listen: /ū/ /n/ /i/ /f/ /o/ /r/ /m/. The word is <i>uniform</i>. • Listen: /p/ /u/ /sh/. The word is <i>push</i>. <div data-bbox="230 1288 565 1582" 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: /ū/ /n/ /i/ /t/. What is the word? (<i>Teacher and learners say: unit.</i>) • Say: /ū/ /n/ /i/ /f/ /o/ /r/ /m/. What is the word? (<i>Teacher and learners say: uniform.</i>) • <i>Do the same with push.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /ū/ /n/ /i/ /t/. What is the word? (<i>Learners say: unit.</i>) • Say: /ū/ /n/ /i/ /f/ /o/ /r/ /m/. What is the word? (<i>Learners say: uniform.</i>) • <i>Do the same with push.</i> • <i>Repeat with groups, pairs and individuals.</i>

Activity 13.6.2 Discussing illustrations**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 95. • What do you see in the pictures on page 95? • <i>Answer:</i> I see hare/I see a tortoise/I see a lion. • <i>Repeat 2 or 3 times.</i> • <i>What are they doing?</i> • <i>Answer:</i> Hare is running/ Tortoise is walking/Lion is sitting in the chair. 	<ul style="list-style-type: none"> • <i>Say:</i> let's look at the pictures on page 95. What do you see? • <i>Answer:</i> I see hare/I see a tortoise/I see a lion. • <i>Repeat 2 or 3 times.</i> • <i>What are they doing?</i> • <i>Answer:</i> Hare is running/ Tortoise is walking/Lion is sitting in the chair. 	<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>Answer:</i> I see hare/I see a tortoise/I see a lion. • <i>Repeat 2 or 3 times.</i> • <i>What are they doing?</i> • <i>Answer:</i> Hare is running/ Tortoise is walking/Lion is sitting in a chair. • <i>If the learners give any other correct sentence, accept and praise them.</i>

Closing the lesson**3 minutes**

Sing with the learners: This is the way. Use actions that relate to the story. Have them demonstrate each action.

..... **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 as individuals. Do the same for the other pictures.

Activity 13.6.3 Retelling a folktale**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your book at page 95. Listen and follow in your book while I tell you a story. • <i>Raise your Learners' book so learners can see. Point to one picture at the time.</i> 	<ul style="list-style-type: none"> • Now let's tell the story together. • <i>Teacher and learners tell the story while pointing at the pictures.</i> 	<ul style="list-style-type: none"> • Now you will retell the story on your own. • Now be in pairs. Take turns to tell the story to each other using the pictures.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> Describe the events shown in each picture: [1] Hare and Tortoise have a running competition. Hare and tortoise start together. [2] Hare runs fast. [3] Hare goes under a tree and sleeps. [4] Tortoise comes. Tortoise walks past Hare. Hare is still sleeping. [5] Lion is the judge of the race. [6] Tortoise wins the race. Repeat the story 2 to 3 times. 	<ul style="list-style-type: none"> Say: Let's tell the story together. [1] Hare and Tortoise have a running competition. Hare and Tortoise start together. [2] Hare runs fast. [3] He goes under a tree and sleeps. [4] Tortoise comes. Tortoise walks past Hare. Hare is still sleeping. [5] Lion is the judge. [6] Tortoise wins the competition. Repeat the story 2 or 3 times. Invite two learners to the front of the class. Help the learners to retell and dramatise the story to each other. Repeat with another pair of learners. 	<ul style="list-style-type: none"> Move round to make sure that the learners take turns to retell the story. Ask some pairs to show the class what they were doing and dramatise the folktale.

Activity 13.6.4 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"> Before reading, write the sight word (<i>fall</i>) on the chalkboard. Read the word 3 or 4 times. Write on the chalkboard the following sentences and read them one at a time: <ul style="list-style-type: none"> Luke has a bull. Luke pulls the bull. The bull pulls Luke. Luke and the bull fall in the mud. Move the pointer under each word as you read the sentences. Read each sentence twice. 	<ul style="list-style-type: none"> Now we will read together. Read the sentences with the learners. <ul style="list-style-type: none"> Luke has a bull. Luke pulls the bull. The bull pulls Luke. Luke and the bull fall in the mud. Repeat each sentence 2 or 3 times. Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> Now be in pairs. Open your books at page 94. Take turns to read the sentences on your own. Move round to observe and help the learners where needed. Ask some learners to read the sentences to the class. Ask 1 or 2 comprehension questions, such as: What is the boy's name? What does the bull do? Do you think the bull is likely to be big or small?

Closing the lesson

2 minutes

Sing: Happy birthday to you.

Success criteria

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

Resources

- Word cards
- Learners' book, pages 96, 97
- This teachers' guide, pages 204, 205 and 208, songs 8, 9 and 24

Time needed:
60 minutes



Introduction: Singing a song

2 minutes

Sing with the learners: This is the way.

Activity 13.7.1 Blending words into sounds

10 minutes

I will say some sounds to make words. We will say some sounds to make words together. Then you will say some sounds to make words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /b/ /u/ /l/. The word is <i>bull</i>. • Listen: /u/ /m/ /b/ /r/ /e/ /l/ /a/. The word is <i>umbrella</i>. • Listen: /f/ /u/ /n/. The word is <i>fun</i>. <div data-bbox="278 1288 611 1582" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. you may hold up one finger as you say each sound. Move closer to the learners so that all get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together: • Say: /b/ /u/ /l/. What is the word? (<i>Teacher and learners say: bull.</i>) • Say: /u/ /m/ /b/ /r/ /e/ /l/ /a/. What is the word? (<i>Teacher and learners say: umbrella.</i>) • Say: /f/ /u/ /n/. What is the word? (<i>Teacher and learners say: fun.</i>) 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words. • Say: /b/ /u/ /l/. What is the word? (<i>Learners say bull.</i>) • Say: /u/ /m/ /b/ /r/ /e/ /l/ /a/. What is the word? (<i>Learners say umbrella.</i>) • Do the same with fun. • Repeat with groups, pairs and individuals.

Activity 13.7.2 Discussing illustrations

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 96. Look at the picture. • Ask: What do you see in the picture? • Answer: I see an umbrella. 	<ul style="list-style-type: none"> • Say: Let's look at the pictures together. Look at the pictures. What do you see in the first picture? • Answer with the learners: I see an umbrella. 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 96 on your own. • Ask the learners: What do you see in the picture?

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Say: Look at page 97. What do you see? • Answer: I see a girl and two boys. One boy has an umbrella. • Ask: Where are the boys and a girl going? • Answer: I think the boys and the girl are going to school/home. • Repeat questions and answers 2 or 3 times. 	<ul style="list-style-type: none"> • What do you see in the second picture? • Answer with the learners: I see a girl and two boys. One boy has an umbrella. • Ask: Where are the boys and a girl going? • Answer with the learners: I think the boys and the girl are going to school/home. • Repeat questions and answers 2 or 3 times. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Let the learners reply as a whole class, in groups, pairs and as individuals. • Do the same for the picture on page 97. • If the learners give any other correct responses, accept and praise them.

Closing the lesson

3 minutes

Sing with the learners: Wide skies are blue.

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 as individuals. Do the same for the other pictures.

Activity 13.7.3 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"> • Write the following words on word cards or on the chalkboard: umbrella/mine/away. • Show and read the words on word cards one at a time: umbrella/mine/away. • 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. • Show the word cards, one at a time. Read with the learners: umbrella/mine/away. • Repeat each word 2 or 3 times. • 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: umbrella/mine/away. • Repeat each word 2 or 3 times. • Learners read as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 96. • <i>Say:</i> Listen. I will read the story aloud. Follow with your finger under the sentences as I read. • <i>Read aloud the dialogue, varying your voice for the three different characters.</i> • <i>Repeat 2 to 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 different learners reading in groups and pairs the parts of the various characters: Temwa, Pumani and Wanangwa.</i> 	<ul style="list-style-type: none"> • Now it is your turn. Be in groups of three. • Read the story together. Take turns to be Temwa, Pumani and Wananga. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some groups of learners to read to the class.</i>
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Activity 13.7.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask:</i> What are the children's names? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> The children's names are Pumani, Temwa and Wanangwa. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Who takes Temwa's umbrella? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Wanangwa takes Temwa's umbrella. 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Ask:</i> What are the children's names? • <i>Repeat 2 or 3 times.</i> • <i>Answer with the learners:</i> The children's names are Pumani, Temwa and Wanangwa. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Who takes Temwa's umbrella? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Wanangwa takes Temwa's umbrella. 	<ul style="list-style-type: none"> • Now you will answer the questions on your own. • <i>Ask:</i> What are the children's names? • <i>Repeat 2 or 3 times.</i> • <i>Learners answer:</i> The children's names are Pumani, Temwa and Wanangwa. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Who takes Temwa's umbrella? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Wanangwa takes Temwa's umbrella. • <i>Ask the learners to come to front to dramatise the story.</i>

Closing the lesson

2 minutes

Sing with the learners: There is a green girl in the ring.

UNIT 13 • My umbrella

Lesson 8

Time needed:
60 minutes



Success criteria

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

Resources

- Real objects, pictures, or models of village/van/veil/vase/vest
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 98
- This teachers' guide, pages 203 and 205, songs 4 and 10

Introduction: Playing a command game

3 minutes

Play: Mrs Phiri says. Use commands such as: Stand up/sit down/clap hands.

Activity 13.8.1 Identifying the letter sound /v/ in words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • The sound is /v/. The first word is <i>vest, vest</i>. <i>Vest</i> begins with /v/. So, I point my thumb up (<i>demonstrate this action</i>). • Repeat 2 or 3 times. • The next word is <i>unity, unity</i>. <i>Unity</i> does not begin with /v/, so I point my thumb down (<i>demonstrate the action</i>). • Repeat 2 or 3 times. • The next word is <i>veil, veil</i>. <i>Veil</i> begins with /v/ so I point my thumb up. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say /v/ together: /v/, /v/. (<i>Repeat with the learners 2 or 3 times.</i>) • Now I will say a word. If it begins with /v/, we point our thumbs up. • If it does not begin with /v/, we point out thumbs down: • Vest, vest (<i>teacher and learners point thumbs up</i>). • Unity, unity (<i>teacher and learners point thumbs down</i>). • Continue with other examples (<i>veil, unity, pawpaw, van, pail, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begin with /v/, point your thumb up. • If it does not begin with /v/, point your thumbs down. • Say: vest (<i>learners put thumbs up</i>). • Continue with other examples (<i>veil, unity, pawpaw, van, pail, etc.</i>).

Activity 13.8.2 Naming objects beginning with the letter v

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the learners a picture or model of the objects one at a time: a village/a van/a veil/ a vase/a vest. • Ask: What is this? • And answer: It is a village./ It is a van./It is a veil./It is a vase./It is a vest. • 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 say together: What is this? • Let's answer together: It is a village./It is a van./It is a veil./ It is a vase./It is a vest. • Repeat with the learners 2 or 3 times (whole class, in groups and individually). • Invite two learners to the front. Help one learner to point to an object and ask: What is this? • Help the other learner to answer: It is a village./It is a van./It is a veil./It is a vase./It is a vest. 	<ul style="list-style-type: none"> • Now open your books at page 98. Be in pairs, take turns to ask: What is this? • And answer: It is a village./ It is a van./It is a veil./It is a vase./It is a vest. • Move round to observe and help the learners where needed. • Ask pairs of learners to show the class what they were doing.

Closing the lesson

2 minutes

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

Break

Introduction: Revising naming objects beginning with the letter v

3 minutes

Practise again with the learners the Learners' section of Activity 13.8.2.

Activity 13.8.3 Reading sight words beginning with the letter v

10 minutes

Now we will read words that begin with the letter v. 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: vendor/ valley/very/video. • Read the words one at a time. • Repeat 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 with the learners: vendor/ valley/very/ video. 	<ul style="list-style-type: none"> • Now you will read on your own. • Open your books at page 98. • Take turns to read all the words on your own.

Teacher	Teacher + Learners	Learners
	<ul style="list-style-type: none"> • Repeat with the learners several times (whole class, in groups and individually). • Invite two learners to the front. Help one learner to point at an object and ask: What is this? • Help the other to answer: vendor/valley/very/video. 	<ul style="list-style-type: none"> • Move around the class to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 13.8.4. Writing words beginning with the letter v

15 minutes

Now we will copy words that begin with the letter v. I will copy the words. We will copy 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 village.  <ul style="list-style-type: none"> • Ask the learners to watch as you write the following words legibly between the lines: a van/a veil/a vase/a vest. • Read the words while moving a pointer under each letter as you read. • Now I will write the letters in the air as I say them. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's write the words in the air as we say them together. • Write the words in the air with the learners. • Repeat 2 or 3 times. • Have the learners write as a whole class, in groups, in pairs and as individuals. 	<ul style="list-style-type: none"> • Now open your exercise books and copy the letters. • Move round to observe and help the learners where needed. • Ask some learners to write the letters on the chalkboard. • Make sure the learners notice: [1] correct letter formation (upper and lower case), [2] correct position on and between the lines, [3] adequate spacing between letters and words and [4] consistency in size and slant of letters. <div data-bbox="1084 1552 1426 1787" 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: Show me v.

Success criteria

Learners must be able to:

- segment words into sounds
- revise sight words with the letter **v**
- read decodable words with the letter **v**
- match words and pictures
- complete sentences

Resources

- Word cards
- Pictures
- Learners' book, page 99
- This teachers' guide, pages 203 and 204, songs 4 and 6

Time needed:
60 minutes



Introduction: Revising sight words

3 minutes

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

Activity 13.9.1 Segmenting words into sounds

10 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"> • Listen: The word is <i>vest</i>. What are the sounds? • The sounds are: /v/ /e/ /s/ /t/. • Listen: The word is <i>van</i>. What are the sounds? • The sounds are /v/ /a/ /n/. • Listen: The word is <i>veil</i>. What are the sounds? • The sounds are /v/ /ā/ /l/. • Repeat each word and sound 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. Then we will say the sounds together. • Say: The word is <i>vest</i>. What are the sounds? • Teacher and learners say: /v/ /e/ /s/ /t/. • Do the same for van/veil. • 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>vest</i>. What are the sounds? • Learners say: /v/ /e/ /s/ /t/. • Repeat 2 or 3 times. • Do the same for van/veil. • Repeat with groups, pairs and individuals.

Activity 13.9.2 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: sum, tune, use, push, June. • Read each word, 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: van. • Sound out each letter sound as you move the pointer under it, like this: v_a_n. • Then read the word at a normal pace: van. • Repeat 2 or 3 times. • Do the same for vote/brave/ cave/gave/dive/Vin/wave/vest. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: sum, tune, use, push, June. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now let's read together: v_a_n, van. • Repeat 2 or 3 times. • Do the same for: vote/brave/ cave/gave/dive/Vin/wave/vest. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 99. 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 v.

..... **Break**

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: vote, veil, cave, village. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 13.9.4 Matching pictures with words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a van on the chalkboard. To the right of the drawing write in a vertical column: vote, van, gave. 	<ul style="list-style-type: none"> • Now open your books on page 99. • Point to Picture 1 in Box 3 and ask: What is this? 	<ul style="list-style-type: none"> • Now open your exercise books. Do Picture 1 in Box 3 on your own. • Then do Pictures 2 and 3.

<ul style="list-style-type: none"> • Read the words as you point to the drawing of the van: This is not vote. This is not gave. This is a van. • Now write underneath the picture: van. • Read the word 2 or 3 times. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Let's answer together: This is not vote. This is not gave. This is a van. • Let's read the words to find the word van: vote, van, gave. • Let's write the word in the air: van. • Do the same for Picture 2 in Box 3. 	<ul style="list-style-type: none"> • Move round to observe, help and mark the learners' work. • Ask some learners to read their answers to the class.
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Activity 13.9.5 Completing sentences

15 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: gave van vote village. Vin had a <u>van</u>. Vin ____ the van to the village. Now the ____ has a van. The village will ____ for Vin. • 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 van. • Now I will read the sentence with the word van: Vin had a van. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now let's read the sentence together: Vin had a ____ . • 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 van. Vin had a van. • Do the same for the next sentence. 	<ul style="list-style-type: none"> • Now open your Learners' book at page 99. • Copy the first sentence in your exercise books. (Vin had a ____ .) • As they are copying, move round to check and help the learners where needed. • Now complete the sentence: Vin had a van. • Now do the rest of the sentences on your own. • Move round to mark learners' work and assist where needed. • Ask some learners to read their sentences to the class. • Ask 1 or 2 comprehension questions to check if the learners understand what they are reading. • Ask: What did Vin have? What will the village do?

Closing the lesson

2 minutes

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

UNIT 13 • My umbrella

Lesson 10 Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 13. 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 35.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds in words	2, 5, 18, 21	
• discuss illustrations	2, 5, 19, 21	91, 92, 95, 96, 98
• read a folktale	3, 19	95
• read decodable sentences	4, 14, 20	89, 94
• sing a song	2, 3, 5, 6, 7, 9, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 28, 29	
• read a story	6, 19, 22	91, 92
• answer comprehension questions	7, 23	91, 92, 96, 98
• identify the /ū/ and /u/ sounds in words	8	93
• name objects with the letter u	9	
• read words with the letter u	9, 12, 15	93
• write words with the letter u	10	
• segment words into sounds	11, 15, 27	
• read decodable words	28	99
• solve a word puzzle	13	94
• match pictures with words	28	
• identify colours	16	91
• write names of colours	17	91
• read independently	17	
• use adjectives	16	91
• identify the letter sound /v/ in words	24	98
• name objects that begin with the letter v	25	98
• read words with the letter v	25	99
• write words with the letter v	26	99
• complete sentences	29	99

Revising

In this lesson, you will revise the activities done in Lessons 1–9. Learners will practise these activities to master the skills of blending sounds to make words, 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

3 minutes

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

Activity 13.10.1 Blending sounds to make words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /n/ /e/ /s/ /t/. The word is <i>nest</i>. • Listen: /l/ /i/ /s/ /t/. The word is <i>list</i>. • Listen: /s/ /i/ /ng/. The word is <i>sing</i>. <div data-bbox="278 1484 611 1782" 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/ /e/ /s/ /t/. What is the word? (<i>Teacher and learners say: nest.</i>) • Say: /l/ /i/ /s/ /t/. What is the word? (<i>Teacher and learners say list.</i>) • Do the same with sing. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /n/ /e/ /s/ /t/. What is the word? (<i>Learners say nest.</i>) • Say: /l/ /i/ /s/ /t/. What is the word? (<i>Learners say list.</i>) • Do the same with sing. • Repeat with groups, pairs and individuals.

Activity 13.10.2 Reading a story

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard one at a time: umbrella/beautiful/raining/use/sunny/sweat. • Read each 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 from the chalkboard or word cards: umbrella/beautiful/raining/use/sunny/sweat. • Repeat each word 2 to 3 times with the whole class, in groups, pairs and as individuals. • Help the learners to read the words by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now you will read on your own. • Shows the word cards or point to each word on the chalkboard one at a time: umbrella/beautiful/raining/use/sunny/sweat. • Let the learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at pages 91 and 92. • Say: Listen I will read. • Read the story aloud while the learners listen and follow in their books. • Use a pointer to show where to begin and slide it under words of each sentence (fluently not word by word) • Repeat 2 to 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, groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now you will read the story on your own. Be in pairs and take turns to read. • Take turns reading the story. • 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 the story

5 minutes

Read The lost umbrella again with the learners. Remind them to move their fingers under the words as they read.

Activity 13.10.3 Answering comprehension questions

10 minutes

Now we will answer questions about the story. I will answer some questions. We will answer questions together. 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 use an umbrella? • Repeat 2 or 3 times. • Answer: When it is rainy/when it is sunny. • Repeat 2 or 3 times. • What colours is my umbrella? • Repeat 2 or 3 times. • Answer: My umbrella is blue, red, green and white. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Teacher asks: When do you use an umbrella? • Teacher and learners answer: When it is rainy/when it is sunny. • Teacher asks: What colour is my umbrella? • Teacher and learners answer: My umbrella is blue, red, green and white. 	<ul style="list-style-type: none"> • Now you answer questions on your own. • Teacher asks: When do you use an umbrella? • Learners answer: When it is rainy/when it is sunny. • Teacher asks: What colour is my umbrella? • Learners answer: My umbrella is blue, red, green and white.

Activity 13.10.4 Reading decodable sentences with the letter u

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 the sight word (<i>fall</i>) from page 96 on the chalkboard. Explain its meaning. • Read the word 2 or 3 times. Ask the learners to read with you. Then ask some learners to read in groups, pairs and individually. • Write on the chalkboard the following sentences. Luke has a bull. Luke pulls the bull. The bull pulls Luke. Luke and the bull fall in the mud. • Move a pointer under each word as you read each sentence aloud. • Repeat 2 to 3 times. • Explain the meaning of the sentences with pictures, gestures or real objects. 	<ul style="list-style-type: none"> • Say: Now we will read the sentences together. • Read with the learners: Luke has a bull. Luke pulls the bull. The bull pulls Luke. Luke and the bull fall in the mud. • Learners read as a whole class, in groups, in pairs and individually. • Answer: Luke and the bull fall in the mud. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books on page 94. • Take turns to read the sentences. • Move round to observe and help the learners where needed. • Ask some pairs 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 boy's name? • Answer: The boy's name is Luke. • Ask: Why do Luke and the bull fall in the mud? • Answer: The bull and Luke pull on each other in different directions.

Assessment of Unit 13

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 in words?				
discuss illustrations?				
read a folktale?				
read decodable sentences?				
sing a song?				
read a story?				
answer comprehension questions?				
identify the /ū/ and /u/ sounds in words?				
name objects with the letter u ?				
read words with the letter u ?				
write words with the letter u ?				
segment words into sounds?				
read decodable words?				
solve a word puzzle?				
match words and pictures?				
identify colours?				
write names of colours?				
read independently?				
use adjectives?				
identify the letter sound /v/ in words?				
name objects that begin with the letter v ?				
read words with the letter v ?				
write words with the letter v ?				
complete sentences?				

UNIT 14 Lesson planner

Unit 14 Week 1: At the hospital

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Ask for information about daily activities Give information about daily activities using action words Revise decodable words/sentences with the letter v Sing a song 	<ul style="list-style-type: none"> Blend sounds to make words Listen and respond to a teacher read-aloud text Discuss an illustration Read a poem Answer comprehension questions 	<ul style="list-style-type: none"> Identify the initial letter sound /w/ in words Name objects with the initial letter w Read sight words with the initial letter w Write words with the initial letter w 	<ul style="list-style-type: none"> Segment words into sounds Revise sight words with the initial letter w Read decodable words with the initial letter w Match words and pictures Read sentences with the letter w 	<ul style="list-style-type: none"> Segment words into sounds Ask for information and give information about activities Use place words (prepositions) to tell where something is Read supplementary readers independently
Introduction	<p><i>Song: The more we are together</i></p> <p>.....</p> <p>Revising asking for and giving information</p>	<p>Playing a command game: <i>Mrs Phiri says</i></p> <p>.....</p> <p>Revising discussing illustrations</p>	<p>Revising sight words with the letter v</p> <p>.....</p> <p>Revising the initial letter sound /w/</p>	<p>Revising sight words with the letter w</p> <p>.....</p> <p>Revising decodable words</p>	<p>Reading words</p> <p>.....</p> <p>Revising asking for and giving information</p>
References: Learners' book/ Teachers' guide	<p>LB Page 99</p> <p>TG Pages 203, 204, 205 and 209, Songs 1, 8, 10 and 29</p>	<p>LB Pages 100, 101</p> <p>TG Pages 204 and 206, Songs 8 and 15</p>	<p>LB Page 102</p> <p>TG Pages 203 and 205, Songs 4 and 10</p>	<p>LB Page 103</p> <p>TG Pages 203 and 205, Songs 4 and 10</p>	<p>TG Pages 204 and 205, Songs 8 and 11</p>
Listening and speaking	<p>Asking for and giving information about activities using the present tense</p> <p><i>Song: Where are the lions</i></p>	<p>Talking about an illustration/ predicting content/ answering questions</p>	<p>Naming objects with the letter w</p>		<p>Asking for and giving information</p>
Phonological awareness	<p>Blending sounds into words</p>	<p>Blending sounds into words</p>	<p>Identifying the letter sound /w/</p>	<p>Segmenting words into sounds</p>	<p>Segmenting words into sounds</p>
Reading					
Alphabetic principle	<p>Reading decodable words/sentences</p>	<p>Reading with the teacher</p>	<p>Reading words beginning with the letter w</p>	<p>Reading -ow at end of the word as in window</p> <p>Reading decodable words with the initial letter w</p>	<p>Reading sentences with prepositions</p>
Vocabulary	<p><i>What do you do every day? What does he/ she do every day? Play and plays, go and goes, eat and eats</i></p>	<p><i>Hospital, medicine, nurse, doctor</i></p>	<p>Words beginning with the letter w</p>		<p><i>Behind, beside, between, in front of</i></p>
Fluency and comprehension	<p>Reading decodable sentences/stories</p>	<p>Reading a poem: At the hospital</p>	<p>Reading words beginning with the letter w</p>	<p>Reading decodable sentences</p>	<p>Reading sentences with prepositions</p> <p>Reading supplementary readers</p>
Writing			<p>Writing words with the initial letter w</p>	<p>Completing sentences with words with the initial letter w</p>	<p>Writing prepositions</p>
Closing the lesson	<p><i>Song: Follow the leader</i></p> <p>.....</p> <p><i>Song: Draw a v in the air</i></p>	<p><i>Song: This is my head</i></p> <p>.....</p> <p><i>Song: This is the way</i></p>	<p><i>Song: Draw a window in the air</i></p> <p>.....</p> <p><i>Song: Show me w</i></p>	<p><i>Song: Show me w</i></p> <p>.....</p> <p><i>Song: Draw a circle in the air</i></p>	<p><i>Song: This is the way</i></p> <p>.....</p> <p><i>Song: Cats sleep anywhere</i></p>

Unit 14 Week 2: At the hospital

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Use the correct present tense to describe activities Revise decodable sentences Sing a song 	<ul style="list-style-type: none"> Blend sounds to make words Listen and respond to a teacher read-aloud text Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects with the letter x Identify the sound /ks/ in words Read sight words with the letter x Write words with the letter x 	<ul style="list-style-type: none"> Segment words into sounds Revise sight words with the letter x Read decodable words with the letter x Read and complete sentences with words with the letter x 	<ul style="list-style-type: none"> Blend sounds to make words Read a story Answer comprehension questions Read sentences Show understanding of the unit's skills
Introduction	Song: <i>Show me v</i> Reading words from word cards Revising simple present tense	Playing a command game: <i>Mrs Phiri says</i> Revising discussing illustrations	Reading words Revising the letter sound / ks / in words	Revising sight words Revising decodable words	Reviewing one of the songs learned in this unit Revising the story
References: Learners' book/ Teachers' guide	LB Page 103 TG Pages 203, 204 and 209, Songs 4, 8 and 30	LB Pages 104, 105, 106 TG Page 203, Song 2	LB Page 107 TG Pages 203 and 205, Songs 4 and 10	LB Page 108 TG Page 203, Song 4	TG Page 203, Song 4
Listening and speaking	Asking for and giving information using present tense Song: <i>Where are the lions?</i>	Talking about an illustration/predicting content/answering questions			Reviewing and assessing the learners on any of the oral activities/ phonological awareness activities covered in the unit
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the letter sound / ks /	Segmenting words into sounds	Blending sounds into words
Reading					
Alphabetic principle	Revising decodable words with the initial letter w	Reading with the teacher	Writing words with the medial and final letter x	Reading decodable words	
Vocabulary	<i>What do you do every day? What does he/she do every day? Play and plays, go and goes, eat and eats</i>	<i>Ripe, pawpaw, climbing, pick, branch, breaks, lying, put</i>	<i>fox, taxi, tax, box, fix, axe, wax</i>		
Fluency and comprehension	Reading decodable sentences with x	Reading a story: An accident	Reading words with the letter x	Reading decodable sentences with x	
Writing			Writing words with the initial letter x	Completing sentences with words with x	
Closing the lesson	Song: <i>Every day we eat porridge</i> Song: <i>This is the way</i>	Song: <i>Up and down</i> Dramatising the story	Song: <i>Draw a box in the air</i> Song: <i>Show me x</i>	Song: <i>Show me x</i> Playing a command game	Reviewing one of the songs learned in this unit Songs: <i>Show me w</i> and <i>Show me x</i>

UNIT 14 • At the hospital

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - ask for information about daily activities
 - give information about daily activities using action words
 - revise decodable words and sentences with the letter **v**
 - sing a song

Resources

- Assorted objects such as toothbrushes, combs, clothes and tablets of soap
- Learners' book, page 99
- This teachers' guide, pages 203–209, songs 1, 8, 10 and 29

Introduction: Singing a song

3 minutes

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

Activity 14.1.1 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: /p/ /u/ /sh/. The word is <i>push</i>. • Listen: /v/ /a/ /n/. The word is <i>van</i>. • Listen: /k/ /ā/ /v/. The word is <i>cave</i>. <div data-bbox="235 1430 568 1724" 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 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: /p/ /u/ /sh/. What is the word? (<i>Teachers and learners say: push.</i>) • Say: /v/ /a/ /n/. What is the word? (<i>Teachers and learners say: van.</i>) • Say: /k/ /ā/ /v/. What is the word? (<i>Teacher and learners say: cave.</i>) 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /p/ /u/ /sh/. What is the word? (<i>Learners say: push.</i>) • Listen: /v/ /a/ /n/. What is the word? (<i>Learners say: van.</i>) • Listen: /k/ /ā/ /v/. What is the word? (<i>Learners say: cave.</i>) • Repeat with groups, pairs and individuals.

Activity 14.1.2 Asking for and giving information

14 minutes

Now we will talk about what you do every day. I will talk about what you do every day. We will talk about what you do every day together. Then you will talk about 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? (<i>Show the meaning with gestures.</i>) • Answer: I brush my teeth every day (<i>emphasising the word brush</i>). • Repeat 2 or 3 times. • Do the same for clean my shoes/walk to work/eat my dinner. 	<ul style="list-style-type: none"> • Let's ask together: What do you do every day? • Let's answer: I brush my teeth every day (<i>emphasising the word brush</i>). • Repeat 2 or 3 times. • Call two learners to the front. Help one to ask: What do you do every day? • And help the other to answer: I brush my teeth every day. I clean my shoes every day. I walk to work every day. I eat my dinner every day. 	<ul style="list-style-type: none"> • Now be in groups. • Take turns to say and do the actions <i>walk, clean, work</i>. Use the objects to show each activity. • Move round to observe and help the learners where needed. • Call two learners to the front to show their friends what they were doing.
<ul style="list-style-type: none"> • Ask: What does she do every day? • Answer: She cleans plates every day (<i>emphasising the word clean</i>). • Ask: What does he do every day? • Answer: He sweeps the floor every day. • Repeat 2 to 3 times. • Do the same with walk and eat. 	<ul style="list-style-type: none"> • Let's ask together: What does she do every day? • Answer: She cleans plates every day (<i>emphasising the word clean</i>). • Ask: What does he do every day? • Answer: He sweeps the floor every day. • Repeat 2 to 3 times. • Do the same with walk and eat. • Call two learners to the front. Help one to ask: What do you do every day? • And help the other to answer: I brush my teeth every day/ I clean my shoes every day/ I walk to work every day/ I eat my dinner every day. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What does she do every day? • Answer: She cleans plates every day (<i>emphasising the word clean</i>). • Ask: What does he do every day? • Answer: He sweeps the floor every day. • Repeat 2 to 3 times. • Do the same with walk and eat.

Closing the lesson

3 minutes

Sing with the learners: Follow the leader. Repeat the song with present tense actions words such as sweep, brush, eat, clean or walk.

..... **Break**

Introduction: Revising asking for and giving information

3 minutes

Let's practise talking about our daily activities. *Ask and answer with the learners:* What do you do every day? *Encourage them to demonstrate the actions with gestures.*

Activity 14.1.3 Singing a song

5 minutes

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

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

Activity 14.1.4 Reading decodable words and sentences

18 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Write on word cards or on the chalkboard some words from the Learners' book, page 101:</i> village, now. • <i>For each word, say each letter sound as you move a pointer under the word.</i> • <i>Then read the word at a normal pace.</i> • <i>Repeat 2 or 3 times</i> • <i>Write these sentences on the chalkboard.</i> Vin had a van. Vin gave the van to the village. Now the village has a van. The village will vote for Vin. • <i>Read the sentences, moving the pointer under each word as you read.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Now let's read the words together: <i>van, vote, gave, wave, dive, cave, vet, brave.</i> • <i>Repeat 2 or 3 times with the whole class, groups, pairs and individuals</i> • <i>Say:</i> Now let's read the sentences together: Vin had a van. Vin gave the van to the village. Now the village has a van. The village will vote for Vin. • <i>Repeat 2 or 3 times with the whole class, groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 99. Take turns to read the words and the related sentences. • <i>Move round to observe and help as needed.</i> • <i>Ask some pairs to read the words and sentences to the class.</i> • <i>Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. For example: Who had the van? Why will the village vote for Vin?</i>

Closing the lesson

4 minutes

Sing: Draw a **v** in the air.

Success criteria

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

Resources

- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, pages 100, 101
- This teachers' guide, pages 204 and 206, songs 8 and 15

Time needed:
60 minutes



Introduction: Playing a command game

3 minutes

Play Mrs. Phiri says, using commands such as: brush your teeth, clean your shoes, walk to work, eat your dinner.

Activity 14.2.1 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: /ū/ /n/ /i/ /f/ /o/ /r/ /m/. The word is <i>uniform</i>. • Listen: /k/ /u/ /p/. The word is <i>cup</i>. • Listen: /ū/ /n/ /i/ /t/. The word is <i>unit</i>. <div data-bbox="278 1354 611 1655" 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 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: /ū/ /n/ /i/ /f/ /o/ /r/ /m/. What is the word? (<i>Teachers and learners say: uniform.</i>) • Say: /k/ /u/ /p/. What is the word? (<i>Teacher and learners say: cup.</i>) • Do the same with unit. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /ū/ /n/ /i/ /f/ /o/ /r/ /m/. What is the word? (<i>Learners say: uniform.</i>) • Listen: /k/ /u/ /p/. What is the word? (<i>Learners say: cup.</i>) • Do the same with unit. • Repeat with groups, pairs and individuals.

Activity 14.2.2 Discussing illustrations

15 minutes

Today we will talk about pictures. I will talk about 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 100. 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 doctor/a nurse/parents/a baby/a hospital. • <i>Repeat each sentence 2 or 3 times.</i> • <i>Do the same with the pictures on page 101.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the picture on page 100. What do we see? • Let's answer together (<i>point to each item as you name it</i>): I see a doctor/a nurse/parents/a baby/a hospital. • <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 101.</i> 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 100 on your own. • <i>Ask the learners:</i> What do you see in the picture? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals.</i> • <i>Do the same for the pictures on page 101.</i>

Closing the lesson

2 minutes

Sing with the learners: This is my head.

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 as individuals. Do the same for the other pictures.

Activity 14.2.3 Reading a poem

12 minutes

Now we will read a poem. I will read the poem. We will read the poem together. Then you will read the poem 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> hospital/doctor/nurse/children/medicine. • <i>Read each word 3 or 4 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> hospital/doctor/nurse/children/medicine. • <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> hospital/doctor/nurse/children/medicine. • <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 100 and 101. • <i>Say:</i> Listen. I will read. • <i>Read the poem 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 poem. • <i>Say:</i> Move your fingers under the words as you read. • <i>Read the whole poem 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>
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Activity 14.2.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask:</i> What is the poem about? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> The people and things at a hospital. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Who are some of the people found at the hospital? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> Babies, nurses, doctors and parents. • <i>Repeat 2 or 3 times.</i> • <i>Ask two questions about what happens on page 101. For example:</i> Who do we find at the hospital? What do we find at the hospital? • <i>Answer:</i> We find mothers, children, nurses and doctors. We find medicines, nurses and doctors. 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Ask:</i> What is the poem about? • <i>Repeat 2 or 3 times.</i> • Let's answer together: People and things found at the hospital. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Who are some of the people found at the hospital? • Let's answer together: Babies, nurses, doctors and parents. • <i>Repeat 2 or 3 times.</i> • <i>Ask two questions about what happens on page 101. For example:</i> Who do we find at the hospital? What do we find at the hospital? • <i>Answer:</i> We find mothers, children, nurses and doctors. We find medicines, nurses and doctors. 	<ul style="list-style-type: none"> • Now you will answer on your own. • <i>Ask:</i> What is the poem about? (<i>Learners answer:</i> The people and things at a hospital.) • <i>Ask:</i> What are some of the people found at the hospital? (<i>Learners answer:</i> babies, nurses, doctors and parents.) • <i>Do the same for page 101.</i> • <i>Ask other questions to check if the learners understand the poem.</i>

Closing the lesson

5 minutes

Ask the learners to sing the song: This is the way. Use the words and actions from Activity 14.1.2.

UNIT 14 • At the hospital

Lesson 3

Time needed:
60 minutes



Success criteria

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

Resources

- Real items, pictures or models of a watch, a window, a wall, a woman
- Word cards, Letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 102
- This teachers' guide, pages 203 and 205, songs 4 and 10

Introduction: Reading words

5 minutes

Revise reading the sight words. Show the word cards with the following words one at a time in random order for the learners to read as a whole class, in groups, in pairs and as individuals: van, wave, gave, save, vote.

Activity 14.3.1 Naming objects with the initial letter w

13 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 real objects, a picture or a model of a watch, a window, a wall, a woman. • Ask: What is this? • Repeat 2 or 3 times. • Answer: It is a watch./ It is a window./It is a wall./ It is a woman. • Repeat for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: What is this? • Repeat 2 or 3 times. • Answer: It is a watch./ It is a window./It is a wall./ It is a woman. • 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 watch./ It is a window./It is a wall./ It is a woman. 	<ul style="list-style-type: none"> • Now open your books at page 104. • In pairs, take turns to ask: What is this? • And answer: It is a watch./ It is a window./It is a wall./ It is a woman. • Ask some pairs to show the class what they were doing.

Activity 14.3.2 Identifying the initial letter sound /w/ in words

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /w/. The first word is: <i>water, water</i>. <i>Water</i> begins with /w/. 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 /w/. So I point my thumb down. • The next word is <i>wood, wood</i>. <i>Wood</i> begins with /w/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /w/ together: /w/, /w/. (<i>Repeat with the learners several times.</i>) • Now I will say a word. If it begins with /w/, we point our thumbs up. • If it does not begin with /w/, we point our thumbs down: • Say: <i>water, water</i> (<i>teacher and learners point thumbs up.</i>) • Say: <i>man, man</i> (<i>teacher and learners point thumbs down.</i>) • <i>Continue with other examples</i> (<i>wood, gave, wind, rope, van, wave, long, rabbit, rat, etc.</i>). 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /w/, point your thumbs up. • If it does not begin with /w/, point your thumbs down: • Say: <i>water</i> (<i>learners put thumbs up</i>). • <i>Continue with other examples</i> (<i>wood, gave, wind, rope, van, wave, long, rabbit, rat, etc.</i>).

Closing the lesson

2 minutes

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

..... **Break**

Introduction: Revising the initial letter sound /w/

3 minutes

Practise again the Learners section of Activity 14.3.2.

Activity 14.3.3 Reading words with the initial letter w

10 minutes

Now we will read words that begin with the letter **w**. 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: water, wood, wind. • 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: water, wood, wind. • 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 102. • 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 14.3.4 Writing words with the letter w

15 minutes

Now we will write the words that begin with the letter **w**. 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: watch. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Read: watch moving a pointer under the letters as you read. • Repeat 2 or 3 times. • Do the same with a window/ a wall/a woman. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word: watch on the chalkboard. • Say: Let's write watch in the air. • Together with the learners, write a watch in the air. • Do the same for a window/ a wall/a woman. 	<ul style="list-style-type: none"> • Now open your books at page 102. Write the words in your exercise books on your own. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div 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 w.

Success criteria

- Learners must be able to:
- segment words into sounds
 - read words with the initial letter **w**
 - match words with pictures
 - read and answer questions with the letter **w**

Resources

- Word cards
- Learners' book, page 103
- This teachers' guide, pages 203 and 205, songs 4 and 10

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 in random order for the learners to read as a whole class, in group, in pairs and as individuals: a watch/a window/a wall/a woman.

Activity 14.4.1 Segmenting words into sounds

10 minutes

Now I will say a word and I will say the sounds. We 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"> • Listen (<i>read at normal speed</i>): The word is <i>wet</i>. The sounds are (<i>read slowly</i>): /w/ /e/ /t/. • Repeat 2 or 3 times. • Listen (<i>read at normal speed</i>): The word is <i>went</i>. The sounds are (<i>read slowly</i>): /w/ /e/ /n/ /t/. • Repeat 2 or 3 times. • Listen: The word is <i>wick</i>. The sounds are: /w/ /i/ /k/. <div data-bbox="274 1507 628 1660" 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 and you will say the sounds with me. • Say: <i>wet</i>. What are the sounds? <i>Teacher and learners say: /w/ /e/ /t/.</i> • Say: <i>went</i>. What are the sounds? <i>Teacher and learners say: /w/ /e/ /n/ /t/.</i> • Say: <i>wick</i>. What are the sounds? <i>Teacher and learners say: /w/ /i/ /k/.</i> 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: <i>wet</i>. What are the sounds? <i>Learners say: /w/ /e/ /t/.</i> • Do the same for <i>went</i> and <i>wick</i>. • Repeat with the whole class, in groups, pairs and individually.

Activity 14.4.2 Reading decodable words

13 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write the following words on the chalkboard: van, wave, gave, save, vote. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: van, wave, gave, save, vote. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 103. 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="230 505 565 653" 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: wide. • Sound out each letter sound as you move the pointer under it, like this: w _ i _ d. • Then read the word at a normal pace: wide. • Repeat 2 or 3 times. • Do the same for William/weed/wake/win/wet/well/wedding/wick/week. 	<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: w _ i _ d, wide. • Repeat 2 or 3 times. • Do the same for: William/weed/wake/win/wet/well/wedding/wick/week. 	<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

2 minutes

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

Break

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: wet, win, wake, well. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 14.4.3 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 on the chalkboard a child waking in bed. To the right of the drawing, write in a vertical column: wake, wet, well. 	<ul style="list-style-type: none"> • Now open your books at page 103. • Say: Point to Picture 1 in Box 3. • Ask: What is this? • Let's answer: This is <i>wake</i>. • Let's read the words to find the word: <i>wake</i>. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Picture 1. • Move round to observe and mark the learners' work.

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Read the words as you point to the picture and say: This is not wet. This is not a well. This is wake. • Write under the drawing the word: wake. • Read the word 2 or 3 times. | <ul style="list-style-type: none"> • Read with the learners: wake/wet/well. • Repeat 2 or 3 times. • Let's write the word: wake. • Call a learner to the front to write the word wake on the chalkboard. • Do the same for Picture 2. • Repeat 2 or 3 times with groups, pairs and individuals. | <ul style="list-style-type: none"> • 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 14.4.4 Reading and answering questions

12 minutes

Now we will read and answer questions with *yes* or *no*. I will read and answer questions with *yes* or *no*. We will read and answer questions with *yes* or *no* together. Then you will read and answer questions with *yes* or *no* 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>night, water, garden</i>) on the chalkboard. Read the words 2 to 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the question and answer: Is water wet? <u>yes</u> • Move the pointer under each word as you read. • Do the same for the next sentences: Is a well deep? ____ Do we like weeds in the garden? ____ Do we see the sun at night? ____ • 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 the sight words together: <i>night/water/garden</i>. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the questions with the learners. Is water wet? <u>yes</u> • Read each question and answer 2 to 3 times. • Move the pointer under each word as you read • Do the same for the other questions. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your Learners' books at page 103. Be in pairs. • Take turns reading the questions and completing the answers with <i>yes</i> or <i>no</i>. • Move round to observe and help the learners where needed (<i>supervise the learners</i>). • Ask some pairs to show the class what they were doing.

Closing the lesson

5 minutes

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

UNIT 14 • At the hospital

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - ask for and give information about every day activities
 - use place words to tell where something is
 - read supplementary readers

Resources

- Word cards for prepositions: behind, beside, between, in front of
- Book box
- This teachers' guide, pages 204 and 205, songs 8 and 11

Introduction: Reading words

5 minutes

Let the learners read words on the word cards such as: wall, woman, window, wind.

Activity 14.5.1 Segmenting words into sounds

10 minutes

Now I will say a word and I will say the sounds. We 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"> • Listen (read at normal speed): The word is <i>week</i>. The sounds are (read slowly): /w/ /ē/ /k/. • Repeat 2 or 3 times. • Listen (read at normal speed): The word is <i>well</i>. The sounds are (read slowly): /w/ /e/ /l/. • Repeat 2 or 3 times. • Listen: The word is <i>wood</i>. The sounds are: /w/ /u/ /d/. 	<ul style="list-style-type: none"> • Now I will say the word and you will say the sounds with me. • Say: <i>week</i>. What are the sounds? Teacher and learners say: /w/ /ē/ /k/. • Say: <i>well</i>. What are the sounds? Teacher and learners say: /w/ /e/ /l/. • Do the same with: <i>wood</i>. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds. • Say: <i>week</i>. What are the sounds? Learners say: /w/ /ē/ /k/. • Say: <i>well</i>. What are the sounds? Learners say: /w/ /e/ /l/. • Do the same with: <i>wood</i>. • Repeat with the whole class, in groups, pairs and individually.
<div 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>		

Activity 14.5.2 Asking for and giving information**13 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Learners, look at me! • <i>Say:</i> What do you do at school every day? • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> We learn at school every day. • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> What do you eat every day? • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> We eat food every day. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now, let's do this together. • <i>Say with the learners:</i> What do you do at school every day? • <i>Repeat 2 or 3 times.</i> • <i>Answer with the learners:</i> We learn at school every day. • <i>Repeat 2 or 3 times.</i> • <i>Say with the learners:</i> What do you eat every day? • <i>Repeat 2 or 3 times.</i> • <i>Answer with the learners:</i> We eat food every day. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with other items.</i> • <i>Repeat this with groups, in pairs and with individuals.</i> 	<ul style="list-style-type: none"> • Now be in groups. • Ask each other: What do you do at school every day? • Then answer: We learn at school every day. • What do you eat every day? • We eat food every day. • <i>Invite some groups to show the class what they were doing.</i>

Closing the lesson**2 minutes**

Sing with the learners: This is the way. Use actions that describe every day activities.

..... **Break**

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

Let's practise talking about our daily activities. *Ask and answer with the learners:* What do you do at school every day? What do you eat every day?

Activity 14.5.3 Using place words that tell where something is**15 minutes**

Now we will use words that tell where something is. I will use these words. We will use these words together. Then you will use these words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following words on word cards, or write them on the chalkboard: behind/beside/between/in front of/. • Say: These words tell where something is. They are <i>place</i> words. • Call a learner to the front. Have them stand facing the class. Stand behind the learner and say: I am standing <i>behind</i> [name]. Emphasise the word <i>behind</i>. • Hold up a word card or point to the word on the chalkboard to show the related place words. • Repeat 2 or 3 times. • Stand next to the learner and say: I am standing <i>beside</i> [name]. Emphasise the word <i>beside</i>. • Repeat 2 or 3 times. • Do the same with: in front of. • Call two more learners to the front. Stand between them and say: I am standing <i>between</i> [name] and [name]. Emphasise the word <i>between</i>. 	<ul style="list-style-type: none"> • Let's do it together. Stand up class. • Point to the learner in front of you. Let's say: I am standing <i>behind</i> [name]. • Repeat 2 or 3 times. • Now stand next to a learner. • Let's say together: I stand <i>beside</i> [name]. • Use the word cards or point to place words on the chalkboard. • Repeat 2 or 3 times. • Do the same with <i>between</i> and <i>in front of</i>. 	<ul style="list-style-type: none"> • Now be in groups. • Take turns to talk about where you are. • Use these words to talk about <i>where things are</i>: behind/beside/between/in front of. • Give each group word cards to use with the related place words. • Move round to observe and help the learners where needed. • Ask some groups to show the class what they were doing.

Activity 14.5.4 Reading using supplementary readers**10 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**

Sing with the learners: Cats sleep anywhere.

Lesson 6

Success criteria

- Learners must be able to:
- blend sounds to make words
 - use the correct present tense to describe activities
 - revise decodable sentences
 - sing a song

Resources

- Word cards
- Assorted items such as toothbrushes, combs, clothes and tablets of soap
- Puppet
- Learners' book, page 103
- This teachers' guide, pages 203, 204 and 209, songs 4, 8 and 30

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

Ask the learners to sing the song: Show me **v**. Then revise words on word cards: van, Vin, veil, vase and gave.

Activity 14.6.1 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/ /t/. The word is <i>night</i>. • Listen: /w/ /e/ /t/. The word is <i>wet</i>. • Listen: /w/ /e/ /l/. The word is <i>well</i>. <div data-bbox="274 1420 613 1724" 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 of them 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/ /t/. What is the word? (<i>Teachers and learners say: night.</i>) • Say: /w/ /e/ /t/. What is the word? (<i>Teacher and learners say: wet.</i>) • Do the same with well. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /n/ /i/ /t/. What is the word? (<i>Learners say: night.</i>) • Listen: /w/ /e/ /t/. What is the word? (<i>Learners say: wet.</i>) • Listen: /w/ /e/ /l/. What is the word? (<i>Learners say: well.</i>) • Repeat with groups, pairs and individuals.

Activity 14.6.2 Using simple present tense

13 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<div data-bbox="235 548 565 606" style="border: 1px solid black; padding: 5px;">  Teacher tip </div> <p>This activity teaches when we use the word <i>walk</i> (<i>I, we, you</i>) and when we use the word <i>walks</i> (a named person, he, she, it). Use a puppet (give it a name) and emphasise the /s/ at the end of the word to highlight the difference.</p> <ul style="list-style-type: none"> • Say: I walk to school every day (<i>doing the action and emphasizing the word walk</i>). • Repeat 2 or 3 times. • Show the puppet doing the action and say: [Name] walks to school every day. • Repeat 2 or 3 times. • Say: I clean the chalkboard every day (<i>doing the action and emphasizing the word clean</i>). • Repeat 2 or 3 times. • Say: [Name] cleans the chalkboard every day. • Repeat 2 or 3 times. • Do the same with read a book and eat food. 	<ul style="list-style-type: none"> • Let's do it together. • Let's say together: I walk to school every day. • Repeat 2 or 3 times. • Now point to your friend and say: [Name] walks to school every day. • Repeat 2 or 3 times. • Let's say together: I clean the chalkboard every day. • Repeat 2 or 3 times. • Now point to your friend and say: [Name] cleans the chalkboard every day. • Repeat 2 or 3 times. • Do the same with read a book and eat food. 	<ul style="list-style-type: none"> • Now be in groups. • Take turns to say and do the actions: I walk, clean, read and eat. • [Name] walks, cleans, reads, eats. • Move round to observe and help the learners where needed. • Ask some groups to show the class what they were doing.

Closing the lesson

2 minutes

Sing with the learners: Every day we eat porridge. Use other actions about everyday activities.

..... **Break**

Introduction: Revising using simple present tense

5 minutes

Practise again the Learners section of Activity 14.6.2.

Activity 14.6.3 Revising decodable sentences**15 minutes**

Now we will read and answer questions with *yes* or *no*. I will read and answer questions with *yes* or *no*. We will read and answer questions with *yes* or *no* together. Then you will read and answer questions with *yes* or *no* on your own.

 Teacher	 Teacher + Learners 	 Learners 
<div data-bbox="278 583 611 806" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>night, water, garden</i>) on the chalkboard. Read the words 2 to 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the question and answer: Is water wet? <u>yes</u> • Move the pointer under each word as you read. • Do the same for the next sentences: Is a well deep? ____ Do you like weeds in the garden? ____ Do we see the sun at night? ____ • 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 the sight words together: <i>night/water/garden</i>. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the questions with the learners. Is water wet? <u>yes</u> • Read each question and answer 2 to 3 times. • Move the pointer under each word as you read • Do the same for the other questions. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your Learners' books at page 103. Be in pairs. • Take turns reading the questions and completing the answers with <i>yes</i> or <i>no</i>. • Move round to observe and help the learners where needed (supervise the learners). • Ask some pairs to show the class what they were doing.

Activity 14.6.4 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"> • Sing the song: Where are the lions? 	<ul style="list-style-type: none"> • Let's sing the song together. 	<ul style="list-style-type: none"> • Now it's your turn, class. Sing the song on your own.

Closing the lesson**5 minutes**

Sing with the learners: This is the way.

UNIT 14 • At the hospital

Lesson 7

Time needed:
60 minutes



Success criteria

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

Resources

- Learners' book, pages 104, 105, 106
- This teachers' guide, page 23, song 2

Introduction: Playing a command game

5 minutes

Play Mrs Phiri says with the words: walk, clean, read and eat.

Activity 14.7.1 Blending sounds to make words

10 minutes

I will say some sounds to make a word. We will say some sounds to make a word together. Then you will say some sounds to make a word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /v/ /e/ /s/ /t/. The word is vest. • Repeat 2 or 3 times. • Say: /w/ /i/ /n/ /d/. The word is wind. • Repeat 2 or 3 times. • Say: /d/ /ā/ /z/. The word is days. • Do the same for wave and vote. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then you will say the word with me. • Say: /v/ /e/ /s/ /t/. What is the word? • Teacher and learners say: vest. • Repeat 2 or 3 times. • Do the same for wind/days/wave/vote. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /v/ /e/ /s/ /t/. • Learners say: vest. • Repeat 2 or 3 times. • Do the same for wind/days/wave/vote. • Have the learners repeat in groups, in pairs and as individuals.

Activity 14.7.2 Discussing illustrations

13 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 104. Look at the first picture. • Ask: What do you see in the picture? • Answer: I see the top of a pawpaw tree. • Ask: What do you see in the next picture? 	<ul style="list-style-type: none"> • Say: Let's look at the pictures. What do you see in the first picture? • Let's answer together (point to each picture as you say it together). • Teacher and learners say: I see the top of a pawpaw tree. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • Ask: What do you see in the first picture? • Learners answer: I see the top of a pawpaw tree. • Repeat 2 or 3 times

- Answer: I see a boy climbing the tree.
- Repeat questions and answers 2 or 3 times.
- Do the same for the pictures on pages 105 and 106.

- Repeat 2 or 3 times.
- Say: What do you see in the next picture?
- Let's answer together: I see a boy climbing the tree.
- Repeat 2 or 3 times.
- Do the same for the pictures on pages 105 and 106.

- Ask: What do you see in the next picture?
- Learners answer: I see a boy climbing the tree.
- Do the same for the pictures on pages 105 and 106.
- Let the learners reply as a whole class, in groups, pairs and as individuals.

 **Teacher tip**

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

Closing the lesson

2 minutes

Sing with the learners: Up and down.

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 as individuals. Do the same for the other pictures.

Activity 14.7.3 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: accident, pawpaw, ripe, medicine, hospital, walking sticks. • 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: accident, pawpaw, ripe, medicine, hospital, walking sticks. • 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: accident, pawpaw, ripe, medicine, hospital, walking sticks. • Learners read the words as a whole class, in groups, in pairs and individually.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Say: Open your books at page 104. • Say: Listen. I will read. • Read aloud the story on pages 104, 105 and 106. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: Let's read together. Put your finger under the first word of the story. 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.

Activity 14.7.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the story about? • Answer: A boy has an accident while climbing a tree. • Ask: What is the name of the tree? • Answer: It is a pawpaw tree. • Ask: Who is climbing the pawpaw tree? • Answer: Alex. • Ask: Why is Alex climbing the pawpaw tree? • Answer: He wants to pick a ripe pawpaw. • Repeat questions and answers 2 or 3 times. • Ask questions for the rest of the story. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Answer: A boy has an accident while climbing a tree. • Ask: What is the name of the tree? • Answer with the learners: It is a pawpaw tree. • Ask: Who is climbing the pawpaw tree? • Answer with the learners: Alex. • Ask: Why is Alex climbing the pawpaw tree? • Answer with the learners: He wants to pick a ripe pawpaw. • Repeat questions and answers 2 or 3 times. • Ask questions for the rest of the story. 	<ul style="list-style-type: none"> • Now you answer on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Learners answer: A boy has an accident while climbing a tree. • Ask: What is the name of the tree? • Answer: It is a pawpaw tree. • Ask: Who is climbing the pawpaw tree? • Answer: Alex. • Ask: Why is Alex climbing the pawpaw tree? • Answer: He wants to pick a ripe pawpaw. • Ask questions for the rest of the story. <div data-bbox="1084 1735 1422 1963" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Accept answers with different wording, as long as the learners show understanding of the story and questions.</p> </div>

Closing the lesson

5 minutes

Call four learners to the front to dramatise the story as Alex, Bengo, Felix and the doctor, while the class reads. If there is time, call another four to the front to do the same.

Lesson 8

Success criteria

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

Resources

- Real items, pictures or models for *box, fox, taxi*
- Word cards, Letter cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 107
- This teachers' guide, pages 203 and 205, songs 4 and 10

Time needed:
60 minutes



Introduction: Reading words

5 minutes

Let the learners read words on word cards, such as: watch, wave, wind, wet and wick.

Activity 14.8.1 Naming objects with the letter x

10 minutes

Today, we will name objects with the letter **x**. 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 real objects, a picture, or model of the objects one at a time: a taxi/a box/ a fox. • Ask: What is this? • Answer: It is a taxi/it is a box/ it is a fox. • 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 taxi/it is a box/it is a fox. • 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 learner to answer: It is a taxi/it is a box/ it is a fox. 	<ul style="list-style-type: none"> • Now open your books at page 109. In pairs, take turns to ask: What is this? • Then answer: It is a taxi/it is a box/it is a fox. • Move around the class to help the learners where needed. • Ask some pairs to show what they were doing.

Activity 14.8.2 Identifying the letter sound /ks/ in words

13 minutes

Now we are going to learn the sound /ks/. I will say a word. If the word has the sound /ks/, point thumbs up. If the word does not have the sound /ks/, point thumbs down.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /ks/. The first word is <i>tax, tax</i>. <i>Tax</i> has the letter sound /ks/. So, I point my thumbs up (<i>demonstrate this action</i>). • The next word is <i>queen, queen</i>. <i>Queen</i> does not have the letter sound /ks/. So I point my thumbs down. • <i>The next word is wax, wax</i>. <i>Wax</i> has the letter sound /ks/. So I point my thumbs up. 	<ul style="list-style-type: none"> • Let's say /ks/ together: /ks/, /ks/. • <i>Repeat with the learners 3 or 4 times.</i> • Now I will say a word. If it has sound /ks/, we point our thumbs up. • If it does not have the sound /ks/, we point our thumbs down. • <i>Say: tax, tax (teacher and learners point thumbs up.)</i> • <i>Say: queen, queen (teacher and learners point thumbs down).</i> • <i>Continue with other examples: axe, man, wax, wind, van, fix, king, six, window, Alex, wall, ox (teacher and learners point thumbs up or down).</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it has the sound /ks/, point your thumbs up. • If it does not begin with /ks/, point your thumbs down. • <i>Say: tax (learners put thumbs up).</i> • <i>Continue with other examples: axe, man, wax, wind, van, fix, king, six, window, Alex, wall, ox (teacher and learners point thumbs up or down).</i>

Closing the lesson

2 minutes

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

..... **Break**

Introduction: Revising the letter sound /ks/ in words

3 minutes

Practise again the Learners section of Activity 14.8.2.

Activity 14.8.3 Reading words with the letter x

10 minutes

Now we will read words with the letter **x**. 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: tax, wax, axe. • 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: tax, wax, axe. • Repeat each word 2 to 3 times. 	<ul style="list-style-type: none"> • Now you will read on your own. • Now be in pairs. Open your books at page 107. • Take turns to read all the words on the page. • Move round to observe and help the learners where needed.

Activity 14.8.4 Writing words with the letter x

12 minutes

Now we will write the words that have the letter **x**. 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 taxi. <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • Read while moving a pointer under the letters: a taxi. • Repeat 2 or 3 times. • Do the same for a box and a fox. 	<ul style="list-style-type: none"> • Now we will write together. • Point to a taxi on the chalkboard. • Let's write a taxi in the air. • Together with the learners, write a taxi in the air. • Do the same for a box and a fox. 	<ul style="list-style-type: none"> • Now open your books at page 107. Write the words in your exercise books on your own. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div 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

5 minutes

Sing with the learners: Show me x.

UNIT 14 • At the hospital

Lesson 9

Time needed:
60 minutes



Success criteria

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

Resources

- Letter cards, Word cards
- Learners' book, page 108
- This teachers' guide, page 203, song 4

Introduction: Revising sight words

4 minutes

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

Activity 14.9.1 Segmenting words into sounds

10 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"> • Listen: The word is <i>ox</i>. What are the sounds? The sounds are: /o/ /ks/. • Say: The word is <i>mix</i>. What are the sounds? The sounds are /m/ /i/ /ks/. • Say: The word is <i>tax</i>. What are the sounds? The sounds are /t/ /a/ /ks/. • Say: The word is <i>wax</i>. What are the sounds? /w/ /a/ /ks/. • Repeat each word and sound 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. Then we will say the sounds together. • Say: The word is <i>ox</i>. What are the sounds? • Teacher and learners say: /o/ /ks/. • Do the same for <i>mix</i>, <i>tax</i>, <i>wax</i>. • 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>ox</i>. What are the sounds? • Learners say: /o/ /ks/. • Repeat 2 or 3 times. • Do the same for <i>mix</i>, <i>tax</i>, <i>wax</i>. • Repeat with groups, pairs and individuals.

Activity 14.9.2 Reading decodable words

14 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 on the chalkboard: wet, wave, wide, wake, wick. • Read each word, moving the pointer under each letter. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: wet, wave, wide, wake, wick. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 108. 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: fox.
- Sound out each letter sound as you move the pointer under it, like this: f_o_ks.
- Then read the word at a normal pace: fox.
- Repeat 2 or 3 times.
- Do the same for fix/wax/ox/box/tax/mix/Alex/six/exit/axe.

- Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals.
- Now let's read together: f_o_ks, fox.
- Repeat 2 or 3 times.
- Do the same for: fix/wax/ox/box/tax/mix/Alex/six/exit/axe.

- 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 x.

..... **Break**

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: wax, axe, ox, six. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 14.9.3 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. Then you will match pictures with words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Draw an ox on the chalkboard. To the right of the drawing write in a vertical column: wax/ox/fix. • Read the words as you point to the drawing and say: This is not wax. This is not fix. This is an ox. • Repeat 2 or 3 times. • Now write: ox under the drawing. 	<ul style="list-style-type: none"> • Now open your books at page 108. • Say: Point to Picture 1 in Box 3 and ask: What is this? • Let's answer together: This is not wax. This is not fix. This is an ox. • Let's read the words to find the word ox: wax, ox, fix. • Repeat 2 or 3 times. • Let's write the word ox. • 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, help and mark learners' work. • Now do Pictures 2 and 3 on your own. • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class.

Activity 14.9.4 Completing sentences

14 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<div data-bbox="230 543 565 773" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>my, mother, our</i>) on the chalkboard. Read the words 2 to 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the words: axe, box, fox, fix. • Read each word as you point under it. • Write on the chalkboard these sentences: <ul style="list-style-type: none"> My mother will <u>fix</u> the bike. Alex will cut six trees with an ____. The ____ comes to our village at night. Sam puts his pens in a ____. • Read the first sentence leaving out the missing word. • Say: I will try each word from the box in the first sentence. <ul style="list-style-type: none"> My mother will <u>axe</u> the bike. My mother will <u>fox</u> the bike. My mother will <u>box</u> the bike. My mother will <u>fix</u> the bike. • Say: My mother will fix the bike sounds right. • Write the sentence: My mother will fix the bike. • Do the same for the other sentences. 	<ul style="list-style-type: none"> • Open your books at page 108. • Let's read the words in the box: axe, box, fox, fix. • Now point to Sentence 1. Let's read the sentence: My mother will ____ the bike. • The missing word is <i>fix</i>. • Let's read the completed sentence together: My mother will <u>fix</u> the bike. • Do the same for other other sentences. 	<ul style="list-style-type: none"> • Now you read and complete the sentences on page 108 on your own. • In your exercise books, write Sentences 1 to 4, choosing the correct words from the box. • Move round to mark learners' work and assist where needed. • Ask some learners to read the sentences they have written. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading—e.g. How many trees did Alex cut? What did Sam put in the box?

Closing the lesson

3 minutes

Play a command game.

Lesson 10
Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 14. You can use the time either for revision or to assess learners against the following success criteria. See the assessment checklist at the end of this unit on page 71.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds to make words	38, 41, 53, 56	93, 94, 99
• ask for and give information	39, 51	
• sing a song	38, 39, 40, 42, 43, 45, 46, 48, 49, 51, 52, 53, 54, 55, 57, 58, 60, 61, 63	
• read decodable words and sentences	40, 47, 55, 62	
• discuss illustrations	42, 56	100, 101, 104, 105, 106
• read a poem	42	100, 101
• answer comprehension questions	43, 58	100, 101, 104, 105, 106
• name objects with the initial letter w	44	102
• identify the letter sound / w / in words	45	102
• read sight words	47, 62	103, 108
• write words with the initial letter w	46	102
• segment words into sounds	47, 50, 62	103, 108
• read words with the initial letter w	48	103
• match words with pictures	48, 63	103, 108
• read and answer questions with the letter w	49	103
• use prepositions	52	
• read supplementary readers	52	
• use simple present tense correctly with <i>I, we, you, he</i> and <i>she</i>	54	
• read a story	57	104, 105, 106
• dramatise the story	58	104, 105, 106
• name objects with the letter x	59	107
• identify the letter sound / ks / in words	60	107, 108
• read the words with the letter x	61	108
• write words with the letter x	61	107
• complete sentences with the letter x	64	108

Revising

In this lesson, you will revise the activities done in Lessons 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. To teach these activities again, go back to the relevant pages in your Teachers' guide and Learners' book or use the examples given in this lesson.

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 at this time. Write your observation notes as you walk round the class.

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

Introduction: Singing a song

3 minutes

Ask the learners to choose a song/action rhyme that they like.

Activity 14.10.1 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: /n/ /i/ /t/. The word is <i>night</i>. • Listen: /w/ /e/ /t/. The word is <i>wet</i>. • Listen: /w/ /e/ /l/. The word is <i>well</i>. <div data-bbox="230 1634 563 1940" 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 of them 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/ /t/. What is the word? (<i>Teachers and learners say: night.</i>) • Say: /w/ /e/ /t/. What is the word? (<i>Teacher and learners say: wet.</i>) • <i>Do the same with well.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /n/ /i/ /t/. What is the word? (<i>Learners say: night.</i>) • Listen: /w/ /e/ /t/. What is the word? (<i>Learners say: wet.</i>) • Listen: /w/ /e/ /l/. What is the word? (<i>Learners say: well.</i>) • <i>Repeat with groups, pairs and individuals.</i>

Activity 14.10.2 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: accident, pawpaw, ripe, medicine, hospital, walking sticks. • 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: accident, pawpaw, ripe, medicine, hospital, walking sticks. • 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: accident, pawpaw, ripe, medicine, hospital, walking sticks. • 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 104. • Say: Listen. I will read. • Read aloud the story on pages 104, 105 and 106. • 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 the story

3 minutes

Read An accident again with the learners. Remind them to move their fingers under the words as they read.

Activity 14.10.3 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: A boy has an accident while climbing a tree. • Ask: What is the name of the tree? • Repeat 2 or 3 times. • Answer: It is a pawpaw tree. • Repeat 2 or 3 times. • Ask: Who is climbing the pawpaw tree? • Repeat 2 or 3 times. • Answer: Alex. • Ask: Why is Alex climbing the pawpaw tree? • Repeat 2 or 3 times. • Answer: He wants to pick a ripe pawpaw. • Repeat 2 or 3 times. • Ask questions for the rest of the story. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: A boy has an accident while climbing a tree. • Ask: What is the name of the tree? • Repeat 3 or 4 times. • Answer with the learners: It is a pawpaw tree. • Repeat 2 or 3 times. • Ask: Who is climbing the pawpaw tree? • Answer with the learners: Alex. • Repeat 2 or 3 times. • Ask: Why is Alex climbing the pawpaw tree? • Answer with the learners: He wants to pick a ripe pawpaw. • Repeat 2 or 3 times. • Ask questions for the rest of the story. 	<ul style="list-style-type: none"> • Now you answer on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Learners answer: A boy has an accident while climbing a tree. • Ask: What is the name of the tree? • Answer: It is a pawpaw tree. • Ask: Who is climbing the pawpaw tree? • Answer: Alex. • Ask: Why is Alex climbing the pawpaw tree? • Answer: He wants to pick a ripe pawpaw. • Ask questions for the rest of the story. <div data-bbox="1089 1500 1422 1724" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>Accept answers with different wording, as long as the learners show understanding of the story and questions.</p> </div>

Activity 14.10.4 Reading and answering questions

12 minutes

Now we will read and answer questions with *yes* or *no*. I will read and answer questions with *yes* or *no*. We will read and answer questions with *yes* or *no* together. Then you will read and answer questions with *yes* or *no* on your own.

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="278 602 613 827" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>night, water, garden</i>) on the chalkboard. Read the words 2 to 3 times.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the question and answer: Is water wet? <u>yes</u> • Move the pointer under each word as you read. • Do the same for the next sentences: Is a well deep? ____ Do you like weeds in the garden? ____ Do we see the sun at night? ____ • 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 the sight words together: <i>night/water/garden</i>. • Repeat 2 or 3 times. • Now we will read together again. • Move the pointer under each word as you read the questions with the learners. Is water wet? <u>yes</u> • Read each question and answer 2 to 3 times. • Move the pointer under each word as you read • Do the same for the other questions. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your Learners' books at page 103. Be in pairs. • Take turns reading the questions and completing the answers with <i>yes</i> or <i>no</i>. • Move round to observe and help the learners where needed (supervise the learners). • Ask some pairs to show the class what they were doing.

Closing the lesson

5 minutes

Sing a song with the learners: Show me **w** and Show me **x**.

Assessment of Unit 14

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

Is the learner able to:	Excellent	Good	Average	Needs support
blend sounds to make words?				
ask for and give information?				
use simple present tense correctly with <i>I, we, you, he</i> and <i>she</i> pronouns?				
sing a song?				
read decodable words and sentences?				
discuss an illustration?				
read a poem?				
answer comprehension questions?				
name objects with the initial letter w ?				
identify the initial letter sound / w / in words?				
write words with the initial letter w ?				
segment words into sounds?				
revise sights words with the initial letter w ?				
read words with the initial letter w ?				
match words with pictures?				
read and answer questions with the letter w ?				
read supplementary readers?				
read a story?				
dramatise the story?				
name objects with the letter x ?				
identify the letter sound / ks / in words?				
read the words with the letter x ?				
write words with the letter x ?				
revise sights words with the letter x ?				
complete sentences with the letter x ?				

UNIT 15 Lesson planner

Unit 15 Week 1: The things around us

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Express ability Express inability Sing a song Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds to make words Listen and respond to a teacher read-aloud text Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Name objects with the initial letter z Identify the initial letter sound /z/ in words Read sight words with the initial letter z Write words with the initial letter y 	<ul style="list-style-type: none"> Revise sight words with the initial letter y Segment words into sounds Learn words ending in -y and -ay Read decodable words with the initial and end letter y Match pictures with words Read sentences with words with the initial and end letter y 	<ul style="list-style-type: none"> Segment words into sounds Ask for and give information Use simple past tense Read supplementary readers independently
Introduction	<p>Song: <i>How many people live in your house?</i></p> <p>Revising expressing ability</p>	<p>Song: <i>Little brother</i></p> <p>Revising discussing illustrations</p>	<p>Song: <i>This is my head</i></p> <p>Revising the initial letter sound /y/</p>	<p>Revising sight words with y</p> <p>Revising decodable words</p>	<p>Saying what do they want to be?</p> <p>Revising asking for and giving information</p>
References: Learners' book/ Teachers' guide	<p>LB Page 108</p> <p>TG Pages 205, 206 and 207, Songs 10, 13 and 18</p>	<p>LB Pages 110, 111</p> <p>TG Pages 206 and 208, Songs 14 and 21</p>	<p>LB Page 112</p> <p>TG Pages 203, 205 and 206, Songs 4, 10 and 15</p>	<p>LB Page 113</p> <p>TG Pages 203 and 205, Songs 4 and 10</p>	<p>TG Page 204, Song 7</p>
Listening and speaking	<p>Expressing ability and inability</p> <p>Song: <i>A dog can run</i></p>	<p>Talking about an illustration/ predicting content/ answering questions</p>	<p>Naming objects beginning with y</p>		<p>Introducing themselves</p>
Phonological awareness	<p>Blending sounds into words</p>	<p>Blending sounds into words</p>	<p>Identifying the letter sound /y/</p>	<p>Segmenting words into sounds</p>	<p>Segmenting words into sounds</p>
Reading					
Alphabetic principle	<p>Revising decodable words/sentences</p>	<p>Reading with the teacher</p>	<p>Reading words with the initial letter y</p>	<p>Reading -ay in common words</p> <p>Reading decodable words</p>	
Vocabulary	<p><i>Yes, I can. No, I can't.</i></p>	<p><i>Hill, river, fruits, village</i></p>	<p><i>Words beginning with the letter y for example, yoke, yam, yoghurt</i></p>	<p><i>Decodable words beginning with the letter y for example, Yes, yam, yet</i></p>	<p><i>Irregular past tense verbs such as swept, made, fed</i></p>
Fluency and comprehension	<p>Reading decodable sentences</p>	<p>Reading a story: Ndevu Hill</p>	<p>Reading words beginning with the letter y</p>	<p>Reading decodable sentences with the initial y, -ay structure</p>	<p>Reading irregular past tense verbs</p> <p>Reading supplementary readers</p>
Writing			<p>Writing words with the initial letter y</p>	<p>Completing sentences with words with the initial y and end -ay</p>	<p>Writing irregular past tense verbs</p>
Closing the lesson	<p>Song: <i>Where are the lions?</i></p> <p>Song: <i>A dog can run</i></p>	<p>Song: <i>Mr Phiri has a farm</i></p> <p>Song: <i>Mr Phiri has a farm</i></p>	<p>Song: <i>Draw a yam in the air</i></p> <p>Song: <i>Show me y</i></p>	<p>Song: <i>Show me y</i></p> <p>Song: <i>Draw a yam in the air</i></p>	<p>Song: <i>Happy Birthday to you</i></p> <p>Making plural forms of words</p>

Unit 15 Week 2: The things around us

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Express wants Role play Read decodable sentences 	<ul style="list-style-type: none"> Blend sounds to make words Listen and respond to a teacher read-aloud text Discuss an illustration Read a poem Recite a poem 	<ul style="list-style-type: none"> Identify the initial letter sound /z/ in words Name objects with the initial letter z Read sight words with the initial letter z Write words with the initial letter z 	<ul style="list-style-type: none"> Segment words into sounds Revise sight words with the initial letter z Read words with the initial, medial and final letter z Complete a word search puzzle Read sentences with the letter z 	<ul style="list-style-type: none"> Blend sounds to make words Read a story Answer comprehension questions Read decodable sentences Show understanding of the unit's skills
Introduction	Song: <i>This is the way</i> Revising expressing wants	Song: <i>The alphabet song</i> Revising discussing illustrations	Song: <i>This is my head</i> Revising the initial letter sound /z/	Revising sight words with z Revising decodable words with the letter z	Reviewing one of the songs learned in this unit Revising the story
References: Learners' book/ Teachers' guide	LB Page 113 TG Pages 204 and 207, Songs 8, 16 and 19	LB Page 114 TG Pages 204 and 208, Songs 5 and 25	LB Page 115 TG Pages 203, 205 and 206, Songs 4, 10 and 15	LB Page 116 TG Page 203, Song 4	LB Pages 110, 111, 116 TG Page 204, Song 8
Listening and speaking	Expressing wants Role playing shopping	Talking about an illustration/ predicting content/ answering questions	Naming objects with the letter z		
Phonological awareness	Blending sounds into words	Blending sounds into words	Identifying the letter sound /z/	Segmenting words into sounds	Blending sounds into words
Reading					
Alphabetic principle	Revising decodable words with y yes, yam, yoke, yet, yellow, day, say, etc.	Reading a poem	Reading words with the initial letter z	Reading decodable words	
Vocabulary	<i>How may I help you?</i> <i>What do you want?</i> <i>I want _____.</i>	<i>But, snail</i>	<i>Zip, zebra</i>	<i>Zip, zebra</i>	
Fluency and comprehension	Reading decodable sentences	Reading a poem: Snail, snail	Reading words beginning with the letter z	Reading words with the initial and final letter z	
Writing			Writing words with the initial letter z	Finding and writing words from a word search grid	
Closing the lesson	Song: <i>Clap your hands</i> Song: <i>Hooray it's a holiday</i>	Song: <i>I like school</i> Reciting a poem with actions	Song: <i>Draw a zero in the air</i> Song: <i>Show me z</i>	Song: <i>Show me z</i> Song: <i>Show me z</i>	Reviewing one of the songs from the unit Song: <i>This is the way</i>

UNIT 15 • The things around us

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - express ability
 - express inability
 - sing a song
 - read decodable sentences

Resources

- A piece of soft wood (or breakable sticks) and a piece of hard or thick wood
- Classroom roof
- Learners' book, page 108
- This teachers' guide, pages 205–207, songs 10, 13 and 18

Introduction: Singing a song

3 minutes

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

Activity 15.1.1 Blending sounds to make words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /t/ /a/ /ks/. The word is <i>tax</i>. • Listen: /b/ /o/ /ks/. The word is <i>box</i>. • Listen: /m/ /i/ /ks/. The word is <i>mix</i>. • Do the same for Alex/six/fix. <div data-bbox="230 1359 565 1632" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Pause between each sound. Hold up one finger as you say each sound. Move closer to the learners so that all get chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds and we will say the words together. • Say: /t/ /a/ /ks/. What is the word? (Teacher and learners say: The word is <i>tax</i>.) • Say: /b/ /o/ /ks/. What is the word? (Teacher and learners say: The word is <i>box</i>.) • Say: /m/ /i/ /ks/. What is the word? (Teacher and learners say: The word is <i>mix</i>.) • Do the same for Alex/six/fix. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words on your own. • Listen: /t/ /a/ /ks/. What is the word? (Learners say: <i>tax</i>.) • Listen: /b/ /o/ /ks/. What is the word? (Learners say: <i>box</i>.) • Listen: /m/ /i/ /ks/. What is the word? (Learners say: <i>mix</i>.) • Do the same for Alex/six/fix. • Repeat with groups, pairs and individuals.

Activity 15.1.2 Expressing ability

15 minutes

Now we will say what we can do. I will say what I can do. We will say what we can do together. Then you will say what you can do on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Take a piece of soft wood and try to break it. • Ask: Can I break it? • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Hand out some short, soft sticks of wood to some learners. • Let's say together: Can I break it? • And answer: Yes, I can. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: Can I ____? • Then answer: Yes I can.

<ul style="list-style-type: none"> • Answer: Yes, I can. • Repeat 2 or 3 times. • Ask: Can I jump? (Do the action.) • And answer: Yes, I can. • Repeat 2 or 3 times. • Do the same for dance/walk/sing. 	<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Let's ask together: Can I jump? (Do the action with the learners.) • Answer together: Yes, I can. • Repeat 2 or 3 times. • Do the same for dance/walk/sing. • Call two learners to the front. Help one to ask: Can you sing/jump? (Have the learner do the action.) • Help the other learner to answer: Yes, I can. 	<ul style="list-style-type: none"> • Go around supervising and helping where needed. • Ask some pairs to show the class what they were doing.
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Closing the lesson

2 minutes

Sing with the learners: Where are the lions? Repeat the song with actions the learners say they can do such as walking, dancing or singing.

Break

Introduction: Revising expressing ability

3 minutes

Hand out small sticks to the learners. Ask and answer with the learners: Can I break these sticks? Have the learners do the action. Do the same with other actions such as jumping, dancing or singing.

Activity 15.1.3 Expressing inability

17 minutes

Now we will say what we cannot do. I will say what I cannot do. We will say what we cannot do. Then you will say what you cannot do on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Take a piece of hard or thick wood and try to break it. • Ask: Can I break it? • Repeat 2 or 3 times. • Answer: No, I can't (demonstrate trying to break the wood). • Ask: Can I touch the roof? • Answer: No, I can't (demonstrate failing to touch the roof). • Ask: Can I drive a bus? • Answer: No, I can't. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's ask together: Can I break it? (Let one of the learners try to break a thick piece of wood.) • Let's answer together: No, I can't. • Let's ask together: Can I touch the roof? (Demonstrate with the learners failing to touch the roof.) • Let's answer: No, I can't. • Do the same for drive a bus. • Call two learners to the front. Help one to ask: Can you touch the roof/drive a bus? • Help the other to answer: No, I can't. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: Can I ____? Then answer: No, I can't. • Move round to supervise and help the learners where needed. • Asks some pairs to show the class what they were doing.

Activity 15.1.4 Singing a song: A dog can run

5 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Sing:</i> A dog can 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 on your own.

Activity 15.1.5 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 
<ul style="list-style-type: none"> • <i>Read the following words from word cards or write them on the chalkboard:</i> axe, fox, box, fix. • <i>Read each word 2 or 3 times.</i> • <i>Write the decodable sentences on the chalkboard and read. Pause when you come to each missing word.</i> My mother will ___ the bike. Alex will cut six trees with an ____ . The ____ comes to our village at night. Sam puts his pen in a ____ . • <i>Repeat 2 or 3 times.</i> • <i>Say: I can try each word in the blank to see which word makes the most sense.</i> • <i>Read the first sentence with each of the words.</i> • <i>Say: My mother will fix the bike sounds right.</i> 	<ul style="list-style-type: none"> • Now let's read the words together: axe, fox, box, fix. • <i>Read each word 2 or 3 times.</i> • <i>Now point to the first sentence. Let's read the sentence together: My mother will ____ the bike.</i> • <i>Say: The missing word is fix.</i> • Let's read the completed sentence together: My mother will fix the bike. • <i>Invite two learners to the front. Have them try each word in the blank of the second sentence.</i> • <i>Have more pairs continue with the other sentences.</i> • Now let's read the completed sentences together: My mother will fix the bike. Alex will cut six trees with an axe. The fox comes to our village at night. Sam puts his pen in a box. 	<ul style="list-style-type: none"> • Now you read and complete the sentences on page 108 on your own. • <i>Move round to observe and give help to the learners where needed.</i> • <i>Ask some learners to read their completed sentences to the class.</i> • <i>Ask 1 or 2 comprehension questions to check that the learners understand what they are reading.</i> • <i>Ask: What will the mother do? Where does Sam put his pen?</i>

Closing the lesson

5 minutes

Let the learners sing the song: A dog can run.

Success criteria

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

Resources

- Word cards
- Learners' book, pages 110, 111
- This teachers' guide, pages 206 and 208, songs 14 and 21

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Ask the learners to sing the song: Little brother.

Activity 15.2.1 Blending sounds to make words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /f/ /o/ /ks/. The word is fox. • Listen: /o/ /ks/. The word is ox. • Listen: /e/ /ks/ /i/ /t/. The word is exit. <div data-bbox="278 1237 611 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 of them get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /f/ /o/ /ks/. What is the word? (<i>Teachers and learners say: fox.</i>) • Say: /o/ /ks/. What is the word? (<i>Teacher and learners say: ox.</i>) • Do the same with exit. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /f/ /o/ /ks/. What is the word? (<i>Learners say: fox.</i>) • Listen: /o/ /ks/. What is the word? (<i>Learners say: ox.</i>) • Listen: /e/ /ks/ /i/ /t/. What is the word? (<i>Learners say: exit.</i>) • Repeat with groups, pairs and individuals.

Activity 15.2.2 Discussing illustrations

15 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 page 110. Look at the picture. • Ask: What do you see in the picture? • Answer: I see a tree/a village/ stones/a cow/a goat/a hill/ a river. 	<ul style="list-style-type: none"> • Say: Now let's talk about the picture on page 110 together. What do you see in the picture? • Let's answer together (<i>point to each item as you name it</i>): I see a tree/a village/stones/ a cow/a goat/a hill/a river. 	<ul style="list-style-type: none"> • Now you will talk about the picture on page 110 on your own. • Ask the learners: What do you see in the picture on page 110?

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Say: Now look at page 111. • Ask: What do you see in the picture? • Answer: I see goats/cows/hills/a tree/birds/a river. • Repeat each question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Repeat each sentence with the learners as groups, pairs and individuals. • Say: Now let's look at the picture on page 111. What do you see in the picture? • Let's answer together: I see goats/cows/hills/a tree/birds/a river. 	<ul style="list-style-type: none"> • Let the learners reply in groups, pairs and as individuals. • Do the same for the picture on page 111. • If the learners give other answers that are correct, accept them and praise the learners.

Closing the lesson

2 minutes

Sing with the learners: Mr Phiri's farm, mentioning the animals shown in the pictures such as sheep. Have them make the sounds of the animals they identify.

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 as individuals. Do the same for the other pictures.

Activity 15.2.3 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"> • Show word cards with the following words or write them on the chalkboard one at a time: hill, river, fruits, village. • Read each word 3 or 4 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. <div data-bbox="230 1893 563 2128" 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 one at a time with the learners: hill, river, fruits, village. • 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 the chalkboard with a pointer: hill, river, fruits, village. • Have the learners read the words as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • Open your books at pages 110 and 111. • Say: Listen. I will read the story. • <i>Read the story aloud, while listeners listen and follow in their books.</i> • 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 poem. • Say: Move your fingers under the words as you read. • Repeat 3 or 4 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. • <i>Move round to observe and help the learners where needed.</i> • Ask a pair of learners or individual learners to read to the whole class.
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Activity 15.2.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the story about? • Answer: A hill near the author's village. • Ask: What is the name of the hill? • Answer: The name of the hill is Ndevu. • Ask two questions about the story on page 111. For example: Why do animals go to this Ndevu hill? Where does Chitenga river start from? • Answers: They go to eat green grass. It starts from Ndevu Hill. • Repeat each question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's ask and answer questions together. • Ask What is the story about? • Let's answer together: A hill near the author's village. • Ask: What is the name of the hill? • Let's answer together: The name of the hill is Ndevu. • Ask two questions about the story on page 111. For example: Where does Chitenga river start from? • Let's answer: It starts from Ndevu Hill. • Repeat 2 or 3 times with groups and pairs. 	<ul style="list-style-type: none"> • Now you will answer questions on your own. • Ask: What is the story about? • (Learners answer: A hill near the author's village.) • Do the same for the picture on page 111. For example: Where does Chitenga river start from? • Learners answer: It starts from Ndevu Hill. • Ask other questions to make sure the learners understand the story.

Closing the lesson

5 minutes

Ask the learners to sing the song: Mr Phiri has a farm (mention the animals in the story: goats, cows, birds).

UNIT 15 • The things around us

Lesson 3

Time needed:
60 minutes



Success criteria

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

Resources

- Real items, pictures or models of yoghurt, yoke, yam, yellow
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 112
- This teachers' guide, pages 203–206, songs 4, 10 and 15

Introduction: Singing a song

3 minutes

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

Activity 15.3.1 Naming objects beginning with the letter y

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 real objects, a picture or a model of yoghurt, a yoke, a yam and yellow, one at a time. • Ask: What is this? • Answer: It is yoghurt./It is a yoke./It is a yam./It is yellow. • 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 ask together: What is this? • Let's answer together: It is yoghurt./It is a yoke./It is a yam./It is yellow. • Repeat with the learners 2 or 3 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 yoghurt./It is a yoke./It is a yam./It is yellow. 	<ul style="list-style-type: none"> • Now open your books at page 112. In pairs, take turns to ask: What is this? • And answer: It is yoghurt./It is a yoke./It is a yam./It is yellow. • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 15.3.2 Identifying the initial letter sound /y/ in words

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /y/. The first word is <i>yard, yard</i>. <i>Yard</i> begins with /y/. So I point my thumb up (<i>demonstrate this action</i>). • The next word is <i>fox, fox</i>. <i>Fox</i> does not begin with /y/. So I point my thumb down. • The next word is <i>yes, yes</i>. <i>Yes</i> begins with /y/. So I point my thumb up. 	<ul style="list-style-type: none"> • Let's say /y/ together: /y/, /y/. • <i>Repeat with the learners 2 or 3 times.</i> • Now I will say a word. If it begins with /y/, we point our thumbs up. • If it does not begin with /y/, we point our thumbs down. The first word is <i>yard</i>. <i>Yard</i> begins with /y/, so let's point our thumbs up. • Do the same with <i>taxi, yes, sickle, egg, yesterday, monkey, youth</i> (<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 /y/, point your thumbs up. • If it does not begin with /y/, point your thumbs down. • <i>Say: yard (learners put thumbs up).</i> • <i>Continue with other examples such as yam, taxi, yes, sickle, egg, yesterday, monkey, youth (learners point thumbs up or down).</i>

Closing the lesson

2 minutes

Sing with the learners Draw a yam in the air.

..... **Break**

Introduction: Revising the initial letter sound /y/

3 minutes

Practise again the Learners section of Activity 15.3.2.

Activity 15.3.3 Reading words with the initial letter y

10 minutes

Now we will read words that begin with the letter **y**. 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: yard/yes/yet/yesterday/you/youth/your/yours. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the together. • Read with the learners the following words one at a time: yard/yes/yet/yesterday/you/youth/your/yours. • 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 the words on your own. • Now be in pairs. Open your books at page 112. • Take turns to read all the words on the page. • Move round to observe and help the learners where needed. • Ask some learners to show the class what they were doing.

Activity 15.3.4 Writing words with the initial letter y

14 minutes

Now we will write some words that begin with the letter **y**. 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 a yoke on the chalkboard between the prepared lines.  <ul style="list-style-type: none"> • Read, moving the pointer under the letters as you read: a yoke. • Repeat 2 or 3 times. • Do the same with a yam/ yoghurt/yellow. 	<ul style="list-style-type: none"> • Now we will write together. • On the chalkboard, point to the words and say: a yoke. • Let's write a yoke in the air. • Together with the learners, write a yoke in the air. • Do the same for a yam/ yoghurt/yellow. <div data-bbox="659 1759 992 1978" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Use time wisely on this part of the cycle. The main objective is for the learners to write in their exercise books.</p> </div>	<ul style="list-style-type: none"> • Now open your books at page 112. 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 1688 1422 1916" 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 **y**.

Success criteria

- Learners must be able to:
- segment words into sounds
 - learn words ending in **-y** and **-ay**
 - read decodable words
 - match pictures with words
 - read decodable sentences

Resources

- Word cards
- Learners' book, page 113
- This teachers' guide, pages 203 and 205, songs 4 and 10

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: yoghurt/a yoke/a yam/yellow. Ask the learners to read them as whole class, in groups, in pairs and as individuals.

Activity 15.4.1 Segmenting words into sounds

5 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"> • Listen (<i>read at a normal speed</i>): The word is yes. The sounds are (<i>more slowly</i>) /y/ /e/ /s/. • The word is (<i>normal speed</i>): yam. The sounds are (<i>more slowly</i>): /y/ /a/ /m/. • The word is (<i>normal speed</i>): yoke. The sounds are (<i>more slowly</i>): /y/ /ō/ /k/. • Repeat each word and sound for 2 or 3 times. • <i>Do the same for yet.</i> 	<ul style="list-style-type: none"> • Now I will say the word and we will say the sounds together. • <i>Say:</i> The word is yes. What are the sounds? <i>Teacher and learners say:</i> The sounds are /y/ /e/ /s/. • <i>Say:</i> The word is yam. What are the sounds? <i>Teacher and learners say:</i> The sounds are /y/ /a/ /m/. • <i>Say:</i> The word is yoke. What are the sounds? <i>Teacher and learners say:</i> The sounds are /y/ /ō/ /k/. • <i>Do the same for yet.</i> 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds on your own. • <i>Say:</i> The word is yes. What are the sounds? <i>Learners say:</i> /y/ /e/ /s/. • <i>Do the same for yam/yoke/yet.</i> • <i>Assist the learners to say the words and sounds 2 or 3 times as a whole class, in groups, in pairs and as individuals.</i>

Activity 15.4.2 Learning words ending in -y and -ay**5 minutes**

Now we will learn sounds for the letter **y** and the letters **-ay**. I will say the sounds. We will say the sounds together. Then you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard: y/ay. • Point under y. Say: Remember the sound for y is /y/. • Point under ay. Say: In English, ay stands for the sound /ā/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will say the sounds together. • Point under y and say with the learners: The sound for y is /y/. • Repeat 2 or 3 times. • Point under -ay and say with the learners: In English, ay stands for the sound /ā/. • Repeat 2 or 3 times. • Now we will review some sounds. • On the chalkboard, write v/w/x/y/ay. • Say the sounds with me as I point under each letter. 	<ul style="list-style-type: none"> • Now it is your turn. • Copy the y and ay in your exercise book. • Take turns saying the sounds to each other.

Activity 15.4.3 Reading decodable words**13 minutes**

Now we will read words with the letter **y**. 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: box, wax, fox, fix, exit. • Read each word one at a time, moving the pointer under each letter. • Now, write the following words on the chalkboard, one at a time: yes, yam, yoke, yell, May, play, today. • Point under the letter y. Say: /y/, yes. • Then read at a normal pace: yes. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the words together: box, wax, fox, fix, exit. • Point under y. Teacher and learners say the sound: /y/, and then the word: yes. • Repeat 2 or 3 times. • Do the same for the remaining words, pointing under the underlined letters. • For today and holiday, point under -ay and say the sound. • Read each word part. Then say the word at a normal pace. 	<ul style="list-style-type: none"> • Now open your Learners' books at page 113. • Quickly read the words in the Box 1 on your own • Then read the words in the Box 2 on your own. • Move round to observe and help the learners where needed (supervise the learners). • Ask one or two learners to read to the class.

<ul style="list-style-type: none"> • Do the same for each word. • When the word ends in -ay, point under -ay and say: /ā/. Then say the word. • For words with more than one syllable, say each word part slowly. • Read the list of letter y words at a normal pace. 	<ul style="list-style-type: none"> • Now we will quickly read all the words. • Read each word at a normal pace with the learners 2 or 3 times. • Learners read as a whole class, in groups, in pairs and individually.
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Closing the lesson

2 minutes

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

..... **Break**

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: yet, yam, yoke, yard. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 15.4.4 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 yam on the chalkboard. To the right of the drawing write in a vertical column: yam, yes, yell. • Read the words as you point to the yam and say: This is not yell. This is not yes. This is a yam. • Write yam below the drawing. • Read 2 or 3 times. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your books at page 115. • Point to the first picture and ask: What is this? • Let's read the words to find yam: yell, yes, yam. • Let's say together: This is not yell. This is not yes. This is a yam. • Let's write the word yam in the air • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your exercise books. Write the correct word for Box 3, Picture 1. • Do Picture 1 on your own. • Now do Pictures 2 and 3. • Move round to observe and mark learners' work. • Ask some learners to read their answers to the class.

Activity 15.4.5 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 
<ul style="list-style-type: none"> • Write the word <i>eat</i> on the chalkboard. Read the word 2 or 3 times. • Demonstrate/mime eating food or ask a learner who has brought food to do so. • Write on the chalkboard these sentences: <p style="margin-left: 20px;">Today is the 1st of May.</p> <p style="margin-left: 20px;">It is a holiday.</p> <p style="margin-left: 20px;">We will not yoke the ox.</p> <p style="margin-left: 20px;">We will play and eat yams.</p> • Read each sentence slowly as you move the pointer under each word. • Then read each sentence at a normal pace. • Read all the sentences together 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. • Teacher and learners read each sentence slowly as teacher moves the pointer under each word. • Then read each sentence at a normal pace. • Read each sentence 2 or 3 times. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now be in pairs. • Open your books at page 113. • Take turns reading the sentences to each other. • Move round to observe and help the learners where needed (supervise the learners). • Ask one or two learners to read to the class. • Ask one or two comprehension questions to check that the learners understand what they are reading. Ask: When is the holiday? What will we eat today?

Closing the lesson**4 minutes**

Ask the learners to sing the song: Draw a yam in the air.

Success criteria

- Learners must be able to:
- segment words into sounds
 - ask for and give information
 - use simple past tense
 - read supplementary readers

Resources

- Book box
- This teachers' guide, page 204, song 7

Time needed:
60 minutes



Introduction: Asking what they want to be

8 minutes

Teacher asks the learners to ask and say what they want to be in pairs (e.g., What do you want to be? I want to be a driver).

Activity 15.5.1 Segmenting words into sounds

5 minutes

Today 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"> • Listen (<i>read at a normal speed</i>): The word is <i>yoke</i>. The sounds are (<i>more slowly</i>): /y/ /ō/ /k/. • The word is (<i>normal speed</i>): <i>May</i>. The sounds are (<i>more slowly</i>): /m/ /ay/. • The word is (<i>more slowly</i>): <i>yellow</i>. The sounds are /y/ /e/ /l/ /ō/. • Repeat each word and sound 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>yoke</i>. (<i>Teacher and learners say: /y/ /ō/ /k/.</i>) • Say: The word is <i>May</i>. (<i>Teacher and learners say: /m/ /ay/.</i>) • The word is <i>yellow</i>. (<i>Teacher and learners say: /y/ /e/ /l/ /ō/.</i>) 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds on your own. • Say: The word is <i>yoke</i>. What are the sounds? <i>Learners say: /y/ /ō/ /k/.</i> • Do the same for <i>May/yellow</i>. • Assist the learners to say the words and sounds 2 or 3 times as a whole class, in groups, in pairs and as individuals.
<div style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>You may hold up one finger as you or the learners say each sound.</p> </div>		

Activity 15.5.2 Asking for and giving information**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen! I will introduce myself. • Ask: What is your name? • Answer: My name is ____ [name]. • Repeat 2 or 3 times. • Ask: Where do you live? • Answer: I live at ____ . • Repeat 2 or 3 times. • Ask: How old are you? • Answer: I am ____ years old. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will introduce ourselves. • Let's ask together: What is your name? • Let's answer together: My name is ____ [name]. • Repeat 2 or 3 times. • Let's ask: Where do you live? • Let's answer: I live at ____ . • Repeat 2 or 3 times. • Let's ask: How old are you? • Let's answer: I am ____ years old. • Repeat 2 or 3 times. • Call two learners to the front. • Help one of them to ask the three questions. Help the other one to answer (giving the correct information). Then they should swap roles. • Repeat this with 2 or 3 pairs of learners. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask and answer these questions: What is your name? My name is ____ [name]. Where do you live? I live at ____ . How old are you? I am ____ years old. • Move round to observe and give help to the learners where necessary. • Ask some pairs to show the class what they were doing.

Closing the lesson**2 minutes**

Sing with the learners: Happy Birthday to you.

..... **Break**

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

Let's practise introducing ourselves. *Ask and answer: What is your name? in groups, in pairs and individually. Do the same with the other questions such as How old are you and where do you live?*

Activity 15.5.3 Using simple past tense (with irregular verbs)**10 minutes**

Now we will talk about what we did yesterday. I will say what I did yesterday. We will say what we did yesterday. You will say what you did yesterday on your own.

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="278 762 611 1096" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>To show that you are talking about the past, start by writing today's date on the chalkboard and say: <i>today</i>. Then write on the left side of the chalkboard yesterday's date and say: <i>yesterday</i>.</p> </div> <ul style="list-style-type: none"> • Say: What did you do yesterday? • Repeat 2 or 3 times. • Answer (while demonstrating the actions): I swept my bedroom. I made my bed. I fed the ducks. I came to school. • Repeat this sequence 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: What did you do yesterday? • Repeat 2 or 3 times. • Let's answer (doing the actions): I swept my bedroom. I made my bed. I fed the ducks. I came to school. • Repeat this sequence 2 or 3 times. • Call two learners to the front. Help them to ask: What did you do yesterday? • And answer: I swept my bedroom. I made my bed. I fed the ducks. I came to school. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask: What did you do yesterday? • Answer: I swept my bedroom. I made my bed. I fed the ducks. I came to school. • Let the learners repeat 2 or 3 times saying and doing the actions. • Move round to observe and give help to the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 15.5.4 Reading using supplementary readers**12 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**5 minutes**

Orally make plural forms of words covered in the lesson.

UNIT 15 • The things around us

Lesson 6

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - express wants
 - read decodable sentences

Resources

- Pencils, rulers, pens and books, etc.
- A puppet for role-play
- Empty food cartons or bottles (optional)
- Learners' book, page 113
- This teachers' guide, pages 204 and 207, songs 8, 16 and 19

Introduction: Singing song

3 minutes

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

Activity 15.6.1 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: /y/ /e/ /s/. The word is <i>yes</i>. • Listen: /y/ /a/ /m/. The word is <i>yam</i>. • Listen: /m/ /ay/. The word is <i>may</i>. • Listen: /p/ /l/ /ay/. The word is <i>play</i>. • Repeat all blends 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together. • Say: /y/ /e/ /s/. What is the word? (<i>Teacher and learners say: The word is yes.</i>) • Say: /y/ /a/ /m/. What is the word? (<i>Teacher and learners say: The word is yam.</i>) • Do the same for may/play. 	<ul style="list-style-type: none"> • Now I will say the sounds and you will say the words on your own. • Say: /y/ /e/ /s/. What is the word? (<i>Learners say: The word is yes.</i>) • Do the same for yam/may/play.

Activity 15.6.2 Expressing wants

15 minutes

Now we will ask for things. I will ask for things. We will ask for things together. Then you will ask for things on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Put pencils, rulers, pens and books on the table. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>If you have empty food cartons or bottles, put these on the table for a shopping role-play. Use a puppet to show that this is a role-play between two people.</p> </div>	<ul style="list-style-type: none"> • Let's do this together. • Call one learner to the front to role-play with you (but the whole class should ask and answer). • Ask: What do you want? • Answer with the learners: I want a pencil, please. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to do this role-play: What do you want? I want a pencil, please. Here you are. Thank you. • Move round to observe and help the learners where needed. Help the learners to exchange roles.

<ul style="list-style-type: none"> • Ask: What do you want? • Answer: I want a pencil, please. • Say: Here you are. • Answer: Thank you. • Repeat the role-play 2 or 3 times with different items. 	<ul style="list-style-type: none"> • Say: Here you are (<i>hand the ruler to the learner at the front</i>). • Answer with the learners: Thank you. • Repeat this role-play. • Call two learners to the front. Help them to carry out this role-play. • Do the same with another learner pair. 	<ul style="list-style-type: none"> • Ask some pairs to show the class what they were doing.
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Closing the lesson

2 minutes

Sing with the learners: Clap your hands.

Break

Introduction: Revising expressing wants

8 minutes

Let's practise asking for things. Gather some classroom objects and have the learners role-play asking for specific items as a class, in groups, in pairs and individually.

Activity 15.6.3 Reading decodable sentences

16 minutes

Now we will read sentences. I will read the sentence. 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 decodable sentences on the chalkboard or on word cards: Today is the 1st of May. It is a holiday. We will not yoke the ox. We will play and eat yams. • Read the sentences 2 or 3 times. 	<ul style="list-style-type: none"> • Now open your books at page 113. Let's read the sentences together: Today is the 1st of May. It is a holiday. We will not yoke the ox. We will play and eat yams. • Read the sentences 2 or 3 times as a whole class, in groups and in pairs. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns reading the sentences to each other. • Teacher goes around observing and giving help to the learners where needed. • Ask some pairs to read the sentences to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Why won't we yoke the ox today? What will we do today?

Closing the lesson

6 minutes

Ask the learners to sing the song two times: Hooray it's a holiday.

UNIT 15 • The things around us

Lesson 7

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - discuss illustrations
 - read a poem
 - recite a poem

Resources

- Word cards
- Learners' book, page 114
- This teachers' guide, pages 204 and 208, songs 5 and 25

Introduction: Singing a song

3 minutes

Ask the learners to sing: The alphabet song.

Activity 15.7.1 Blending sounds to make a word

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /y/ /ō/ /g/ /ur/ /t/. The word is <i>yoghurt</i>. • Repeat 2 or 3 times. • Listen: /b/ /ī/ /k/. The word is <i>bike</i>. • Repeat 2 or 3 times. • Do the same for exit. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together: • Listen: /y/ /ō/ /g/ /ur/ /t/. What is the word? • Teacher and learners say: The word is <i>yoghurt</i>. • Listen: /b/ /ī/ /k/. What is the word? • Teacher and learners say: The word is <i>bike</i>. • Do the same for exit. • Repeat 2 or 3 times with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words on your own. • Listen: /y/ /ō/ /g/ /ur/ /t/. What is the word? • Learners say: The word is <i>yoghurt</i>. • Listen: /b/ /ī/ /k/. What is the word? • Learners say: The word is <i>bike</i>. • Do the same for exit. • Repeat with groups, pairs and individuals.

Activity 15.7.2 Discussing an illustration**15 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"> • <i>Say:</i> Open your books at page 114. Look at the pictures. • <i>Ask:</i> What do you see in the pictures? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> I see a snail. • What do you think the poem is about? • <i>Answer:</i> It is about a snail. • <i>Ask:</i> Do you see the snail's home? Where is it? • <i>Answer:</i> It's on the snail's back. 	<ul style="list-style-type: none"> • Now let's talk about the pictures on page 114 together. • <i>Say:</i> Look at the picture. What do you see in the picture? • <i>Answer together:</i> I see a snail. • What do you think the poem is about? • <i>Answer together:</i> It is about a snail. • <i>Where is the snail's home?</i> • <i>Answer together:</i> It's on the snail's back. 	<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? What is the poem about? Where is the snail's home? • <i>Learners answer:</i> I see a snail. /It is about a snail./It's on the snail's back. • <i>Let the learners reply as a whole class, in groups, in pairs and as individuals.</i>

Closing the lesson**2 minutes**

Sing with the learners: I like school.

..... **Break**

Introduction: Revising discussing illustrations**3 minutes**

Ask the learners what they see in the pictures. Ask them to describe the snail's home. Let the learners reply as a whole class, in groups, in pairs and as individuals.

Activity 15.7.3 Reading a poem**10 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Read the following words on word cards or written on the chalkboard:</i> snail, but, home, ears, teeth. • <i>Read each word 2 or 3 times.</i> <div data-bbox="278 1947 645 2135" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Follow the scripting and then continue with the activities on the next page.</p> </div>	<ul style="list-style-type: none"> • Now we will read the words together. • <i>Show the word cards, one at a time, and read the following words with the learners:</i> snail, but, home, ears, teeth. • <i>Repeat each word 2 or 3 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:</i> snail, but, home, ears, teeth. • <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 114. Listen. I will read the poem aloud. The poem is about a snail. • <i>Use the pointer to show where to begin.</i> • <i>Read the poem slowly.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • <i>Read the whole poem together.</i> • <i>Repeat 3 or 4 times with the whole class and in groups.</i> 	<ul style="list-style-type: none"> • Be in pairs and take turns to read. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read to the class.</i>
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Activity 15.7.4 Reciting the poem

12 minutes

Now we will recite the poem. I will recite the poem. We will recite the poem together. Then you will recite the poem on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Open your books at page 114. I will read the poem again. Then I will recite it by heart. • <i>Read the poem slowly and with expression.</i> • Now I will recite the poem by heart. • <i>Say the poem by heart 2 or 3 times. Act as you recite by touching your ears, teeth and legs.</i> 	<ul style="list-style-type: none"> • Now let's read the poem together. • <i>Read 2 or 3 times.</i> • Close your books. Let's recite the poem together by heart. • <i>Teacher and learners say the poem by heart 2 or 3 times. Everyone should act as they recite by touching ears, teeth and legs.</i> • <i>Let the learners recite as a whole class, in groups and in pairs.</i> 	<ul style="list-style-type: none"> • Read on your own in pairs. • <i>Move round to observe and help the learners where needed. Encourage the learners to act as they recite the poem.</i> • Close your books and say the poem to each other. • <i>Ask some pairs to come to the front to recite the poem.</i>

Closing the lesson

5 minutes

Recite the poem from page 114 together with actions. Recite slowly at first, then very fast.

Success criteria

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

Resources

- Real items, pictures or models of a zebra, a zip
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 115
- This teachers' guide, pages 203–206, songs 4, 10 and 15

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

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

Activity 15.8.1 Naming objects beginning with the letter z

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 real objects, a picture or a model of these objects, one at a time: a zebra/a zip. • Ask: What is this? • Answer: It is a zebra/it is a zip. • 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 zebra/it is a zip. • Repeat for each object 2 or 3 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 zebra/it is a zip. 	<ul style="list-style-type: none"> • Now open your books at page 117. In pairs, take turns to ask: What is this? • Answer: It is a zebra/it is a zip. • Ask some pairs to do what they were doing to the class

Activity 15.8.2 Identifying the initial letter sound /z/ in words

15 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • The sound is /z/. The first word is <i>zoo, zoo</i>. <i>Zoo</i> begins with /z/. So I point my thumbs up (<i>demonstrate this action</i>). • The next word is <i>snail, snail</i>. <i>Snail</i> does not begin with /z/. So I point my thumbs down. • The next word is <i>zero, zero</i>. <i>Zero</i> begins with /z/. So I point my thumbs up. • The next word is <i>home, home</i>. <i>Home</i> does not start with /z/. So I point my thumbs down. 	<ul style="list-style-type: none"> • Let's say /z/ together: /z/, /z/. • <i>Repeat with the learners 2 or 3 times.</i> • Now I will say a word. If it begins with /z/, we point our thumbs up. If it does not begin with /z/, we point our thumbs down. • The first word is <i>zoo, zoo</i>. <i>Zoo</i> begins with /z/. So let's point our thumbs up. • <i>Continue with other examples: zero/teeth/zebra/home/push/zip/zone.</i> 	<ul style="list-style-type: none"> • Now I will say a word. If it begins with /z/, point your thumbs up. • If it does not begin with /z/, point your thumbs down. • <i>Say: zoo (learners point thumbs up).</i> • <i>Continue with other examples: zero/teeth/zebra/home/push/zip/zone.</i>

Closing the lesson

2 minutes

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

Break

Introduction: Revising the initial letter sound /z/

3 minutes

Practise again the Learners section of Activity 15.8.2.

Activity 15.8.3 Reading words with the initial letter z**10 minutes**

Now we will read words that begin with the letter **z**. 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: zoo/zero. • 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: a zoo/a zero. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • Now be in pairs. Open your books at page 115. • Take turns to read all the words on the page. • Move round to observe and help the learners where needed. • Ask some individual learners to read the words to the class.

Activity 15.8.4 Writing words with the initial letter z**14 minutes**

Now we will write some words that begin with the letter **z**. 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 zebra.  <ul style="list-style-type: none"> • Read the word while moving your pointer under the letters of the word: a zebra. • Do the same for: a zip. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word zebra on the chalkboard and say: Let's write the word zebra in the air. • Together with the learners, write a zebra in the air. • Let's write a zebra. • Do the same for a zip. <div data-bbox="707 1618 1041 1886" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Use time wisely on this part of the cycle. The main objective is for the learners to draw and write in their exercise books.</p> </div>	<ul style="list-style-type: none"> • Now you will write on your own. • Open your exercise books. • Now open your books at page 114. Write the words in your exercise books. • Move round to observe and help the learners where needed. • Ask some learners to show and read what they have written. <div data-bbox="1134 1688 1468 1914" 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 draw and write the remaining words.</p> </div>

Closing the lesson**3 minutes**

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

UNIT 15 • The things around us

Lesson 9

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - revise sight words with the initial letter **z**
 - read words with the initial, medial and end letter **z**
 - complete a word search puzzle
 - read sentences with words with the letter **z**

Resources

- Chalkboard: Letter grid on page 116, prepared in advance
- Learners' book, page 116
- This teachers' guide, page 203, song 4

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 zebra/a zip. Ask the learners to read them as whole class, in groups, in pairs and as individuals.

Activity 15.9.1 Segmenting words into sounds

8 minutes

Today we will say words and sounds in a word. I will say a word and 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"> • Listen (<i>read at normal speed</i>): The word is <i>zebra</i>. The sounds (<i>read more slowly</i>) are: /z/ /e/ /b/ /r/ /a/. • Listen (<i>read at normal speed</i>): The word is <i>zip</i>. The sounds (<i>more slowly</i>): are /z/ /i/ /p/. • Repeat 2 or 3 times. • Listen (<i>read at normal speed</i>): The word is <i>legs</i>. The sounds are (<i>more slowly</i>): /l/ /e/ /g/ /z/. • Repeat 2 or 3 times. • Listen (<i>read at normal speed</i>): The word is <i>snail</i>. The sounds are (<i>more slowly</i>): /s/ /n/ /ā/ /l/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word and you will say the sounds with me. • Say: The word is <i>zebra</i>. What are the sounds? • Teacher and learners say: The sounds are: /z/ /e/ /b/ /r/ /a/. • Say: The word is <i>zip</i>. What are the sounds? • Teacher and learners say: The sounds are /z/ /i/ /p/. • Say: The word is <i>legs</i>. What are the sounds? • Teacher and learners say: The sounds are /l/ /e/ /g/ /z/. • Say: The word is <i>snail</i>. What are the sounds? • Teacher and learners say: The sounds are /s/ /n/ /ā/ /l/. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds on your own. • Say: The word is <i>zebra</i>. What are the sounds? • Learners say: The sounds are /z/ /e/ /b/ /r/ /a/. • Say: The word is <i>zip</i>. What are the sounds? • Learners say: The sounds are /z/ /i/ /p/. • Do the same for legs/snail. • Assist the learners to say sounds 2 or 3 times as a whole class, in groups, in pairs and as individuals.

Activity 15.9.2 Reading decodable words with the letter z

15 minutes

Now we will read words with the letter **z**. 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: yam, yoke, holiday, today, May. • Read each word one at a time, moving the pointer under each letter. <div data-bbox="274 766 613 919" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip 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 words one at a time: zebra, zip, quiz, Mzuzu, prize, Zomba. • Say each letter sound as you move the pointer under each word. For example, say (slowly): /Mzu/ /zu/. • Then read it at a normal pace: Mzuzu. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • First, read with the learners the following words: yam, yoke, holiday, today, May. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Now we will read the letter z words together. • Say each letter sound as you move the pointer under each word. For example, say: /Mzu/ /zu/. • Then read it at a normal pace: Mzuzu. • Read each word 3 times. • Do the same for all the other words: zebra, zip, zero, jazz, quiz, Mzuzu, prize, Zomba. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books at page 116. Quickly read the words in the Box 1 on your own. • Now read the words in the Box 2. • Move round to observe and help the learners where needed (supervise the learners). • Ask one or two learners to read to the class.

Closing the lesson

2 minutes

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

..... **Break**

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: quiz, zoo, prize, zero. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 15.9.3 Complete a word search puzzle

12 minutes

Now we will find words in a word puzzle. I will find words in a word puzzle. We will find words in a puzzle. Then you will find words in a puzzle on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Look at me! Write the following words on the chalkboard: zebra, zero, zip, prize. 	<ul style="list-style-type: none"> • Now let's do it together. Let's find the word zebra. 	<ul style="list-style-type: none"> • Now it's your turn. Be in pairs. • Open your books at page 116.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Point to the letter grid on the chalkboard. Then read the words as you point at them. • Point to the word zebra and say: Let's find zebra in the word puzzle. • Circle the letters for the word zebra and say: Here is zebra. • Then circle the vertical letters that spell zero and say: Here is zero. • Leave the words on the chalkboard but erase the circling. 	<ul style="list-style-type: none"> • Get learners to tell you which letters to circle to make the word: z-e-b-r-a. • Say: Let's read together: zebra/zero. • Erase the circling. Then call two learners to the front to circle and read zebra/zero. • Do the same for the word zero. 	<ul style="list-style-type: none"> • Copy the word puzzle in your exercise books. • Find zebra, zero, zip and prize in the puzzle. • When you find the words, circle them in the puzzle. Then write the words in your exercise books. • Move round to observe and help the learners where needed. • Call some learners to the front to show what they were doing.

Activity 15.9.4 Reading sentences with words with the letter z

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: zoo, live, cages. • Read the words slowly. Then read at a normal speed 2 or 3 times. • Write the following sentences on the chalkboard: <ul style="list-style-type: none"> In a zoo, animals live in cages. There is no zoo in Mzuzu. There is no zoo in Zomba. There is no zoo in Chiradzulu. In Malawi animals live free. • Move the pointer under each word as you read. • Read the sentences 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together: zoo, live, cages. • Read the words slowly. Then read at a normal speed 2 or 3 times. • Point to the words as the learners read with you. • Now let's read the sentences together. • Read each sentence with the learners 2 or 3 times while pointing at the words. • Tell learners to open their books at page 116. Read the sentences again from the Learners' book. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • Point to the words one at a time and let the learners read as a whole class, in groups, in pairs and as individuals. • Now be in pairs. Take turns reading the sentences from your books. • 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: In a zoo, where do the animals live? How do animals in Malawi live?

Closing the lesson

5 minutes

Ask the learners to sing the song: Show me z.

**Lesson 10
Review**
Success criteria

This is the last lesson in Unit 15. 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 107.

 Time needed:
60 minutes


Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds to make words	74, 77, 90, 92	
• express ability and inability	74, 75	
• sing a song	74, 75, 76, 77, 78, 79, 80, 81, 82, 85, 86, 88, 90, 91, 92, 93, 95, 96, 97, 99, 100	
• read decodable sentences	76, 86, 91	108, 113
• discuss illustrations	77, 93	110, 111, 114
• read a story	78	110, 111
• answer comprehension questions	79	110, 111
• identify the initial letter sound /y/ in words	81	
• name objects beginning with the letter y	80	112
• read/revise sight words with the initial letter y	82	112
• write words with the initial letter y	82	
• segment words into sounds	83, 87, 98	
• learn words ending in -y and -ay	84	
• read decodable words	84	113
• read sentences with words with the initial and end letter y	86	113
• match pictures with words	85	113
• ask for and give information	88	
• use simple past tense	89	
• read supplementary readers	89	
• express wants	90	
• read and recite a poem	93, 94	114
• identify the initial letter sound /z/ in words	96	
• name objects beginning with the letter z	95	115
• read/revise sight words with the initial letter z	97, 99	115
• write words with the initial, medial and end letter z	97	116
• complete a word search puzzle	99	116
• read sentences with words with the letter z	100	116

Revising

In this lesson, you will revise the activities done in Lessons 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

3 minutes

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

Activity 15.10.1 Blending sounds to make words

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen: /f/ /o/ /ks/. The word is fox. • Listen: /o/ /ks/. The word is ox. • Listen: /e/ /ks/ /i/ /t/. The word is exit. <div data-bbox="232 1500 565 1801" 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 of them get a chance to hear the sounds.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /f/ /o/ /ks/. What is the word? (Teachers and learners say: fox.) • Say: /o/ /ks/. What is the word? (Teacher and learners say: ox.) • Do the same with exit. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Listen: /f/ /o/ /ks/. What is the word? (Learners say: fox.) • Listen: /o/ /ks/. What is the word? (Learners say: ox.) • Listen: /e/ /ks/ /i/ /t/. What is the word? (Learners say: exit.) • Do the same with wax. • Repeat with groups, pairs and individuals.

Activity 15.10.2 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"> • Show word cards with the following words or write them on the chalkboard one at a time: hill, river, fruits, village. • Read each word 3 or 4 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: hill, river, fruits, village. • 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 the chalkboard with a pointer: hill, river, fruits, village. • Have the learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Open your books at pages 110 and 111. • Say: Listen. I will read the story. • Read the story aloud, while listeners 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 poem. • Say: Move your fingers under the words as you read. • Repeat 3 or 4 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 a pair of learners or individual learners to read to the whole class.

Closing the lesson

2 minutes

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

..... **Break**

Introduction: Revising the story

3 minutes

Read Ndevu hill again with the learners. Remind them to move their fingers under the words as they read.

Activity 15.10.3 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: A hill near the author's village. • Repeat 2 or 3 times. • Ask: What is the name of the hill? • Repeat 2 or 3 times. • Answer: The name of the hill is Ndevu. • Repeat 2 or 3 times. • Ask two questions about the pictures on page 113. For example: Why do animals go to this Ndevu hill? Where does Chitenga river start from? • Answers: They go to eat green grass. It starts from Ndevu Hill. • Repeat each question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's ask and answer questions together. • Ask What is the story about? • Repeat 2 or 3 times. • Let's answer together: A hill near the author's village. • Ask: What is the name of the hill? • Repeat 2 or 3 times. • Let's answer together: The name of the hill is Ndevu. • Repeat 2 or 3 times. • Ask two questions about the pictures on page 113. For example: Where does Chitenga river start from? • Let's answer: It starts from Ndevu Hill. • Repeat 2 or 3 times with groups and pairs. 	<ul style="list-style-type: none"> • Now you will answer questions on your own. • Ask: What is the story about? • (Learners answer: A hill near the author's village.) • Do the same for the picture on page 113. For example: Where does Chitenga river start from? • Learners answer: It starts from Ndevu Hill. • Ask other questions to make sure the learners understand the story.

Activity 15.10.4 Reading decodable sentences

14 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: zoo, live, cages. • Read the words slowly. Then read at a normal speed 2 or 3 times. • Write the following sentences on the chalkboard: <p>In a zoo, animals live in cages.</p> <p>There is no zoo in Mzuzu.</p> <p>There is no zoo in Zomba.</p> <p>There is no zoo in Chiradzulu.</p> <p>In Malawi, animals live free.</p> • Move the pointer under each word as you read. • Read the sentences 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together: zoo, live, cages. • Read the words slowly. Then read at a normal speed 2 or 3 times. • Point to the words as the learners read with you. • Now let's read the sentences together. • Read each sentence with the learners 2 or 3 times while pointing at the words. • Tell the learners to open their books at page 116. Read the sentences again from the Learners' book. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • Point to the words one at a time and let the learners read as a whole class, in groups, in pairs and as individuals. • Now be in pairs. Take turns reading the sentences from your books. • 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: In a zoo, where do the animals live? How do animals in Malawi live?

Closing the lesson

3 minutes

Ask the learners to 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.

Dear teacher:

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

Assessment of Unit 15

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

Is the learner able to:	Excellent	Good	Average	Needs support
blend sounds to make words?				
express ability and inability?				
sing a song?				
read decodable sentences?				

Is the learner able to:	Excellent	Good	Average	Needs support
discuss illustrations?				
read a story?				
answer comprehension questions?				
name objects with the letter y ?				
identify the initial letter sound / y / in words?				
read/revise sight words with the initial letter y ?				
write words with the letter y ?				
segment words into sounds?				
learn words ending in -y and -ay ?				
read decodable words with the initial and end letter y ?				
read sentences with words with the initial and end letter y ?				
match pictures with words?				
ask for and give information?				
use simple past tense?				
read supplementary readers?				
express wants?				
read and recite a poem?				
identify the initial letter sound / z / in words?				
name objects beginning with the letter z ?				
read/revise sight words with the initial letter z ?				
write words with the letter z ?				
complete a word search?				
read sentences with words with the letter z ?				

UNIT 16 Lesson planner

Unit 16 Week 1: The things we make

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to form words Ask for and give information about things we buy Draw a budget Read decodable sentences 	<ul style="list-style-type: none"> Segment words into letter sounds Listen and respond to a teacher read-aloud text Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Recognise letter sounds Blend sounds to make words Name objects to buy and sell Write a shopping list 	<ul style="list-style-type: none"> Segment words into letter sounds Read words starting with wh- Read sentences with words with wh- Complete decodable sentences 	<ul style="list-style-type: none"> Segment words into sounds Identify colours Sort objects by colour Draw an object Colour drawings Read supplementary readers independently
Introduction	Song: <i>One, two, how are you?</i> Revising expressing wants	Song: <i>Clap your hands</i> Revising discussing illustrations	Playing a command game: <i>Mrs Phiri says</i> Revising recognizing initial letter sounds	Revising sight words Revising decodable words	Song: <i>There is a green girl in the ring</i> Revising identifying colours
References: Learners' book/ Teachers' guide	LB Page 116 TG Pages 205 and 207, Songs 12, 17 and 18	LB Pages 117, 118 TG Pages 204 and 207, Songs 8, 18 and 19	TG Page 204, Song 5	LB Page 119 TG Pages 203 and 207, Songs 4 and 20	TG Pages 204, 205 and 208, Songs 5, 9 and 24
Listening and speaking	Asking for and giving information about things we buy at the market	Talking about an illustration/ predicting content/ answering questions	Naming objects to buy and sell	Spelling words orally	Identifying colours
Phonological awareness	Blending sounds to form words	Segmenting words into letter sounds	Recognising letter sounds; blending letter sounds into words	Blending letter sounds into words	Segmenting words into sounds
Reading					
Alphabetic principle	Reviewing decodable sentences with z	Reading: The things we make		Reading a decodable story	Spelling colour words
Vocabulary	<i>How much is ____? It is ____/They are ____.</i>	<i>Flower pots, handle, comb, plastic, cooking</i>			<i>What colour is this? Purple, orange</i>
Fluency and comprehension	Reading a list of items with prices	Reading a story: The things we make	Reading objects to buy and sell	Reading a decodable story	Reading supplementary readers
Writing	Drawing a budget		Writing a shopping list	Writing sentences with sentence frames	
Closing the lesson	Song: <i>How many people live in your house?</i> Song: <i>Where are the lions?</i>	Song: <i>I like school</i> Song: <i>This is the way</i>	Song: <i>The alphabet song</i> Playing: <i>Mrs Phiri says</i>	Song: <i>Show me wh-</i> Song: <i>What is your name?</i>	Song: <i>Wide skies are blue</i> Song: <i>The alphabet song</i>

Unit 16 Week 2: The things we make

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Introduce themselves Complete a chart Read decodable sentences with wh- words 	<ul style="list-style-type: none"> blend sounds to make words discuss an illustration read a story answer comprehension questions 	<ul style="list-style-type: none"> Recognise end letter sounds Blend sounds into words Read sight words Read words with the soft sound of letter c 	<ul style="list-style-type: none"> Segment words into sounds Read decodable words with soft c Match words with pictures Read sentences with words with soft c 	<ul style="list-style-type: none"> Segment words into sounds Read a story Answer comprehension questions Read decodable sentences Show understanding of the unit's skills
Introduction	Song: <i>What's your name?</i> Revising asking for and giving information	Song: <i>This is the way</i> Revising discussing illustrations	Song: <i>Show me c</i> Revising end letter sounds	Song: <i>What's your name?</i> Revising decodable words	Reviewing one of the songs learned in this unit
References: Learners' book/ Teachers' guide	LB Page 119 TG Pages 204 and 207, Songs 7 and 20	LB Page 120 TG Pages 204, 205 and 208, Songs 8, 11 and 21	TG Pages 203 and 204, Songs 4 and 5	LB Page 121 TG Pages 203, 207 and 208, Songs 4, 20 and 22	LB Pages 117, 120 All lessons in the unit
Listening and speaking	Asking for and giving information about themselves (name, where they live and age)	Talking about an illustration/ predicting content/ answering questions	Recognising letter sounds, blending letter sounds into words		
Phonological awareness	Blending sounds into words	Blending sounds into words	Blending sounds into words	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Reading decodable sentences	Reading with the teacher	Reviewing familiar sight words from previous units	Reading word family -old: cold/gold/hold/sold/told Reviewing decodable stories	Writing three to five words
Vocabulary	<i>Hello, my name is.... What is your name?</i>	<i>things, shop, hoe handles, cooking oil, brooms, baskets</i>	Sight words from previous unit	-old: cold/gold/hold/sold/told	
Fluency and comprehension	Reading information about themselves	Reading a story: Pezani shop	Revising texts from previous units	Reading decodable sentences from previous units	Reading supplementary readers
Writing	Completing a chart		Writing sentences from jumbled words or Word list from letter grid	Writing sentence(s) from -old word list	
Closing the lesson	Song: <i>What's your name?</i> Song: <i>Happy Birthday to you</i>	Song: <i>Cats sleep anywhere</i> Song: <i>Little brother</i>	Song: <i>The alphabet song</i> Playing: <i>Mrs Phiri says</i>	Song: <i>Show me soft c</i> Song: <i>Hickory, dickory, dock</i>	Song: <i>Cats sleep anywhere</i> Reviewing a song or game

UNIT 16 • The things we make

Lesson 1

Time needed:
60 minutes



Success criteria

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

Resources

- Market items such as sugar, bread, salt, milk, empty packets or boxes of items
- A sample budget
- Learners' book, page 116
- This teachers' guide, pages 205 and 207, songs 12, 17 and 18

Introduction: Singing a song

3 minutes

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

Activity 16.1.1 Blending sounds to form words

10 minutes

Today I will say some sounds to make a word. We will say some sounds to make a word. Then I will say some sounds and you will make a word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Listen:</i> The sounds are: /s/ /t/ /a/ /n/ /d/. The word is <i>stand</i>. • <i>Repeat the sounds and word 2 to 3 times.</i> • <i>Listen:</i> The sounds are /j/ /u/ /m/ /p/. The word is <i>jump</i>. • <i>Repeat the sounds and word 2 or 3 times.</i> • <i>Do the same with sing.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. We will say the word together. • Listen to the sounds: /s/ /t/ /a/ /n/ /d/. What is the word? (<i>Teacher and learners say: stand.</i>) • <i>Repeat 2 or 3 times.</i> • <i>Do the same with jump/sing.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • <i>Listen:</i> /s/ /t/ /a/ /n/ /d/. What is the word? (<i>Learners say: stand.</i>) • <i>Repeat 2 or 3 times.</i> • <i>Do the same with jump/sing.</i> • <i>Repeat with groups, pairs and individuals.</i>

Activity 16.1.2 Asking for and giving information

15 minutes

Now we will say the things we buy from the market. I will say the things I buy from the market. We will say the things we buy from the market. Then you will say the things you buy from the market.

 Teacher	 Teacher + Learners	 Learners
<div data-bbox="230 1764 563 1916" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>A puppet is useful for this activity.</p> </div> <ul style="list-style-type: none"> • <i>Ask:</i> What things do you buy from the market? • <i>Answer:</i> I buy bread and sugar (<i>show bread and sugar</i>). 	<ul style="list-style-type: none"> • Now let's ask together: What things do you buy from the market? (<i>Teacher and learners answer: I buy bread and sugar.</i>) • <i>Repeat 2 or 3 times.</i> • Now let's ask together: How much is a loaf of bread? (<i>Teacher and learners answer: It is K300.</i>) • <i>Repeat 2 or three times.</i> 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What things do you buy from the market? How much is a loaf of bread? How much is sugar? • <i>Answer:</i> I buy ____ . It is ____ . • <i>Move round to observe and help the learners where necessary.</i>

<ul style="list-style-type: none"> • Ask: How much is a loaf of bread? • Answer: It is K300. • Repeat 2 or 3 times. • Ask: How much is sugar? • Answer: It is K100. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Do the same for sugar. • Repeat with groups, pairs and individuals. • Call two learners to the front. Help one learner to ask: What things do you buy from the market? • Help the other learner to answer: I buy bread and sugar. • Repeat with another pair, asking and answering how much each item costs. 	<ul style="list-style-type: none"> • Ask some pairs to show the class what they were doing.
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Closing the lesson

2 minutes

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

Break

Introduction: Revising expressing wants

3 minutes

Obtain some empty packages of things the learners might buy in the market. Hold up a package and ask: I want to buy this. How much does it cost? Have the learners answer as a class, in groups, in pairs and as individuals.

Activity 16.1.3 Drawing a budget

14 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Explain to the learners that before you go to the market to buy things, you write a budget. A budget is a list of items and their prices (you may explain this in local language). • Write a list of market items you would like to buy and their prices on the chalkboard as follows: Say: I want to buy bread for K300 sugar for K490 salt for K250 • Say: This is my budget. • Read the items and their prices. • Repeat this 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's do it together. • Let's say together: This is my budget. Bread is K300. Sugar is K490. Salt is K250. (Teacher and learners read the items and their prices.) • Repeat with groups, pairs and individuals. • Invite two learners to the front. Help them to think about two market items they would like to buy. • Help the learners to write the items and their prices on the chalkboard. • Repeat with another pair. 	<ul style="list-style-type: none"> • Now be in pairs. Open your exercise books. • Write any two market items and their prices. • Move round to make sure that the learners write items and their prices. • Ask some pairs to show the class their budgets.

Activity 16.1.4 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 word cards or on the chalkboard the sight words: zoo, live, cages. • For each word, say each letter sound as you move a pointer under the word. • Then read the word 2 or 3 times at a normal pace and explain the meaning. • Write on the chalkboard the following sentences: <p>In a zoo, animals live in cages.</p> <p>There is no zoo in Mzuzu.</p> <p>There is no zoo in Zomba.</p> <p>There is no zoo in Chiradzulu.</p> <p>In Malawi animals live free.</p> • Then read the sentences, one at a time. Move the pointer under each word as you read the sentences. • Repeat reading each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Say: Let's read the first sentence together: In a zoo, animals live in cages. • Repeat 2 or 3 times. • Do the same with the rest of the sentences. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 116. • Take turns to read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Then ask some learners to read in groups, pairs and individually. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: Where do animals live in a zoo? Is there a zoo in Zomba? Where do the animals live in Malawi?

Closing the lesson**3 minutes**

Have the learners sing the song: Where are the lions?

Success criteria

- Learners must be able to:
- segment words into sounds
 - discuss an illustration
 - listen to a teacher read aloud text
 - read a story
 - answer comprehension questions

Resources

- Wood
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, pages 117, 118
- This teachers' guide, pages 204 and 207, songs 8, 18 and 19

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

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

Activity 16.2.1 Segmenting words into sounds

10 minutes

Today 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"> • Listen: zip. What are the sounds? • <i>Answer:</i> The sounds are /z/ /i/ /p/. • <i>Repeat 2 or 3 times.</i> • Listen: zebra. What are the sounds? • <i>Answer:</i> The sounds are /z/ /e/ /b/ /r/ /a/. • <i>Repeat 2 or 3 times.</i> • Listen: animal. What are the sounds? • <i>Answer:</i> The sounds are /a/ /n/ /i/ /m/ /a/ /l/. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now I will say the word and we will say the sounds together. • <i>Say:</i> zip. What are the sounds? • <i>Teacher and learners say:</i> /z/ /i/ /p/. • <i>Do the same for zebra/animal.</i> • <i>Repeat 2 or 3 times.</i> • <i>Repeat with groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds. • <i>Say:</i> zip. What are the sounds? • <i>Learners say:</i> /z/ /i/ /p/. • <i>Repeat 2 or 3 times.</i> • <i>Do the same for zebra/animal.</i> • <i>Repeat with groups, pairs and individuals.</i>

Activity 16.2.2 Discussing illustrations

15 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"> • <i>Say:</i> Open your books at page 117. Look at the pictures. • <i>Ask:</i> What do you see in the first pictures on top? • <i>Answer:</i> I see a chair/a desk/a table/a hoe handle. • <i>Repeat question and answer 2 or 3 times.</i> • <i>Ask:</i> What are these things made of? • <i>Answer:</i> They are made of wood. (<i>Show the learners a piece of wood.</i>) • <i>Repeat the question and answer 2 or 3 times.</i> • <i>Do the same with the pictures at the bottom of the page and on page 118.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Let's look at the pictures on page 117. What do you see in the pictures? • Let's answer together (<i>point at one picture at a time</i>): <i>Teacher and learners answer:</i> I see a chair/a desk/a table/a hoe handle. • <i>Ask:</i> What are these things made of? <i>Teacher and learners answer:</i> They are made of wood. • <i>Do the same with the pictures at the bottom of the page and on page 118.</i> 	<ul style="list-style-type: none"> • Now you will talk about the pictures on page 117 on your own. • <i>Ask:</i> What do you see in the pictures? • <i>Let the learners answer as a whole class, in groups, in pairs and as individuals:</i> I see a chair/a desk/a table/a hoe handle. • <i>Ask:</i> What are these things made of? • <i>Let the learners answer as a whole class, in groups, in pairs and as individuals:</i> They are made of wood. • <i>Do the same with the pictures at the bottom of the page and on page 118.</i> • <i>If the learners give any other correct sentence, accept and praise them.</i>

Closing the lesson

2 minutes

Sing with the learners: I like school.

..... **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 as individuals. Do the same for the other pictures.

Activity 16.2.3 Reading and listening to a story

14 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 or write the following words on the chalkboard one at a time: flower pots/handle/a comb/plastic/cooking. • Read each 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 the words together. • Read each word one at a time with the learners: flower pots/handle/a comb/plastic/cooking. • 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 the chalkboard with the pointer. • Learners read: flower pots/handle/a comb/plastic/cooking. • Have the learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at pages 117 and 118. • Say: Listen. I will read the story. Follow with your finger under the sentences as I read. • Read the story aloud while listeners listen and follow in their books. • Repeat 2 to 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 text together with the learners. • 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. 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 whole class.

Activity 16.2.4 Answering comprehension questions**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: The things we can make. • Ask: What can we make using wood? • Answer: We can make hoe handles, chairs, desks and tables. • Repeat the question and answer 2 or 3 times. • Ask: What can we make using clay? • Answer: We can make plates, cooking pots, flower pots and cups. • Repeat the question and answer 2 or 3 times. • Do the same for the text on page 120. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: The things we can make. • Ask: What can we make using wood? • Answer with the learners: We can make hoe handles/chairs/desks/tables. • Repeat the question and answer 2 or 3 times. • Ask: What can we make using clay? • Answer with the learners: We can make plates, cooking pots, flower pots, cups. • Repeat the question and answer 2 or 3 times. • Do the same for the text on page 120. 	<ul style="list-style-type: none"> • Now you will answer the questions on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: The things we can make. • Ask: What can we make using wood? • Learners answer: We can make hoe handles/chairs/desks/tables. • Let the learners repeat 2 or 3 times in groups, in pairs and as individuals. • Ask: What can we make using clay? • Learners answer: We can make plates, cooking pots, flower pots and cups. • Let the learners repeat 2 or 3 times in groups, in pairs and as individuals. • Do the same for the text on page 120.

Closing the lesson**3 minutes**

Have the learners sing a song: This is the way. Use phrases such as: This is the way we make our chairs, tables, pots, cups, combs, spoons.

Success criteria

- Learners must be able to:
- recognize letter sounds
 - blend sounds to form words
 - name objects to buy and sell
 - write a shopping list

Resources

- Pictures or objects of a banana/a pawpaw/a plate/a pencil/a packet of sugar/a loaf of bread
- This teachers' guide, page 204, song 5

Time needed:
60 minutes



Introduction: Playing a command game

5 minutes

Play a command game, such as Mr Phiri says. Use commands such as stand on one foot, hands in the air, sit down, etc.

Activity 16.3.1 Recognising letter sounds

12 minutes

Today we are going to say the initial letter sounds of words. I will say a word, and I will say the sound. I will say a word, and we will say the sound together. Then I will say a word, and you will say the sound on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: The word is <i>zero, zero</i>. The first letter sound is /z/. • Repeat 2 or 3 times. • The word is <i>yoke, yoke</i>. The first letter sound is /y/. • Repeat 2 or 3 times. • Do the same for pawpaw/taxi/wind/ vest. 	<ul style="list-style-type: none"> • Now I will say a word. We will say the first letter sound together. • Say: The word is <i>zero, zero</i>. The first letter sound is ____ (teacher and learners say: /z/). • Say: The word is <i>yoke, yoke</i>. The first letter sound is ____ (teacher and learners say: /y/). • Do the same for pawpaw/taxi/wind/ vest. • Repeat with groups, pairs and individuals 	<ul style="list-style-type: none"> • Now I will say a word, and you will say the first letter sound on your own. • Say: The word is <i>zero, zero</i>. The first letter sound is ____ (learners say: /z/). • Repeat 2 or 3 times. • Continue with yoke/pawpaw/taxi/wind/vest. • Let the learners repeat in groups, in pairs and as individuals.

Activity 16.3.2 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: /z/ /i/ /p/. The word is <i>zip</i>. • Repeat 2 or 3 times. • Listen: /y/ /e/ /t/. The word is <i>yet</i>. • Repeat 2 or 3 times. • Listen: /w/ /a/ /ks/. The word is <i>wax</i>. • Repeat 2 or 3 times. • Do the same for van/cup/desk. <div data-bbox="235 1041 565 1335" 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: /z/ /i/ /p/. What is the word? (<i>Teachers and learners say: zip.</i>) • Say: /y/ /e/ /t/. What is the word? (<i>Teacher and learners say: yet.</i>) • Do the same for wax/van/cup/desk. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Listen: /z/ /i/ /p/. What is the word? (<i>Learners say: fig.</i>) • Listen: /y/ /e/ /t/. What is the word? (<i>Learners say: yet.</i>) • Listen: /w/ /a/ /ks/. What is the word? (<i>Learners say: wax.</i>) • Do the same for van/cup/desk. • Repeat with groups, pairs and individuals.

Closing the lesson**3 minutes**

Sing with the learners: The alphabet song.

..... **Break**

Introduction: Revising recognizing initial sounds**3 minutes**

Let's practise identifying the beginning sounds in words. I will say a word and you say the sound. The first word is zero, zero. Learners answer: /z/. Do the same with yoke, win, taxi, vest. Ask the learners to answer as a whole class, in groups, in pairs and individually.

Activity 16.3.3 Naming objects to buy and sell**10 minutes**

Now we will name objects to buy and sell. 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 actual objects or a picture of the objects, one at a time. • Ask: What is this? • Answer: It is a banana./It is a pawpaw./It is a plate./It is a pencil./It is a packet of sugar./It is a loaf of bread. • Write the names of at least 6 items on the chalkboard, one at a time, as you name them. • Read the word for each object 2 or 3 times. 	<ul style="list-style-type: none"> • Say: I will show you an object or picture. We will ask and answer together. • Teacher and learners ask: What is this? • Teacher and learners answer: It is a banana./It is a pawpaw./It is a plate./It is a pencil./It is a packet of sugar./It is a loaf of bread. • Repeat with the learners several times (whole class, in groups and individually). 	<ul style="list-style-type: none"> • Now name the objects on your own. • Hold up an object and ask: What is this? • Learners answer: It is a banana./It is a pawpaw./It is a plate./It is a pencil./It is a packet of sugar./It is a loaf of bread.

Activity 16.3.4 Writing a shopping list**15 minutes**

Now we will write a shopping list. I will write a shopping list. We will write a shopping list together. Then you will write a shopping list on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: I will buy some things. I will write a shopping list. • As you write on the chalkboard, read each item aloud: bananas, eggs, fish, ham, jam, milk, tomatoes. • Read the items on the list 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's do it together. • I want to buy some things. Let's read the shopping list together. • Read the shopping list with the learners as you point to each name on the list. • Repeat reading the list with the learners 2 or 3 times. • Ask the learners to make a list of some market items and write them on the chalkboard. 	<ul style="list-style-type: none"> • Now be in pairs. Open your exercise books. • Choose three items for your own shopping list. • Write the words down as a list. • Take turns to read your lists to each other. • Move round to mark learners' work and assist the learners where needed. • Ask some learners to read the shopping lists they have written.

Closing the lesson**5 minutes**

Play Mrs Phiri says with the learners.

UNIT 16 • The things we make

Lesson 4

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment sounds into words
 - read decodable words starting with **wh**
 - read decodable sentences with words with **wh**
 - complete decodable sentences

Resources

- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, pages 119
- This teachers' guide, pages 203 and 207, songs 4 and 20

Introduction: Revising sight words

3 minutes

Quickly revise these sight words: zebra/zip/zero/jazz/quiz/Mzuzu/prize/Zomba. Write the words on the chalkboard. Point to each word in random order. Ask the learners to read the words as a whole class, in groups, in pairs and individually.

Activity 16.4.1 Segmenting words into sounds

5 minutes

Today 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"> • Listen: The word is <i>zebra</i>. What are the sounds? • The sounds are /z/ /ē/ /b/ /r/ /a/. • Listen: The word is <i>Zomba</i>. What are the sounds? • The sounds are /Z/ /o/ /m/ /b/ /a/. • The word is <i>jazz</i>. What are the sounds? • The sounds are /j/ /a/ /z/. • Repeat each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say a word and you will say the sounds with me. • Say: <i>zebra</i>. What are the sounds? • Teacher and learners say: /z/ /ē/ /b/ /r/ /a/. • Repeat 2 or 3 times. • Do the same for <i>Zomba/jazz</i>. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say a word. You will say the sounds on your own. • Say: The word is <i>zebra</i>. What are the sounds? • Learners say: /z/ /ē/ /b/ /r/ /a/. • Repeat 2 or 3 times. • Do the same for <i>Zomba/jazz</i>. • Repeat with groups, pairs and individuals.

Activity 16.4.2 Learning the sound for wh

10 minutes

Now we will learn sounds for the letters **wh**. I will say the sounds. We will say the sounds together. Then you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • On the chalkboard write the letters wh. • Point under the letters wh. • Say: The letters wh make the sound /w/. 	<ul style="list-style-type: none"> • Now we will say the sounds together. When I point under wh, say the sound with me. • Point under wh 2 or 3 times and have the learners say the sound with you. 	<ul style="list-style-type: none"> • Now it is your turn. • Write the letters wh in your exercise book. • Take turns saying the sounds to each other.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Point under wh and say the sound /w/ 2 or 3 times. | <ul style="list-style-type: none"> • Now we will review some sounds. • On the chalkboard, write: w/x/y/ay/z/wh. • Say the sound with me as I point under each letter. |
|---|---|

Activity 16.4.3 Reading decodable words

10 minutes

Now we will read **wh** words. I will read **wh** words. We will read **wh** 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 one at a time: zebra, zip, quiz, zero. • 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: wheel. • Sound out each letter sound as you move the pointer under it, like this: wh_ē_l. • Then read the word at a normal pace: wheel. • Read 2 or 3 times. • Do the same for: when/whip/which/white. 	<ul style="list-style-type: none"> • Now we will read together. • Read with the learners the following words: zebra, zip, quiz, zero. • Read each word with the learners 2 or 3 times as a whole class, in groups and as individuals. • Say: Now let's read together: wh_ē_l, wheel. • Repeat 2 or 3 times. • Do the same for when/whip/which/white. 	<ul style="list-style-type: none"> • Now it's your turn. • Open your books at page 119. 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 **wh-**.

..... **Break**

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: where, whip, which, who. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 16.4.4 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 data-bbox="235 548 565 959" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight words (<i>what, your, where, you, who, teacher, Mr, a.m.</i>) on the chalkboard. Explain their meanings. Read each word 2 or 3 times. Ask the learners to read with you. Then ask some learners to read in groups, in pairs and individually.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the following sentences: What is your name? Where do you live? When do you wake up? Who is your teacher? • Read the questions one at a time. (Each question should be in one line on the chalkboard.) • Open your books at page 119. Follow as I read the questions and the answers. What is your name? My name is Amina. Where do you live? I live in Mzuzu. When do you wake up? I wake up at 6 a.m. Who is your teacher? My teacher is Mr Phiri. • Move the pointer under each word as you read the sentence and the answer. • Read each question and answer 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the questions and answers together. • Let's read the first question: What is your name? • Let's answer together: My name is Amina. • Repeat 2 or 3 times. • Do the same for the other questions and answers. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 119. • Take turns to read the questions and answers on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the questions and answers to the class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: When does Amina wake up? Who is Amina's teacher?

Activity 16.4.5 Completing decodable sentences**14 minutes**

Now we will write answers to questions. I will write answers. We will write answers together. Then you will write answers on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write the following words on the chalkboard and read them aloud to the learners: at, Amina, Mzuzu, name. • Write the following sentences on the chalkboard: Her name is ____ . Amina lives in ____ . Amina wakes up ____ 6 a.m. Her teacher's ____ is Mr Phiri. • Read the first sentence and say: at, Amina, Mzuzu, name. What is the correct word for Sentence 1? • Repeat 2 or 3 times. • Say: The correct word for Sentence 1 is <i>Amina</i>. • Write <i>Amina</i> in the gap and then read: Her name is <i>Amina</i>. • Repeat 2 or 3 times. • Do the same for Sentences 2, 3 and 4. • Erase the words you just wrote. Leave the rest of the sentences and put in a ____ for the missing word. 	<ul style="list-style-type: none"> • Now we read together. Let's read the words: <i>at, Amina, Mzuzu, name</i>. • Now let's read the first sentence: <i>Her name is ____ .</i> • What is the correct answer for Sentence 1? • Repeat with the learners 2 or 3 times. • Say with the learners: The correct word for Sentence 1 is <i>Amina</i>. • Call a learner to the front to write <i>Amina</i> in the gap. • Then say: Let's read the sentence together. Her name is <i>Amina</i>. • Do the same with the other sentences. • Erase the words you just wrote. Leave the rest of the sentences and put in a ____ for the missing words. 	<ul style="list-style-type: none"> • Now it's your turn. Open your books at page 119. • Take out your exercise books. Write each sentence, using the correct word in the box. • Move round to observe, mark the work and help the learners where needed. • Ask some learners to read their sentences to the class.

Closing the lesson**3 minutes**

Have the learners sing: What's your name?

UNIT 16 • The things we make

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - identify colours
 - sort objects by colour
 - draw an object
 - colour drawings
 - read supplementary readers

Resources

- Words cards with colour names
- Crayons
- Objects of different colours
- Chalkboard: Lines for writing, prepared in advance
- This teachers' guide, pages 204, 205 and 208, songs 5, 9 and 24

Introduction

3 minutes

Ask the learners to sing a colour song: There is a green girl in the ring.

Activity 16.5.1 Segmenting words into sounds

5 minutes

Today 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"> • Listen (<i>read at a normal speed</i>): The word is <i>wind</i>. What are the sounds? • The sounds (read more slowly) are /w/ /i/ /n/ /d/. • Say: The word is <i>tent</i>. What are the sounds? • The sounds are /t/ /e/ /n/ /t/. • Say: The word is <i>land</i>. What are the sounds? • The sounds are /l/ /a/ /n/ /d/. • Repeat each word and its sounds 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>wind</i>. What are the sounds? • Teacher and learners say: /w/ /i/ /n/ /d/. • Do the same for tent/land. • Repeat each word and its sounds 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 on your own. • Say: The word is <i>wind</i>. What are the sounds? • Learners say: /w/ /i/ /n/ /d/. • Repeat 2 or 3 times. • Do the same for tent/ land. • Repeat with groups, pairs and individuals.

Activity 16.5.2 Identifying colours**10 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show items of different colours one at a time: white, black, orange, purple, red and yellow. • For example, show a piece of orange cloth and ask: What colour is this? • Answer: It is orange. • Repeat 2 or 3 times. • Do the same for black, white, purple, red, yellow. 	<ul style="list-style-type: none"> • Show items of different colours one at a time: white, black, orange, purple, red and yellow. • Say: Now I will hold up an object. We will name colours together. • Hold up a piece of orange cloth. Say: Now let's ask together. What colour is this? • Teacher and learners answer: It is orange. • Repeat for each colour 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What colour is this? Then answer: It is ____ (orange). • Repeat for each colour 2 or 3 times. • Move round to make sure that the learners take turns to ask and answer questions about colours. • Ask some pairs to show the class what they were doing.

Activity 16.5.3 Sorting objects by colour**10 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Put at the front table objects of different colours. • Say: I sort the objects by colour. I put brown things here and pink things here. • Repeat 2 or 3 times with all the other colours. <div data-bbox="278 1660 613 1883" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>This is a revision activity, so if your learners already know these colours, add others, such as pink, brown, grey, etc.</p> </div>	<ul style="list-style-type: none"> • Let's sort the objects by colour together. • Say: Let's sort brown and pink objects. Let's say together: I put brown things here and pink things here. • Repeat 2 or 3 times. • Do the same for other pairs of colours, such as black/white, red/yellow and orange/purple. 	<ul style="list-style-type: none"> • Now be in groups. • Give each group objects of different colours. • Say: Sort the items by colour. Say: I put ____ things here and ____ things here. • Move round to make sure that the learners are sorting objects correctly. • Call one group to the front to show the class what they were doing.

Closing the lesson**2 minutes**

Sing with the learners: Wide skies are blue.

Break

Introduction: Revising identifying colors

3 minutes

Let's practise naming colours. *Show five coloured objects and the related word cards one at a time. Call on the learners to name the colours of the objects as a class, in pairs and individually.*

Activity 16.5.4 Drawing and colouring objects

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a cup on the chalkboard. Colour it blue. Write below the cup on the chalkboard and read: This is a blue cup. • Repeat for a chair and a pot (including the colour). 	<ul style="list-style-type: none"> • Now we will draw together. • Let's draw a cup in the air and pretend to colour it blue. (Teacher and learners draw in the air.) • Repeat 2 or 3 times. • Let's write in the air: <i>This is a blue cup.</i> • Do the same with a chair and a pot in different colours. 	<ul style="list-style-type: none"> • Now open your exercise books. • Draw and colour an item of your choice. • Write underneath: This is a [colour] [object]. • Move round to observe, mark the work and help the learners where needed. • Ask some learners to show their drawings to the class and read what they wrote.

Activity 16.5.5 Reading using supplementary readers

12 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

5 minutes

Have the learners sing the alphabet song.

Success criteria

- Learners must be able to:
- blend sounds to make words
 - ask for and give information
 - complete a chart
 - read decodable sentences

Resources

- Puppet
- Chalkboard: Chart for Activity 16.6.3, prepared in advance
- Learners' book, page 119
- This teachers' guide, pages 204 and 207, songs 7 and 20

Time needed:
60 minutes



Introduction: Singing a song

5 minutes

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

Activity 16.6.1 Blending sounds to form words

10 minutes

Today we will say sounds to make words. I will say some sounds to 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/ /e/ /d/. The word is <i>red</i>. • Repeat 2 or 3 times. • Say: /b/ /l/ /a/ /k/. The word is <i>black</i>. • Repeat 2 or 3 times. • Say: /g/ /r/ /ē/ /n/. The word is <i>green</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds and we will say the word together. • Say: /r/ /e/ /d/. What is the word? • Teacher and learners say: <i>red</i>. • Repeat 2 or 3 times. • Do the same for <i>black/green</i>. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Say: /r/ /e/ /d/. What is the word? • Learners say: <i>red</i>. • Repeat 2 or 3 times. • Do the same for <i>black/green</i>. • Repeat with groups, pairs and individuals.

Activity 16.6.2 Asking for and giving information

13 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Point to yourself and say: My name is Miss/Mr/Mrs ____. • Speak to a puppet and ask: What is your name? • Answer: My name is <i>Anna</i>. • Repeat 2 or 3 times. • Say: I live in ____. 	<ul style="list-style-type: none"> • Let's ask and answer together. My name is ____ . (name) What is your name? Let's answer: My name is ____ . • Let's ask together: Where do you live? Let's answer: I live in ____ . • Let's ask together: How old are you? Let's answer: I am ____ years old. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask and answer these questions: What is your name? Where do you live? How old are you? • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Ask the puppet: Where do you live? • Answer: I live in Mzuzu. • Repeat 2 or 3 times. • Say: I am ____ years old. • Ask the puppet: How old are you? • Answer: I am 9 years old. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Call two learners to the front. Help one of them to say: My name is ____ . What is your name? • Help the second learner to answer: My name is ____ . • Help them to ask and answer the other questions: Where do you live? How old are you? 	

Closing the lesson

2 minutes

Sing with the learners: What's your name?

Break

Introduction: Revising asking for and giving information

5 minutes

Let's practise introducing ourselves. Ask and answer: What is your name? in groups, in pairs and individually. Do the same with the other questions such as: How old are you? and where do you live?

Activity 16.6.3 Completing a chart

10 minutes

Now we will complete a chart. I will complete a chart. We will complete a chart together. Then you will complete a chart on your own.

 Teacher	 Teacher + Learners	 Learners						
<ul style="list-style-type: none"> • Write the following chart neatly and legibly on the chalkboard: <table border="1" data-bbox="228 1660 579 1820"> <tr> <td>Name</td> <td>Mr/Mrs Phiri</td> </tr> <tr> <td>Age</td> <td>30</td> </tr> <tr> <td>Birthday</td> <td>23 June</td> </tr> </table> <ul style="list-style-type: none"> • Complete the chart by writing your name, your age and your birthday. • Read the chart 2 or 3 times, saying: My name is ____ . I am ____ years old. My birthday is ____ . 	Name	Mr/Mrs Phiri	Age	30	Birthday	23 June	<ul style="list-style-type: none"> • Let's say what the chart tells together. • Let's say together: My name is ____ . (Mr/Mrs Phiri) I am ____ years old. My birthday is on ____ (day and month). • Call one learner to the front. Help him/her to read the chart. • Repeat with another learner. 	<ul style="list-style-type: none"> • Now it's your turn. Open your exercise books. • Copy and complete the chart in your exercise books. • Walk around to observe, mark the work and help the learners where necessary. • Ask some learners to read their completed charts to the class.
Name	Mr/Mrs Phiri							
Age	30							
Birthday	23 June							

Activity 16.6.4 Completing decodable sentences**12 minutes**

Now we will write answers to questions. I will write answers. We will write answers together. Then you will write answers on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard these four words: at, Amina, Mzuzu, name. • Write the following sentences on the chalkboard: <p>Her name is ____ .</p> <p>Amina lives in ____ .</p> <p>Amina wakes up ____ 6 a.m.</p> <p>Her teacher's ____ is Mr Phiri.</p> • Read the first sentence and say: at, Amina, Mzuzu, name. What is the correct word for Sentence 1? • Repeat 2 or 3 times. • Say: The correct word for Sentence 1 is <i>Amina</i>. • Write <i>Amina</i> in the gap and then read: Her name is <i>Amina</i>. • Repeat 2 or 3 times. • Do the same for Sentences 2, 3 and 4. • Erase the words you just wrote. Leave the rest of the sentences and put in a ____ for the missing words. 	<ul style="list-style-type: none"> • Now we will read the words together. Let's read the four words: <i>at, Amina, Mzuzu, name</i>. • Now let's read the first sentence: <i>Her name is ____ .</i> • What is the correct word for Sentence 1? • Repeat with the learners 2 or 3 times. • Teacher and learners say: The correct answer for Sentence 1 is <i>Amina</i>. • Call a learner to the front to write <i>Amina</i> in the gap. • Then say: Let's read the sentence together. Her name is <i>Amina</i>. • Do the same with the other sentences. • Erase the words you just wrote. Leave the rest of the sentences and put in a ____ for the missing word. 	<ul style="list-style-type: none"> • Now it's your turn. Open your books at page 119. • Take out your exercise books. Write each sentence using one of the words in the box. • Move round to observe, mark the work and help 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 Amina live? Who is Mr Phiri?

Closing the lesson**3 minutes**

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

UNIT 16 • The things we make

Lesson 7

Time needed:
60 minutes



Success criteria

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

Resources

- Learners' book, page 120
- This teachers' guide, pages 204, 205 and 208, songs 8, 11 and 21

Introduction: Singing a song

3 minutes

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

Activity 16.7.1 Blending sounds to form words

10 minutes

Today we will say some sounds to make a word. I will say some sounds to make a word. We will say some sounds to make a word together. Then you will say some sounds to make a word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /t/ /o/ /p/. The word is <i>top</i>. • Repeat 2 or 3 times. • Listen: /b/ /e/ /l/ /t/. The word is <i>belt</i>. • Repeat 2 or 3 times. • Listen: /d/ /u/ /k/. The word is <i>duck</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /t/ /o/ /p/. What is the word? • Teacher and learners say: The word is <i>top</i>. • Repeat 2 or 3 times. • Do the same for belt/duck. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Say: /t/ /o/ /p/. What is the word? • Learners say: The word is <i>top</i>. • Repeat 2 or 3 times. • Do the same for belt/duck. • Repeat with groups, pairs and individuals.

Activity 16.7.2 Discussing illustrations

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Open your books at page 120. Look at the pictures. • Ask: What do you see in the top picture? • Answer: I see a shop./I see a shopkeeper./I see a man./I see a woman. 	<ul style="list-style-type: none"> • Say: Now lets talk about the pictures on page 120. What do you see in the top picture? • Let's answer together (<i>point at one picture at a time</i>): I see a shop./I see a shopkeeper./I see a man./I see a woman. 	<ul style="list-style-type: none"> • Now you will talk about the pictures on page 120 on your own. • Ask: What do you see in the top picture? • Let the learners reply as a whole class, in groups, pairs and as individuals.

<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Do the same with the picture at the bottom of the page. 	<ul style="list-style-type: none"> • Repeat 2 or 3 times. • Do the same with the picture at the bottom of the page. 	<ul style="list-style-type: none"> • If the learners give any other correct sentence, accept and praise them. • Do the same for the bottom picture.
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Closing the lesson

2 minutes

Sing with the learners: Cats sleep anywhere.

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 as individuals. Do the same for the other picture.

Activity 16.7.3 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"> • Show word cards with the following words or write them on the chalkboard: things, cooking oil, brooms, baskets, sugar. • Explain the meanings of the words with gestures, 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. 	<ul style="list-style-type: none"> • Say: Now I will show you word cards. We will read the words together. • Show the word cards, one at a time, and read with the learners: things, cooking oil, brooms, baskets, sugar. • Repeat each word 2 to 3 times, using a pointer to guide the learners. 	<ul style="list-style-type: none"> • Say: Now I will show you the word cards. You will read the words on your own. • Show the word cards, one at a time, and have the learners read as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at page 120. • Say: Listen. I will read the story. Follow with your finger under the sentences as I read. • Read aloud the sentences on page 120. • Repeat 2 to 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 individuals to read the sentences to the class.

Activity 16.7.4 Answering comprehension questions

12 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: Pezani shop, a family business. • Ask: Who is in the shop? • Answer: Mr. and Mrs. Muyaya are in the shop. • Repeat 2 or 3 times. • Ask: What is the name of their shop? • Answer: The name of the shop is Pezani. • Repeat 2 or 3 times. • Ask: What do Mr. and Mrs. Muyaya sell in their shop? • Answer: They sell soap, sugar, cooking oil, brooms, hoe handles and baskets. • Repeat 2 or 3 times. • Ask: Who makes the hoe handles? Who makes the baskets? • Answer: Mr. Muyaya makes the hoe handles. Mrs Muyaya makes the baskets. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Let's answer together: Pezani shop, a family business. • Ask: Who is in the shop? Let's answer together: Mr. and Mrs. Muyaya are in the shop. • Repeat 2 or 3 times. • Ask: What is the name of their shop? Lets answer together: The name of the shop is Pezani. • Repeat 2 or 3 times. • Ask: What do Mr. and Mrs. Muyaya sell in their shop? Let's answer: They sell soap, sugar, cooking oil, brooms, hoe handles and baskets. • Repeat 2 or 3 times. • Do the same for the other questions and answers. 	<ul style="list-style-type: none"> • Now I will ask some questions. You will answer on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Learners answer: Pezani shop, a family business. • Ask: Who is in the shop? • Learners answer: Mr. and Mrs. Muyaya are in the shop. • Repeat 2 or 3 times. • Ask: What is the name of their shop? • Learners answer: The name of their shop is Pezani. • Repeat 2 or 3 times. • Ask: What do Mr. and Mrs. Muyaya sell in their shop? • Learners answer: They sell soap, sugar, cooking oil, brooms, hoe handles and baskets. • Repeat 2 or 3 times. • Repeat for the other questions and answers. • Repeat with groups, pairs and individuals.

Closing the lesson

3 minutes

Have the learners sing: Little brother.

Success criteria

- Learners must be able to:
- recognise end letter sounds
 - blend sounds to form words
 - read sight words
 - say the soft sound of the letter **c**

Resources

- Word cards
- This teachers' guide, pages 203 and 204, songs 4 and 5

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Ask the learners to sing a letter song, such as: Show me **c**.

Activity 16.8.1 Recognizing end letter sounds

15 minutes

Now we are going to say the end sounds of words. I will say a word and I will say the end sound. I will say a word and we will say the end sound together. Then I will say a word and you will say the end sound on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: The word is <i>pocket</i>, <i>pocket</i>. The end sound is /t/. • Repeat 2 or 3 times. • Say: The word is <i>nice</i>, <i>nice</i>. The end sound is /s/. • Repeat 2 or 3 times. • Do the same for: dog/place/queen. 	<ul style="list-style-type: none"> • Now I will say a word. We will say the end letter sound together • Say: The word is <i>pocket</i>, <i>pocket</i>. What is the end sound? • Teacher and learners say: The end sound is /t/. • Repeat 2 or 3 times. • Say: The word is <i>nice</i>, <i>nice</i>. What is the end sound? • Teacher and learners say: The end sound is /s/. • Repeat 2 or 3 times. • Do the same for dog/place/queen. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say a word. You will say the end letter sound on your own. • Say: the word is <i>pocket</i>, <i>pocket</i>. What is the end letter sound? • Learners say: The end sound is /t/. • Do the same for: nice/dog/place/queen. • Repeat with groups, pairs and individuals.

Activity 16.8.2 Blending sounds to form words

10 minutes

I will say some sounds to make a word. We will say some sounds to make a word together. Then you will say some sounds to make a word on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Now I will say some sounds to make a word • Say: /sh/ /o/ /p/. The word is <i>shop</i>. • Repeat 2 or 3 times. • Say: /s/ /e/ /l/. The word is <i>sell</i>. • Repeat 2 or 3 times. • Say: /k/ /u/ /p/ /s/. The word is <i>cups</i>. • Repeat 2 or 3 times. • Say: /p/ /o/ /t/. The word is <i>pot</i>. • Repeat 2 or 3 times. • Do the same for: song/ham/pink. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /sh/ /o/ /p/. What is the word? • Teacher and learners say: The word is <i>shop</i>. • Say: /s/ /e/ /l/. What is the word? • Teacher and learners say: The word is <i>sell</i>. • Say: /k/ /u/ /p/ /s/. What is the word? • Teacher and learners say: The word is <i>cups</i>. • Do the same for: pot/song/ham/pink. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Say: /sh/ /o/ /p/. What is the word? • Learners say: The word is <i>shop</i>. • Repeat 2 or 3 times. • Say: /s/ /e/ /l/. What is the word? • Learners say: The word is <i>sell</i>. • Repeat 2 or 3 times. • Do the same for: cups/pot/song/ham/pink. • Repeat with groups, pairs and individuals.

Closing the lesson

2 minutes

Sing with the learners: The alphabet song.

..... **Break**

Introduction: Revising recognizing end letter sounds

5 minutes

Practise again the Learners section of Activity 16.8.1.

Activity 16.8.3 Reading sight words

10 minutes

Now we will read some 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"> • Show word cards, or write the words on the chalkboard, one at a time: comb/spoon/pail/plate. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the words together. • Show the word cards or point to the words, one at a time: comb/spoon/pail/plate. 	<ul style="list-style-type: none"> • Now you will take turns to read the words on your own. • Show the word cards or point to the words, one at a time. Say: What is this word?

	<ul style="list-style-type: none"> • Say: Let's read the words together. • Teacher and learners say: comb/spoon/pail/plate. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Learners say: comb. • Repeat 2 or 3 times. • Do the same for spoon/pail/plate. • Repeat with groups, pairs and individuals.
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Activity 16.8.4 Saying the soft sound of the letter c

10 minutes

Now we will read words with the soft sound of letter **c**. I will read words. We will read words together. Then you will read words on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the board: ice/mice/city/cell. • Say: When an e or i follows the letter c, the c stands for /s/. • Point to ice. Ask: What letter follows c? • Say: The letter e. • Say: What is the sound for c? • Say: /s/. • Repeat 2 or 3 times • Do the same for mice/city/cell. 	<ul style="list-style-type: none"> • Now we will say the sounds together. • Point under ice. • Ask: What letter follows c? • Teacher and learners say: e. • Ask: What sound does c stand for? • Teacher and learners say: lets say the sound together /s/. • Repeat 2 or 3 times. • Do the same for mice/city/cell. • Now we will review some sounds. • On the chalkboard, write: ce/x/y/ci/ay/z/wh. • Say the sound with me as I point under each letter. 	<ul style="list-style-type: none"> • Now it is your turn. • Copy the ce and ci in your exercise book. • Take turns saying the soft sound of the letter c to each other.

Closing the lesson

5 minutes

Play: Mrs Phiri says. Use commands such as: stand up, hands over heads, step backward, step forward, sit down, etc.

UNIT 16 • The things we make

Lesson 9

Time needed:
60 minutes



Success criteria

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

Resources

- Word cards
- Pictures
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 121
- This teachers' guide, pages 203, 207 and 208, songs 4, 20 and 22

Introduction: Singing a song

5 minutes

Ask the learners to sing: What's your name? Expand it to include: Where do you live? How old are you?

Activity 16.9.1 Segmenting words into sounds

10 minutes

Today I will say a word and I will say the sounds. Then 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"> • Listen: The word is <i>rat</i>. What are the sounds? • The sounds are /r/ /a/ /t/. • Say: The word is <i>mango</i>. What are the sounds? • The sounds are /m/ /a/ /n/ /g/ /o/. • Say: The word is <i>pit</i>. What are the sounds? • The sounds are /p/ /i/ /t/. • Repeat each word and its sounds 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • Say: The word is <i>rat</i>. What are the sounds? • Teacher and learners say: The sounds are /r/ /a/ /t/. • Repeat 2 or 3 times. • Do the same for mango/pit. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds on your own. • Say: The word is <i>rat</i>. What are the sounds? • Learners say: The sounds are /r/ /a/ /t/. • Repeat 2 or 3 times. • Do the same for mango/pit. • Repeat with groups, pairs and individuals.

Activity 16.9.2 Reading decodable words with soft c

13 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard: place, nice, race, ice, rice, mice, lice, city, cell. • Point under the word place. • Ask: What letter follows the letter c? 	<ul style="list-style-type: none"> • Now we will read together. • Write on the chalkboard: place, nice, race, ice, rice, mice, lice, city, cell. • Point to the word place. • Ask: What letter follows the letter c? 	<ul style="list-style-type: none"> • Now be in pairs. Open your books on page 121. Quickly read the words in Box 1 on your own. • Now, take turns to read the words in Box 2 on your own.

<ul style="list-style-type: none"> • Say: e. • Ask: What sound does c stand for? • Say: /s/. • Ask: What is the word? • Say: The word is <i>place</i>. • Do the same for the other words. • Now write on the chalkboard: when, which, white, wheel, whip. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Teacher and learners say: e. • Ask: What sound does c stand for? • Teacher and learners say: /s/. • Ask: What is the word? • Teacher and learners say: The word is <i>place</i>. • Do the same for the other words. • Now write on the chalkboard: when, which, white, wheel, whip. • Read each word with the learners 2 or 3 times. 	<ul style="list-style-type: none"> • Move round to observe and help the learners where needed. • Ask some individuals to read to the class.
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Closing the lesson

2 minutes

Sing with the learners: Show me soft **c**.

Break

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: nice, mice, city, race. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 16.9.3 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 rice on the chalkboard. To the right of the drawing write in a vertical column: nice, ice, rice. • Read the words as you point to the rice and then say: This is not nice. This is not ice. This is rice. • Repeat 2 or 3 times. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your books at page 121. • Point to Picture 1 in Box 3 and ask: What is this? Let's say together: This is not nice. This is not ice. This is rice. • Let's read the words to find the right word: nice, ice, rice. • Let's answer: It is rice. Let's write the word: rice. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now open your books at page 121. Do Picture 1 in Box 3 on your own. • Then do Pictures 2 and 3 on your own. • Move round to observe, mark learners' work and help the learners where needed. • Ask some learners to read their answers to the class.

Activity 16.9.4 Reading decodable sentences with soft c**12 minutes**

Now we will read sentences using words with soft **c**. 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 the following sentences and read them one at a time: Bill is a nice man. He likes to eat rice. He lives in the centre of the city. The city is nice, but it has a lot of mice. • Move the pointer under each word as you read the sentence. • Read each sentence twice. <div data-bbox="230 1030 565 1406" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight word (<i>centre</i>) on the chalkboard. Explain the meaning. Read the word 3 or 4 times. Ask the learners to read with you. Then ask some learners to read in groups, in pairs and individually.</p> </div>	<ul style="list-style-type: none"> • Now we will read together. • Let's read the first sentence together: Bill is a nice man. • Which word in the sentence has a soft c? <i>Let's say together:</i> The word <i>nice</i> has a soft c sound. • Read each sentence with the learners. For Sentences 3 and 4, be sure to ask: Which words have a soft c? • Repeat 2 or 3 times. • Have the learners read as a whole class, in groups, in pairs and as individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books on page 121. • Take turns to read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Now I am going to ask you some questions. You will answer as a class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: What does Bill like to eat? Where are there a lot of mice?

Closing the lesson**5 minutes**

Have the learners sing: Hickory dickory dock.

Lesson 10 Review

Success criteria

This is the last lesson in Unit 16. 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 145.

Time needed:
60 minutes



Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• blend sounds to form words	110, 118, 127, 130, 134	
• ask for and give information	110, 127	
• draw a budget	111	
• read decodable sentences	112, 129	116, 119
• sing a song	110, 111, 112, 113, 114, 116, 118, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138	
• segment words into sounds	113, 120, 124	
• discuss illustrations	114, 130	117, 118, 120
• read a story	115, 131	117, 118, 120
• answer comprehension questions	116, 132	117, 118, 120
• recognise letter sounds	117	
• name objects to buy and sell	119	
• write a shopping list	119	
• read decodable words starting with wh-	121	
• read decodable sentences with wh- words	122	118
• complete decodable sentences	123	118
• identify colours	125	
• sort objects by colour	125	
• draw an object	126	
• colour drawings	126	
• read supplementary readers	126	
• complete a chart	128	
• recognise end letter sounds	133	
• read sight words	134	
• say the soft sound of the letter c	135	
• read decodable words with soft c	136	121
• match words with pictures	137	121
• read decodable sentences with words with soft c	138	121

Revising

In this lesson, you will revise the activities done in Lessons 1–9. Learners will practise these activities to master the skills of segmenting words into sounds, 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

3 minutes

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

Activity 16.10.1 Segmenting words into sounds

10 minutes

Today 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"> • Listen: zip. What are the sounds? • <i>Answer:</i> The sounds are /z/ /i/ /p/. • <i>Repeat 2 or 3 times.</i> • Listen: zebra. What are the sounds? • <i>Answer:</i> The sounds are /z/ /e/ /b/ /r/ /a/. • <i>Repeat 2 or 3 times.</i> • Listen: animal. What are the sounds? • <i>Answer:</i> The sounds are /a/ /n/ /i/ /m/ /a/ /l/. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now I will say the word and we will say the sounds together. • <i>Say:</i> zip. What are the sounds? • <i>Teacher and learners say:</i> /z/ /i/ /p/. • <i>Do the same for zebra/animal.</i> • <i>Repeat 2 or 3 times.</i> • <i>Repeat with groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now I will say the word. You will say the sounds. • <i>Say:</i> zip. What are the <i>sounds</i>? • <i>Learners say:</i> /z/ /i/ /p/. • <i>Repeat 2 or 3 times.</i> • <i>Do the same for zebra/animal.</i> • <i>Repeat with groups, pairs and individuals.</i>

Activity 16.10.2 Reading and listening to 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 or write the following words on the chalkboard one at a time: flower pots/handle/comb/plastic/cooking. • Read each 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 the words together. • Read each word one at a time with the learners: flower pots/handle/a comb/plastic/cooking. • 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 the chalkboard with the pointer. • Learners read: flower pots/handle/a comb/plastic/cooking. • Have the learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Open your books at pages 117 and 118. • Say: Listen. I will read the story. Follow with your finger under the sentences as I read. • Read the story aloud while listeners listen and follow in their books. • Repeat 2 to 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 text together with the learners. • 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. 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 whole class.

Closing the lesson

2 minutes

Sing with the learners: Cats sleep anywhere.

..... **Break**

Introduction: Revising the story

3 minutes

Read The things we make again with the learners. Remind them to move their fingers under the words as they read.

Activity 16.10.3 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: The things we can make. • Ask: What can we make using wood? • Answer: We can make hoe handles, chairs, desks and tables. • Repeat the question and answer 2 or 3 times. • Ask: What can we make using clay? • Answer: We can make plates, cooking pots, flower pots and cups. • Repeat the question and answer 2 or 3 times. • Do the same for the text on page 120. 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: The things we can make. • Ask: What can we make using wood? • Answer with the learners: We can make hoe handles/chairs/ desks/tables. • Repeat question and answer 2 or 3 times. • Ask: What can we make using clay? • Answer with the learners: We can make plates/cooking pots/ flower pots/cups. • Repeat the question and answer 2 or 3 times. • Do the same for the text on page 120. 	<ul style="list-style-type: none"> • Now you will answer the questions on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: The things we can make. • Ask: What can we make using wood? • Learners answer: We can make hoe handles/chairs/desks/ tables. • Let the learners repeat 2 or 3 times in groups, in pairs and as individuals. • Ask: What can we make using clay? • Learners answer: We can make plates, cooking pots, flower pots and cups. • Let the learners repeat 2 or 3 times in groups, in pairs and as individuals. • Do the same for the text on page 120.

Activity 16.10.4 Reading decodable sentences with soft c

14 minutes

Now we will read sentences using words with soft **c**. 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 the following sentences and read them one at a time: Bill is a nice man. He likes to eat rice. He lives in the centre of the city. The city is nice, but it has a lot of mice. • Move the pointer under each word as you read the sentence. • Read each sentence twice. <div data-bbox="278 1084 613 1460" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight word (<i>centre</i>) on the chalkboard. Explain the meaning. Read the word 3 or 4 times. Ask the learners to read with you. Then ask some learners to read in groups, in pairs and individually.</p> </div>	<ul style="list-style-type: none"> • Now we will read together. • Let's read the first sentence together: Bill is a nice man. • Which word in the sentence has a soft c? <i>Let's say together:</i> The word nice has a soft c sound. • Read each sentence with the learners. For Sentences 3 and 4, be sure to ask the learners to name the words that have a soft c. • Repeat 2 or 3 times. • Have the learners read as a whole class, in groups, in pairs and as individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books on page 121. • Take turns to read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Now I am going to ask you some questions. You will answer as a class. • Ask 1 or 2 comprehension questions to check that the learners understand what they are reading. • Ask: What does Bill like to eat? Where are there a lot of mice?

Closing the lesson

3 minutes

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

Assessment of Unit 16

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?				
draw a budget?				
read decodable sentences?				
sing a song?				
segment words into sounds?				
discuss illustrations?				
read a story?				
answer comprehension questions?				
recognise letter sounds?				
name objects to buy and sell?				
write a shopping list?				
read decodable words starting with wh -?				
read decodable sentences with wh - words?				
complete decodable sentences?				
identify colours?				
sort objects by colour?				
draw an object?				
colour drawings?				
read supplementary readers?				
complete a chart?				
recognise end letter sounds?				
read sight words?				
say the soft sound of the letter c ?				
read words with soft c ?				
match words with pictures?				
read decodable sentences with words with soft c ?				

UNIT 17 Lesson planner

Unit 17 Week 1: Weather

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds into words Tell time Ask and answer questions about the time of activities Read decodable sentences 	<ul style="list-style-type: none"> Segment words into letter sounds Listen and respond to a teacher read-aloud text Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Blend sounds to form words Describe actions in the past and present Use simple past tense Complete sentences using past tense 	<ul style="list-style-type: none"> Segment words into sounds Read words with -ay/-ai/a-e Match pictures with sentences Read and complete sentences with words with -ay/-ai/a-e 	<ul style="list-style-type: none"> Segment words into sounds Read weather words Complete a weather chart Use simple future tense to discuss weather Read supplementary readers independently
Introduction	Song: <i>This is the way</i> Revising telling time	Song: <i>Clap your hands</i> Revising discussing illustrations	Playing <i>Mrs Phiri says</i> Revising describing past and present actions	Revising decodable words with the soft c sound /s/ Revising decodable words with ay/ai/ae	Song: <i>Wide skies are blue</i> Revising weather words
References: Learners' book/ Teachers' guide	LB Page 121 TG Pages 204 and 208, Songs 8 and 22	LB Pages 122, 123 and 124 TG Pages 207, 208 and 209, Songs 19, 23 and 27	LB Page 124 TG Pages 203 and 204, Songs 3 and 8	LB Page 126 TG Pages 203 and 207, Songs 4 and 18	LB Page 125 TG Pages 204 and 209, Songs 8, 25 and 27
Listening and speaking	Asking and answering questions about time of doing activities	Talking about an illustration/ predicting content/ answering questions	Saying what they did in the past	Describing the weather	Asking for and giving information about weather conditions
Phonological awareness	Blending sounds into words	Segmenting words into letter sounds	Blending sounds into words	Segmenting words into sounds	Segmenting words into sounds
Reading					
Alphabetic principle	Reading decodable sentences	Reading a story	Revising a story or a supplementary reader	Revising a story or a supplementary reader	Revising a story or a supplementary reader
Vocabulary	<i>What's the time? What time do you get up/ go to school/ sleep ____ ? in the morning/ afternoon/night</i>	<i>Themselves, wearing, sweaters, carrying</i>	<i>Cleaned/jumped/ walked/danced/ washed played</i>	<i>rainy, sunny, windy, softly, quickly</i>	<i>What is the weather like today? Cold, hot, will, rain</i>
Fluency and comprehension	Revising a story or a supplementary reader	Revising a story	Revising a story	Reading weather-related words	Reading weather-related words
Writing			Completing decodable sentences	Weather-related words	Weather-related words
Closing the lesson	Song: <i>Hickory, dickory, dock</i> Playing: <i>What is the time, Mr Lion?</i>	Song: <i>The weather song</i> Song: <i>Where does the hat go?</i>	Song: <i>The days of the week</i> Song: <i>This is the way</i>	Song: <i>Show me ay/ ai/ae</i> Song: <i>Where are the lions?</i>	Song: <i>The weather song</i> Song: <i>I like school</i>

Unit 17 Week 2: Weather

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Blend sounds to make words Talk about the time Play a time words game Sing a song Read decodable sentences 	<ul style="list-style-type: none"> Segment words into sounds Listen and respond to a teacher read-aloud text Discuss an illustration Read a story Answer comprehension questions 	<ul style="list-style-type: none"> Blend sounds to make words Read words Read a story Write words with the /ay/, /ai/, /a-e/ sounds 	<ul style="list-style-type: none"> Segment words into sounds Read words with -y; -ly Read sentences with words with -y and -ly Unscramble jumbled words Read independently 	<ul style="list-style-type: none"> Blend sounds to make words Read a story Answer comprehension questions Read decodable sentences Show understanding of the unit's skills
Introduction	Song: <i>Good morning to you</i> Revising questions about activity times	Song: <i>The weather song</i> Revising discussing illustrations	Playing <i>Mrs Phiri says</i> Revising reading words	Song: <i>Draw a snail in the air</i> Revising decodable words	Reviewing one of the songs learned in this unit Revising the story
References: Learners' book/ Teachers' guide	LB Page 126 TG Pages 208 and 209, Songs 22, 26 and 27	LB Page 127 TG Pages 208 and 209, Songs 25 and 27	LB Page 127 TG Pages 205 and 209, Songs 10 and 27	LB Page 128 TG Pages 203, 204 and 205, Songs 4, 5 and 10	All lessons in the unit
Listening and speaking	Asking and answering questions about time of doing activities	Talking about an illustration/ predicting content/ answering questions			
Phonological awareness	Blending sounds into words	Segmenting words into sounds	Recognising letter sounds, blending sounds to make words	Segmenting words into sounds	Blending sounds into words
Reading					
Alphabetic principle	Revising decodable sentences	Reading a story		Identifying letters	Writing three to five words
Vocabulary	<i>What's the time? What time do you get up/go to school/ sleep ____? in the morning/ afternoon/night</i>	<i>School bag, bicycle, afraid, hides</i>	<i>Rain, rainy, umbrella, hot, cold</i>	Words with -y/-ly	
Fluency and comprehension	Revising a story or a supplementary reader	Reading a story	Reading a story	Revising a story or a supplementary reader	Revising a story or a supplementary reader
Writing			Writing words with /ay/ /ai/ /a-e/		
Closing the lesson	Song: <i>Hickory, dickory, dock</i> Playing: <i>What is the time, Mr Lion?</i>	Song: <i>I like school</i> Dramatising the story of Mwawina	Song: <i>Draw a school bag in the air</i> Song: <i>The weather song</i>	Song: <i>Show me -y/-ly</i> Song: <i>The alphabet song</i>	Learners choose a song to sing Learners choose a song or game

UNIT 17 • Weather

Lesson 1

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds to make words
 - tell time
 - ask and answer questions
 - read decodable sentences

Resources

- A clock face for each group
- Word cards
- Chalkboard: Lines for writing, prepared in advance
- Learners' book, page 121
- This teachers' guide, pages 204 and 208, songs 8 and 22

Introduction: Singing a song

3 minutes

Sing with the learners: This is the way.

Activity 17.1.1 Blending sounds to make words

7 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 a word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /z/ /i/ /p/. The word is <i>zip</i>. • Repeat 2 or 3 times. • Listen: /z/ /e/ /r/ /o/. The word is <i>zero</i>. • Repeat 2 or 3 times. • Listen: /kw/ /i/ /z/. The word is <i>quiz</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word with me. • Say: /z/ /i/ /p/. What is the word? • Teacher and learners say: The word is <i>zip</i>. • Repeat 2 or 3 times. • Do the same with zero/quiz. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word. • Say: /z/ /i/ /p/. What is the word? • Learners say: The word is <i>zip</i>. • Repeat 2 or 3 times. • Do the same for zero/quiz. • Repeat with groups, pairs and individuals.

Activity 17.1.2 Telling time

18 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners a clock face. Set the time for six o'clock. • Ask: What's the time? • Repeat 2 or 3 times. • Answer: It's six o'clock. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Show the learners a clock face with the time set for six o'clock. • Let's ask together: What's the time? • Repeat 2 or 3 times. • Let's answer together: It's six o'clock. 	<ul style="list-style-type: none"> • Now be in groups. • Hand out the clock faces to the group leaders. • Take turns to set and tell the time. • One learner should ask: What's the time?

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Do the same with 7:00 and two other times between 1:00 and 12:00. | <ul style="list-style-type: none"> • Repeat 2 or 3 times. • Do the same with two other times between 1 and 12 o'clock. • Repeat as a whole class, in groups and individually. • Invite two learners to the front. • Help one to set the time on the clock face and ask: What's the time? • Help the other learner to answer: It's one/two/ten o'clock. | <ul style="list-style-type: none"> • The other learner should answer: It's six/one/two o'clock. • Take turns so that many learners get the chance to ask and answer. • Ask some groups to show the class what they were doing. |
|---|--|---|

Closing the lesson

2 minutes

Sing with the learners: Hickory, dickory, dock.

Break

Introduction: Revising telling time

3 minutes

Let's practise telling time. Hand out clock faces to groups or pairs of learners. Call on the learners to set and tell the time. Have them ask and answer: What's the time?

Activity 17.1.3 Asking and answering questions about time

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What time is it? • Repeat 2 or 3 times. • Answer: The time is ____ o'clock in the morning/ afternoon. • Repeat 2 or 3 times. • Ask: What time do you get up in the morning? • Answer: I get up at ____ o'clock in the morning. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now let's answer the questions together. • Ask: What time is it? • Repeat 2 or 3 times. • Answer with the learners: The time is ____ o'clock in the morning/afternoon. • Ask: What time do you get up in the morning? • Answer with the learners: I get up at ____ o'clock in the morning. • Repeat with groups, pairs, or individuals. • Invite two learners to the front. 	<ul style="list-style-type: none"> • Now you will answer the questions on your own • Ask the whole class: What time is it? • Learners answer: The time is ____ o'clock in the morning/ afternoon. • Now be in pairs. Take turns to ask and answer questions about what time you do activities. • Ask about when your partner gets up/goes to school/ goes to sleep.

- *Do the same with:* What time do you go to school/go to sleep?

- *Help one learner to ask:* What time do you go to school/go to sleep?
- *Help the other learner to answer:* I go to school at ____ o'clock in the morning./I go to sleep at ____ o'clock at night.

- *Ask some learners to show the class what they were doing.*

Activity 17.1.4 Reading decodable sentences

7 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"> • <i>Write on word cards or on the chalkboard the sight word: centre.</i> • <i>Say each letter sound as you move a pointer under the word.</i> • <i>Then read the word 2 or 3 times at a normal pace and explain its meaning.</i> • <i>Write on the chalkboard the following sentences one at a time:</i> Bill is a nice man. He likes to eat rice. He lives in the centre of the city. The city is nice, but it has a lot of mice. • <i>Move the pointer under each word as you read the sentence.</i> • <i>Read each sentence 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read together. • <i>Say:</i> Let's read the first sentence together: Bill is a nice man. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with the rest of the sentences.</i> • <i>Learners read as a whole class, in groups, in pairs and as individuals.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 121. • Take turns to read the sentences on your own. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read the sentences to the class.</i> • <i>Ask 1 or 2 comprehension questions to check that the learners understand what they are reading.</i> • <i>Ask:</i> What does Bill like to eat? What kind of animals live in the centre of the city?

Closing the lesson

10 minutes

Play: What is the time, Mr. Lion? *To play the game, take the learners outside. The teacher is the first Mr. Lion. The learners ask:* What is the time, Mr. Lion? *Mr. Lion replies:* 2 o'clock (or any other time). *The learners take two steps (or the number of steps for that time) forward. The learners ask again:* What is the time Mr. Lion? *Mr. Lion replies:* ____ o'clock. *The learners take as many steps forward as the time. When Mr. Lion replies that the time is 12 o'clock, Mr. Lion runs to catch as many of the learners as possible. When they are caught, they are out of the game. The last two learners left are Mr. Lion in the next round of the game.*

Success criteria

- Learners must be able to:
- segment words into letter sounds
 - discuss illustrations
 - read a story
 - answer comprehension questions

Resources

- Learners' book, pages 122, 123, 124
- This teachers' guide, pages 207–209, songs 19, 23 and 27

Time needed:
60 minutes



Introduction: Sing a song

3 minutes

Sing the song: *Clap your hands*.

Activity 17.2.1 Segmenting words into sounds

10 minutes

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"> • Listen: The word is <i>rice</i>. The sounds are: /r/ /i/ /s/. • Repeat 2 or 3 times. • Listen: The word is <i>city</i>. The sounds are /s/ /i/ /t/ /ē/. • Repeat 2 or 3 times. • Listen: The word is <i>mice</i>. The sounds are /m/ /i/ /s/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • Say: The word is <i>rice</i>. What are the sounds? • Teacher and learners say together: The sounds are /r/ /i/ /s/. • Repeat 2 or 3 times. • Say: The word is <i>city</i>. What are the sounds? • Teacher and learners say: The sounds are /s/ /i/ /t/ /ē/. • Repeat 2 or 3 times. • Say: The word is <i>mice</i>. What are the sounds? • Teacher and learners say: The sounds are /m/ /i/ /s/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the words and the sounds on your own. • Say: <i>rice</i>. What are the sounds? • Learners say: The sounds are /r/ /i/ /s/. • Do the same for: <i>mice</i>, <i>city</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 17.2.2 Discussing illustrations**15 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 122. Look at the picture. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> What do you see in the picture? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> I see a boy and a girl. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with the pictures on pages 123 and 124.</i> 	<ul style="list-style-type: none"> • <i>Say:</i> Look back at the picture on page 122. What do you see in the picture? • <i>Let's answer together:</i> I see a boy and a girl. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with the pictures on pages 123 and 124.</i> 	<ul style="list-style-type: none"> • Now you will talk about the pictures on your own. • <i>The teacher asks:</i> What do you see in the pictures on pages 122, 123, 124? • <i>Let the learners reply as a whole class, in groups, pairs and as individuals.</i>

Closing the lesson**2 minutes**

Sing with the learners: The weather song.

..... **Break**

Introduction: Revising discussing illustrations**5 minutes**

Ask the learners what they see in Picture 1 on page 122. Let the learners reply as a whole class, in groups, in pairs and as individuals. Do the same for the other pictures.

Activity 17.2.3 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"> • <i>Show word cards with the following words, or write them on the chalkboard, one at a time:</i> themselves/sweater/cool/rain coats/dry/protect. • <i>Explain the meaning of the words with gestures, pictures, real items or an example in a sentence.</i> • <i>Show the learners how to read by sounding out the initial letter and other letters they know.</i> • <i>Read each word 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now we will read the words together: • <i>Read each word one at a time with the learners:</i> themselves/sweater/cool/raincoats/dry/protect. • <i>Repeat each word 2 or 3 times.</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> themselves/sweater/cool/raincoats/dry/protect. • <i>Learners read the words as a whole class, in groups, in pairs and individually.</i>

<ul style="list-style-type: none"> • Say: Open your books at page 122. • Say: Listen. I will read. • Read aloud the story on pages 122, 123 and 124. • 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.
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Activity 17.2.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Ask: Why are Suzgo and Patuma wearing sweaters? • Repeat 2 or 3 times. • Answer: It is a cold day. • Ask for the next picture: Why are Suzgo and Patuma using an umbrella? • Repeat 2 or 3 times. • Answer: It is a sunny day. • Do the same for: Why are Suzgo and Patuma wearing rain coats? and Why are Suzgo and Patuma in the house? 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer with the learners: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Ask: Why are Sugzo and Patuma wearing sweaters? • Repeat 2 or 3 times. • Answer with the learners: It is a cold day. • Repeat 2 or 3 times. • Answer with the learners: It is a sunny day. • Ask: Why are Sugzo and Patuma wearing rain coats? • Do the same for: Why are Suzgo and Patuma wearing rain coats? and Why are Suzgo and Patuma in the house? 	<ul style="list-style-type: none"> • Now be in pairs to ask and to answer the questions on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer with the learners: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Help the learners to ask each other the questions: Why are Suzgo and Patuma wearing sweaters? Why are Suzgo and Patuma using an umbrella? • Then help the learners to answer: To keep warm on a cool day/to keep cool on a sunny day. • Do the same for: Why are Suzgo and Patuma wearing rain coats? Why are Suzgo and Patuma in the house? • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Closing the lesson

3 minutes

Sing with the learners: Where does the hat go?

UNIT 17 • Weather

Lesson 3

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blending sounds to form words
 - describe actions in the past and present
 - use simple past tense
 - complete sentences using past tense

Resources

- Word cards
- Learners' book, page 124
- This teachers' guide, pages 203 and 204, songs 3 and 8

Introduction: Play a command game

5 minutes

Ask the learners to play: Mr. Phiri says. Use the commands: stand up, jump, dance.

Activity 17.3.1 Blending sounds to make words

8 minutes

Today we will say some sounds to make words. I will say some sounds to make a word. We will say some sounds to make a word. Then, I will say some sounds and you will make a word.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /j/ /u/ /m/ /p/. The word is <i>jump</i>. • Repeat 2 or 3 times. • Say: /w/ /a/ /k/. The word is <i>walk</i>. • Repeat 2 or 3 times. • Say: /w/ /a/ /sh/. The word is <i>wash</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together. • Say: /j/ /u/ /m/ /p/. What is the word? • Teacher and learners say: <i>jump</i>. • Repeat 2 or 3 times. • Do the same for <i>walk/wash</i>. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the word on your own. • Say: /j/ /u/ /m/ /p/. What is the word? • Learners say: <i>jump</i>. • Repeat 2 or 3 times. • Do the same for <i>walk/wash</i>. • Repeat with groups, pairs and individuals.

Activity 17.3.2 Describing actions in the present and past

15 minutes

Now we will read words that describe actions in the present and the past. I will read the words. We will read the words together. Then you will read the words on your own.

 Teacher	 Teacher + Learners	 Learners
<div style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>To show that you are talking about the past, start by writing today's date on the right side of the chalkboard and say: <i>Today</i>. Then write on the left side of the chalkboard, yesterday's date and say: <i>Yesterday</i>.</p> </div>	<ul style="list-style-type: none"> • Now we will read together. • Read each word with the learners 3 or 4 times: <i>play, played/stop, stopped/ skip, skipped/hunt, hunted</i>. • Encourage the learners to demonstrate each action, using gestures to make the meaning of the words and sentences clearer. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to read the words and say the sentences that describe each action. • Remind learners to use gestures to make their meaning clearer. • Move round to observe and help the learners where needed.

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| <ul style="list-style-type: none"> • Write the following words one at a time on the correct side of the chalkboard: play, played/ stop, stopped/skip, skipped/ hunt/hunted. • Say each word as you move the pointer under each word. • Read each word 3 or 4 times. • Then say each word in a sentence that shows when the action happens: Today, I play the drum. Yesterday, I played the drum for my brother. • Demonstrate each action using broad gestures to make the meaning of your words and sentences clear. • Do the same for stop, stopped/ skip, skipped/hunt, hunted. | <ul style="list-style-type: none"> • Ask the learners read the words and say the sentences with you as a whole class, in groups, in pairs and individually. | <ul style="list-style-type: none"> • Ask some pairs to show the class what they were doing. |
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Closing the lesson

2 minutes

Sing with the learners: The days of the week.

Break

Introduction: Revising describing past and present actions

8 minutes

Practise again the Learners section of Activity 17.3.2.

Activity 17.3.3 Using the simple past tense

10 minutes

Now we will talk about what we did in the past. I will say what I did in the past. We will say what we did in the past. You will say what you did in the past.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: Last week, I <i>walked</i> to school (<i>demonstrate the action and emphasise the word walked</i>). • Repeat 2 or 3 times. • I <i>cleaned</i> the cupboard last week. 	<ul style="list-style-type: none"> • Let's say it together. • Do each action together with the learners, while saying a sentence. • Let's say together: I <i>walked</i> to school last week. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to say and do the actions: I <i>walked</i> to school last week. I <i>cleaned</i> the cupboard last week. • Do the same for the words worked/talked.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Demonstrate the action and emphasize the word cleaned. • Repeat 2 to 3 times. • Do the same with worked/ talked in other sentences. 	<ul style="list-style-type: none"> • Let's say together: I cleaned the cupboard last week. • Repeat 2 to 3 times. • Do the same with worked/ talked. 	<ul style="list-style-type: none"> • Move round to observe and help the learners where needed. • Ask some pairs to show the class what they were doing.

Activity 17.3.4 Completing sentences using past tense

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 the words from Learners' book, page 124, on the chalkboard: cleaned/jumped/ walked/washed/danced/ played. • Read each word 2 or 3 times. • Write the first sentence on the chalkboard and read: I ____ the plates in the morning. What word completes the sentence? The word is washed. I washed the plates in the morning. • Read the sentence 2 or 3 times. • Do the same for Sentences 2 through 5. • Erase the added words, but leave the rest of the sentences on the chalkboard. 	<ul style="list-style-type: none"> • Say: Let's do it together. • Read with the learners the six words: cleaned/jumped/ walked/washed/danced/ played. • Say: Let's complete the sentence. What word fits the best? I washed the plates in the morning. • Repeat 2 or 3 times. • Do the same with Sentences 2 through 5. • Say: Now open your books at page 124. • Let's read the sentences together and choose the correct word. • Read through the five sentences. Help the learners to orally read and choose the correct word for each sentence. 	<ul style="list-style-type: none"> • Say: Now you will write on your own. • In your exercise books, complete the sentences with the correct words. • As they are working, go round to mark and assist the learners where necessary. • Ask some learners to read their sentences to the class.

Closing the lesson

2 minutes

Ask the learners to sing: This is the way. Use past tense verb forms from the lesson.

Success criteria

- Learners must be able to:
- segment words into sounds
 - read words with /ay/, /ai/, /a-e/
 - match pictures with sentences
 - read and complete sentences with words with /ay/, /ai/, /a-e/

Resources

- Pictures or real items for *umbrella, sweater*
- Chalkboard: Lines for writing, prepared in advance
- Word cards of words with /ay/, /ai/, /a-e/
- Learners' book, pages 126
- This teachers' guide, pages 203 and 207, songs 4 and 18

Time needed:
60 minutes



Introduction: Revise the decodable words

5 minutes

Show the word cards with the following words one at a time and in random order for the learners to read; rice, nice, city, mice, place. Ask the learners to read them as a whole class, in groups, in pairs and as individuals.

Activity 17.4.1 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 say a word and we will say the sounds in the word. Then I will say the word and you will say the sounds in a word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: The word is <i>play</i>. What are the sounds? • The sounds are /p/ /l/ /ā/. • Repeat 2 or 3 times. • Say: The word is <i>pain</i>. What are the sounds? • The sounds are /p/ /ā/ /n/. • Repeat 2 or 3 times. • Do the same with: day/may/ rain/today. 	<ul style="list-style-type: none"> • Now we will say the words. Then we will say the sounds together. • Say: The word is <i>play</i>. What are the sounds? • Teacher and learners say together: The sounds are /p/ /l/ /ā/. • Repeat 2 or 3 times. • Say: The word is <i>pain</i>. What are the sounds? • Teacher and learners say together: The sounds are /p/ /ā/ /n/. • Repeat 2 or 3 times. • Do the same with: day/may/ rain/today. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words: • Say: The word is <i>play</i>. What are the sounds? • Learners say: The sounds are /p/ /l/ /ā/. • Say: the word is <i>pain</i>. What are the sounds? • Learners say: The sounds are /p/ /ā/ /n/. • Do the same with: day/may/ rain/today.
<p> Teacher tip</p> <p>You may hold up a finger as you or learners say each word.</p>		

Activity 17.4.2 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 on the chalkboard the letters: ay/ai/ae. • Point under each set of letters as you say: The letters ay stand for /ā/. The letters ai stand for /ā/. When a word ends in a, another letter, and e, the letter a stands for the sound /ā/. • Repeat 2 or 3 times. • Write on the chalkboard the following words, one at a time: <u>play</u>/<u>day</u>/<u>may</u>/<u>way</u>/<u>pain</u>/<u>snail</u>/<u>maize</u>/<u>rain</u>/<u>plate</u>/<u>bake</u>/<u>sale</u>/<u>cake</u>. • Point under the underlined letters. Say the sounds /ā/. Then say the whole word. • Then read each word at a normal pace. • Read each word 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Point under the underlined letters. • Ask: What is the sound? • Teacher and learners say: /ā/. • Point to the word. • Teacher and learners read the word. • Read each word at a normal pace with the learners 2 or 3 times. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Now you will read the words on your own • Open your books at page 126. • Quickly read the words in Box 1. Now read the words in Box 2. • 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 **ay/ai/ae**.

Break

Introduction: Revising decodable words

5 minutes

Write on the chalkboard the words: day, rain, bake, play. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 17.4.3 Matching words with pictures**10 minutes**

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Draw a picture of rain on the chalkboard. To the right of the drawing write in a vertical column: snail, pain, rain. • Read the words as you point to the word <i>rain</i> and say: This is not a snail. This is not a pain. This is rain. • Repeat 2 or 3 times • Now write: rain. • Read the word twice. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now lets read together open your books at page 127. • Point to Picture 1 and ask, what is this? • Let's say together: This is not a snail. This is not a pain. This is rain. • Let's read the words to find <i>rain</i>: pain, snail, rain. • Let's write the word: rain in the air. • Do the same for Picture 2. 	<ul style="list-style-type: none"> • Now you will write the words on your own • open your exercise books. Do Picture 1 on your own. • Now do Pictures 2 and 3. • Move round to observe and mark learners' work. • Ask some learners to read their answers to the class.

Activity 17.4.4 Reading and completing decodable sentences**12 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: She has ____ in her leg. • Show the learners how to complete the sentence by adding the word <i>pain</i> from the box. • Read the sentence 2 or 3 times. • Do the same for Sentences 2 to 4. 	<ul style="list-style-type: none"> • Now we will complete the sentences together. • Open your books at page 126. • Look at the first sentence. What word completes the sentence? • Let's complete the sentence together: • She has <i>pain</i> in her leg. • Read the sentence with the learners 2 or 3 times. • Do the same for Sentences 2 to 4. 	<ul style="list-style-type: none"> • Now you will complete the sentences together. Open your exercise books at page 126. Write Sentences 1 and 2 on your own. • Now complete Sentences 3 and 4. • Move round to mark learners' work and assist where needed. • Ask some learners to read the sentences they have written. • Ask simple comprehension question—e.g., Where is the girl's pain? What do we plant today?

Closing the lesson**3 minutes**

Sing with the learners: *Where are the lions?*

UNIT 17 • Weather

Lesson 5

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- segment words into sounds
 - read weather words
 - complete a weather chart
 - use simple future tense to discuss weather
 - read supplementary readers

Resources

- Pictures of the different forms of weather
- Chalkboard: Weather chart from page 125 (without pictures) prepared in advance
- Book box
- Learners' book, page 125
- This teachers' guide, pages 204 and 209, songs 8, 25 and 27

Introduction

3 minutes

Sing with the learners: *Wide skies are blue.*

Activity 17.5.1 Segmenting words into sounds

5 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 the word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Say: The word is <i>cold</i>. The sounds are /k/ /ɔ/ /l/ /d/. • Repeat sounds for each word for 2 or 3 times • Say: The word is <i>rain</i>. The sounds are /r/ /ā/ /n/. • Say: The word is <i>weather</i>. The sounds are: /w/ /e/ /th/ /er/. • Do the same with <i>dry/cool/windy/warm</i>. <div data-bbox="230 1500 565 1695" 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 we will say the words. Then we will say the sounds together. • Say: The word is <i>cold</i>. What are the sounds? • Teacher and learners say: The sounds are /k/ /ɔ/ /l/ /d/. • Repeat sounds for each word for 2 or 3 times • Say: The word is <i>rain</i>. What are the sounds? • Teacher and learners say: The sounds are /r/ /ā/ /n/. • Do the same with <i>weather/dry/cool/wind/warm</i>. 	<ul style="list-style-type: none"> • Now I will say the words. You will say the sounds on your own. • Say: The word is <i>cold</i>. What are the sounds? • Learners say: The sounds are /k/ /ɔ/ /l/ /d/. • Say: The word is <i>rain</i>. What are the sounds? • Learners say: The sounds are /r/ /ā/ /n/. • Do the same with <i>weather/dry/wind/warm/</i>.

Activity 17.5.2 Reading weather words

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the following words one at a time: <i>sunny/windy/rainy/cold/hot</i>. 	<ul style="list-style-type: none"> • Now we will read together. 	<ul style="list-style-type: none"> • Open your books on 127. • Now read the weather words on your own.

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| <ul style="list-style-type: none"> • Show pictures with each form of weather as you point to each word. • Say each letter sound as you move the pointer under each word. • Then read the word at a normal pace. • Read each word 3 or 4 times. | <ul style="list-style-type: none"> • Read each word with the learners 3 or 4 times: sunny/windy/rainy/cold/hot. • Ask the learners to read with you as a whole class, in groups, in pairs and individually. | <ul style="list-style-type: none"> • Move round to observe and help the learners where needed (supervise the learners). • Ask some learners to read the weather words to the class. |
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Activity 17.5.3 Completing a weather chart

10 minutes

Now we will complete a weather chart. I will complete a weather chart. We will complete a weather chart together. Then you will complete a weather chart on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Look at me. Open your books at page 125. • <i>Point to Picture 1. Ask: What is the weather like today?</i> • <i>Say: Today is cold. Complete the sentence with the word cold.</i> • <i>Read the sentences 2 or 3 times.</i> • <i>Do the same with the rest of the pictures orally and in writing.</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>Before the lesson, prepare a weather chart like the one on page 125 of the Learners' book. If you don't have chart paper, write the weather chart on the chalkboard.</p> </div>	<ul style="list-style-type: none"> • Now we will complete the chart together. • Open your books at page 125. • <i>Point to Picture 1 and ask: What is the weather like today?</i> • Let's say together: Today is cold. • Let's write the sentence on the chalkboard. <i>Write: Today is ____.</i> • <i>Teacher and learners say: Today is cold.</i> • <i>Have one learner come to the front to write the word: cold.</i> • Let's read the sentence again: Today is cold. • <i>Repeat with the learners 2 to 3 times.</i> • <i>Do the same with rest of the pictures and sentences.</i> 	<ul style="list-style-type: none"> • Now you will complete the weather chart on your own. • Open your exercise books at page 125. Do Picture 1 on your own. • <i>Move round to observe and mark learners' work.</i> • Now do Pictures 2 through 5. • <i>Ask some learners to read their sentences to the class.</i>

Closing the lesson

2 minutes

Sing with the learners: The weather song.

..... Break

Introduction: Revising weather words

5 minutes

Write weather words on the chalkboard and show pictures of each form of weather as you point to the related word. Call on the learners to ask and answer: What's the weather like in the picture?

Activity 17.5.4 Using simple future tense

10 minutes

Today we will talk about future weather. I will talk about future weather. We will talk about future weather. Then you will talk about future weather on your own.

 Teacher	 Teacher + Learners	 Learners
<p>★ Teacher tip</p> <p>To show that we are talking about the future, write on the chalkboard today's date and say: Today, the date is _____. Then write tomorrow's date to the right of today's date and say: Tomorrow the date is _____.</p> <ul style="list-style-type: none"> • Show the learners the picture of a cold day in the weather chart and say: It is cold today. It will be cold tomorrow. • Repeat 2 or 3 times. • Show the learners different pictures and ask: What will the weather be like tomorrow? • Answer: It will be cold tomorrow. • Repeat 2 or 3 times. • Do the same for different forms of weather: hot, windy, rainy. • Repeat each question and answer 2 to 3 times. 	<ul style="list-style-type: none"> • Open your books on page 125. Look at the pictures as you discuss the future weather. • <i>Let's say together:</i> What will the weather be like tomorrow? • <i>Repeat 2 to 3 times.</i> • Let's answer together: It will be cold tomorrow. • <i>Do the same for different forms of weather:</i> hot, windy, rainy. 	<ul style="list-style-type: none"> • Open your books at page 125. Look at the pictures and the weather chart you completed earlier. • Be in pairs. Take turns to ask and answer: What will the weather be like tomorrow? • <i>Learners answer:</i> It will be _____ tomorrow. (<i>cold, hot, windy, rainy</i>) • <i>Move around observing and giving help to the learners where necessary.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 17.5.5 Reading using supplementary readers

12 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

3 minutes

Sing together with the learners: I like school.

Success criteria

- Learners must be able to:
- blend sounds to make words
 - talk about the time
 - play a time words game
 - read decodable sentences
 - sing a song

Resources

- A clock face for each group
- Sentence strips with sentences, prepared in advance
- Learners' book, page 126
- This teachers' guide, pages 208 and 209, songs 22, 26 and 27

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Sing: Good morning to you with the learners.

Activity 17.6.1 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: /m/ /ā/ /z/. The word is <i>maize</i>. • Repeat 2 or 3 times. • Listen: /d/ /ā/. The word is <i>day</i>. • Repeat 2 or 3 times. • Listen: /b/ /ā/ /k/. The word is <i>bake</i>. • Repeat 2 or 3 times. <div data-bbox="278 1441 613 1629" 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.</p> </div>	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the words together. • Listen: /m/ /ā/ /z/. What is the word? • <i>Teacher and learners say:</i> The word is <i>maize</i>. • Say: /d/ /ā/. What is the word? • Learners say: The word is <i>day</i>. • <i>Do the same with:</i> bake/ plate/ way/snail. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words. • Say: /m/ /ā/ /z/. What is the word? • Learners say: The word is <i>maize</i>. • Say: /d/ /ā/. What is the word? • Learners say: The word is <i>day</i>. • <i>Do the same with:</i> bake/plate/ way/snail

Activity 17.6.2 Revising telling time

10 minutes

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Show the learners a clock face. Set the time for six o'clock. • Ask: What's the time? • Repeat 2 or 3 times. • Answer: It's six o'clock. • Repeat 2 or 3 times. • Do the same with 7:00 and two other times between 1:00 and 12:00. 	<ul style="list-style-type: none"> • Now we will tell time together. • Show the learners a clock face with the time set for six o'clock. • Say: Let's ask together: What's the time? • Repeat 2 or 3 times. • Say: Let's answer together: It's six o'clock. • Repeat 2 or 3 times. • Do the same with any two other times between 1 and 12 o'clock. • Repeat as a whole class, in groups and individually. • Invite two learners to the front. • Help one to set the time on the clock face and ask: What's the time? • Help the other learner to answer: It's one/two/ten o'clock. 	<ul style="list-style-type: none"> • Now you will tell time on your own. • Be in groups. • Hand out the clock faces to the group leaders. • Take turns to set and tell the time. • One learner should ask: What's the time? • The other learner should answer: It's six/one/two o'clock. • Take turns so that many learners get the chance to ask and answer. • Ask some groups to show the class what they were doing.

Activity 17.6.3 Revising answering questions about time

10 minutes

Now we will ask and answer questions about when we do activities. I will ask and answer some questions. We will ask and answer the questions together. You will ask and answer the questions on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • Ask: What time is it? • Repeat 2 or 3 times. • Answer: The time is ____ o'clock in the morning/afternoon. • Repeat 2 or 3 times. • Ask: What time do you get up in the morning? 	<ul style="list-style-type: none"> • Now we will ask and answer questions together. Let's ask together: What time is it? • Lets answer the questions together. • The time is ____ . • Repeat 2 or 3 times. • Answer with the learners: The time is ____ o'clock in the afternoon. 	<ul style="list-style-type: none"> • Now ask and answer the questions on your own. • Ask the whole class: What time is it? • Learners' answer: The time is ____ o'clock in the afternoon. • Be in pairs. Take turns to ask and answer questions about what time you do activities.

<ul style="list-style-type: none"> • <i>Answer:</i> I get up at 7 o'clock in the morning. • <i>Repeat 2 or 3 times.</i> • <i>Do the same with:</i> What time do you go to school/go to sleep? 	<ul style="list-style-type: none"> • <i>Ask:</i> What time do you get up in the morning? • <i>Answer with the learners:</i> I get up at 7 o'clock in the morning. • <i>Repeat with groups, pairs or individuals.</i> • <i>Invite two learners to the front.</i> • <i>Help one learner to ask:</i> What time do you go to school/go to sleep? • <i>Help the other learner to answer:</i> I go to school at ____ o'clock in the morning. / I go to sleep at ____ o'clock at night. 	<ul style="list-style-type: none"> • Ask about when you get up/ go to school/ go to sleep. • <i>Ask some learners to show the class what they were doing.</i>
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Closing the lesson

2 minutes

Sing with the learners: Hickory, dickory, dock.

Break

Introduction: Revising answering questions about the time of activities

3 minutes

Let's practise what time you do activities. *Call on the learners to ask and answer questions such as:* What time do you get up/go to school/eat dinner/go to bed?

Activity 17.6.4 Playing a game

7 minutes

Play: What is the time, Mr. Lion? *To play the game, take the learners outside. The teacher is the first Mr. Lion. The learners ask:* What is the time, Mr. Lion? *Mr. Lion replies:* 2 o'clock (or any other time). *The learners take two steps (or the number of steps for that time) forward. The learners ask again:* What is the time Mr. Lion? *Mr. Lion replies:* It's ____ o'clock. *The learners take as many steps forward as the time. When Mr. Lion replies that the time is 12 o'clock, Mr. Lion runs to catch as many of the learners as possible. When they are caught, they are out of the game. The last two learners left are Mr. Lion in the next round of the game.*

Activity 17.6.5 Singing a song: The weather song

5 minutes

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

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

Activity 17.6.6 Reading decodable sentences**10 minutes**

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • <i>Write on the chalkboard: play/rain/maize/plate/pain.</i> • <i>Use sentence strips prepared earlier or write the decodable sentences on the chalkboard:</i> She has ____ in her leg. They will ____ a game. The ____ fell yesterday, and today we plant ____ . Tama gave Zikani a ____ of rice and fish. • <i>Read the sentences 2 or 3 times moving the pointer under each word as you read.</i> • <i>Show the learners how to choose the correct word from those listed to complete each sentence.</i> • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now let's read the sentences together: She has ____ in her leg. They will ____ a game. The ____ fell yesterday, and today we plant ____ . Tama gave Zikani a ____ of rice and fish. • Let's choose one word to complete each sentence together. • <i>Repeat 2 or 3 times with the whole class, groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 126. • Take turns to read each sentence with the correct word from Box 4 in the sentence. • <i>Move round to observe and give help to the learners where needed.</i> • <i>Ask some pairs to read sentences to the class.</i> • <i>Ask 1 or 2 comprehension questions to make sure the learners understand what they are reading.</i> • Ask: What will we plant today? • Ask: What did Tama give Zikani?

Closing the lesson**5 minutes**

Play a quick game of: What is the time, Mr. Lion? Let one of the learners be Mr. Lion.

Success criteria

- Learners must be able to:
- segmenting words into sounds
 - discuss illustrations
 - read a story
 - answer comprehension questions
 - sing a song

Resources

- Word cards
- Learners' Books, page 127
- This teachers' guide, pages 208 and 209, songs 25 and 27

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Sing: The weather song.

Activity 17.7.1 Segmenting words into sounds

10 minutes

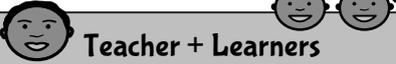
Today I will say a word and I will say the sounds. I will say a word and 1 will say the sounds. I will say the word and we will say the sounds together. Then I will say the word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Listen:</i> The word is umbrella. What are the sounds? • The sounds are /u/ /m/ /b/ /r/ /e/ /l/ /a/. • Repeat 2 or 3 times. • <i>Listen:</i> pocket. What are the sounds? • The sounds are /p/ /o/ /k/ /e/ /t/. • Repeat 2 or 3 times. • <i>Listen:</i> king. What are the sounds? • The sounds are /k/ /i/ /ng/. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the word. We will say the sounds together. • <i>Say:</i> The word is umbrella. What are the sounds? • <i>Teacher and learners say:</i> The sounds are /u/ /m/ /b/ /r/ /e/ /l/ /a/. • Do the same for pocket/king. • 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 on your own. • <i>Say:</i> The word is umbrella. What are the sounds? • Learners say: The sounds are /u/ /m/ /b/ /r/ /e/ /l/ /a/. • Repeat 2 or 3 times. • Do the same for pocket/king. • Repeat with groups, pairs and individuals.

Activity 17.7.2 Discussing illustrations

15 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"> • <i>Say:</i> Open your books at page 127. Look at the pictures. • Repeat 2 to 3 times. 	<ul style="list-style-type: none"> • Now we will talk about pictures together. • <i>Say:</i> Point to the picture at the top of page 127. 	<ul style="list-style-type: none"> • Now you will talk about pictures on your own.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Ask: What do you see in the picture at the top? • Repeat 2 to 3 times. • Answer: I see a school/a school girl, who is going home. • Repeat the sentence 2 or 3 times. • Ask: what do you see in the next picture? • Repeat 2 or 3 times. • Answer: I see a man riding a bicycle/the school girl hiding under a tree. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • What do you see in the picture at the top? • Answer with the learners: I see a school/a school girl who is going home. • Ask: What do you see in the next picture? • Repeat 2 or 3 times. • Answer with the learners: I see a man riding a bicycle/a school girl is under a tree. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask and answer: What do you see in the picture at the top? I see a school/a school girl, who is going home. • What do you see in the next picture? I see a man riding a bicycle/a school girl is hiding under a tree. • Repeat 2 or 3 times. • Repeat with groups, pairs and individuals • If the learners give any other correct sentence, accept and praise them.

Closing the lesson

2 minutes

Sing with the learners: I like school.

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 as individuals. Do the same for the other picture.

Activity 17.7.3 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: school bag, bicycle, afraid, hides. • 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: school bag/ bicycle/afraid/hides. • 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: school bag/ bicycle/afraid/hides. • Learners read as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 127. • <i>Say:</i> Listen. I will read the story aloud. Follow with your finger under the sentences as I read. • <i>Read aloud the story at page 129.</i> • <i>Repeat 2 to 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 finger under the words as you read • <i>Read the story together with the learners.</i> • <i>Repeat 2 or 3 times with the whole class.</i> 	<ul style="list-style-type: none"> • Now it is your turn to read on your own. • Be in pairs and take turns to read. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read to the class.</i>
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Activity 17.7.4 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask:</i> Who is the story about? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> The story is about Mwawina. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Where is Mwawina coming from? • <i>Repeat 2 or 3 times</i> • <i>Answer:</i> Mwawina is coming from school. • <i>Ask:</i> What is Mwawina afraid of? • <i>Answer:</i> She is afraid of the wind. • <i>Ask:</i> Who wants to take Mwawina to her home? • <i>Answer:</i> Her teacher wants to take Mwawina to her home. 	<ul style="list-style-type: none"> • Now let's answer the questions together. • <i>Ask:</i> Who is the story about? • <i>Repeat 2 or 3 times.</i> • <i>Answer with the learners:</i> The story is about Mwawina. • Repeat 2 or 3 times. • <i>Ask:</i> Where is Mwawina coming from? • <i>Repeat 2 or 3 times.</i> • <i>Answer with the learners:</i> Mwawina is coming from school. • <i>Ask:</i> What is Mwawina afraid of? • <i>Answer with the learners:</i> She is afraid of the wind. • <i>Ask:</i> Who wants to take Mwawina to her home? • <i>Answer with the learners:</i> Her teacher wants to take Mwawina to her home. 	<ul style="list-style-type: none"> • Now you will ask and answer the questions on your own. • <i>Ask:</i> Who is the story about? • <i>Repeat 2 or 3 times.</i> • <i>Learners answer:</i> The story is about Mwawina. • <i>Repeat 2 or 3 times.</i> • <i>Ask:</i> Where is Mwawina coming from? • <i>Repeat 2 or 3 times.</i> • <i>Learners answer:</i> Mwawina is coming from school. • <i>Ask:</i> What is Mwawina afraid of? • <i>Learners answer:</i> She is afraid of the wind. • <i>Ask:</i> Who wants to take Mwawina to her home? • <i>Learners answer:</i> Her teacher wants to take Mwawina to her home. • <i>Repeat with groups, pairs and individuals.</i>

Closing the lesson

5 minutes

Dramatise the story of Mwawina: Have two learners role-play Mwawina and the teacher while the class reads the story. If there is time, read the story again with another pair of learners.

UNIT 17 • Weather

Lesson 8

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- blend sounds into words
 - read words
 - read a story
 - write words with the /ay/, /ai/, /a-e/ sounds

Resources

- Word cards
- Learners' book, page 127
- This teachers' guide, pages 205 and 209, songs 10 and 27

Introduction: Playing a command game

5 minutes

Play Mrs Phiri says. Use words such as: walk, jump, dance, etc.

Activity 17.8.1 Blending sounds into words

10 minutes

Today we will say sounds to make a word. I will say sounds to make a word. We will together say sounds to make a word. Then you will say sounds to make a word on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Listen: /w/ /i/ /n/ /d/ /ē/. The word is <i>windy</i>. • Repeat 2 or 3 times. • Listen: /r/ /ā/ /n/ /ē/. The word is <i>rainy</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together. • Say: /w/ /i/ /n/ /d/ /ē/. What is the word? • Teacher and learners say: The word is <i>windy</i>. • Repeat 2 or 3 times. • Say: /r/ /ā/ /n/ /ē/. What is the word? • Teacher and learners say: The word is <i>rainy</i>. • Do the same with: sunny/safely/softly/cloudy. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words: • Say: /w/ /i/ /n/ /d/ /ē/. What is the word? • Learners say: The word is <i>windy</i>. • Do the same with: rainy/sunny/safely/softly/cloudy.

Activity 17.8.2 Reading words

1 minutes

Now we will learn to read some 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 these words on the chalkboard: cold/hot/rainy/ today/school/true/take/windy/ home/bag. • Read the words, while moving a pointer under the words. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read the words together. • Read the words with the learners while moving a pointer under the words: cold/hot/ rainy/today/school/true/take/ windy/home/bag. • Repeat with groups, pairs and individuals. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • I will show you the words on cards and you will read them. • Randomly pick words cards, and ask the learners to read them as a whole class, in groups, in pairs and individually.

Closing the lesson

3 minutes

Sing with the learners: Draw a school bag in the air.

Break

Introduction: Revising reading words

5 minutes

Practise again the Learners section of Activity 17.8.2.

Activity 17.8.3 Revising Mwawina's story

12 minutes

Now we will listen to and reread Mwawina's 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 127. Look at the pictures. • Say: Listen. I will read the story aloud. Follow with your finger under the sentences as I read. • Read aloud the story at page 127. • Repeat 2 to 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.

Activity 17.8.4 Writing words with /ay/ /ai/ /a-e/**10 minutes**

Now we will write words. 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 the word <i>maize</i> on the chalkboard. • Ask: What is the word? • And answer: The word is <i>maize</i>. • Read the word 2 or 3 times, moving your finger under the letters of the word. • Write also the words: <i>snail</i>, <i>plate</i>, <i>play</i>, <i>way</i>, <i>rain</i>. 	<ul style="list-style-type: none"> • Now we will write together. • Point to the word <i>maize</i> on the chalkboard and say: Let's write <i>maize</i> in the air. • Together with the learners, write <i>maize</i> in the air. • Let's write the word <i>snail</i>. • Do the same for: <i>plate</i>, <i>play</i>, <i>way</i>, <i>rain</i>. <div data-bbox="662 936 995 1194" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Use time wisely on this part of the cycle. The main objective is for the learners to draw and write in their exercise books.</p> </div>	<ul style="list-style-type: none"> • Now you will draw and write on your own. • Open your exercise books. • Write the word <i>maize</i>. • Move round to observe and help the learners where needed. • Now draw and write: <i>snail</i>, <i>plate</i>, <i>play</i>, <i>way</i>, <i>rain</i>. • Ask some learners to show and read what they have written. <div data-bbox="1089 983 1422 1206" 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 draw and write the remaining words.</p> </div>

Closing the lesson**3 minutes**

Sing with the learners: The weather song.

Success criteria

- Learners must be able to:
- revise decodable words
 - segment words into sounds
 - read words with **-y** and **-ly**
 - read sentences with words that have **-y** and **-ly**
 - unscramble jumbled words
 - read independently

Resources

- Chalkboard: Lines for writing, prepared in advance
- Word cards with jumbled words, one set for each group
- Learners' book, page 128
- This teachers' guide, pages 203–205, songs 4, 5 and 10

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Sing: Draw a snail in the air (to the tune of *Draw an apple in the air*).

Activity 17.9.1 Segmenting words into sounds

5 minutes

Today we will say words into sounds. 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 a word and you will say the sounds on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say:</i> The word is <i>vest</i>. What are the sounds? • <i>Answer:</i> The sounds are /v/ /e/ /s/ /t/. • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> The word is <i>kettle</i>. What are the sounds? • <i>Answer:</i> The sounds are /k/ /e/ /t/ /l/ /l/. • <i>Repeat 2 or 3 times.</i> • <i>Say:</i> pawpaw. What are the sounds? • <i>Answer:</i> The sounds are /p/ /a/ /w/ /p/ /a/ /w/. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now I will say the word. Then we will say the sounds together. • <i>Say:</i> vest. What are the sounds? • <i>Teacher and learners say:</i> The sounds are /v/ /e/ /s/ /t/. • <i>Do the same for kettle/ pawpaw.</i> • <i>Repeat 2 or 3 times.</i> • <i>Repeat with groups, pairs, or individuals.</i> 	<ul style="list-style-type: none"> • Now you will say the words and sounds on your own. • Be in pairs. Take turns to say the word and ask: What are the sounds? • <i>Help one learner to say:</i> vest. What are the <i>sounds</i>? • Help the other learner to say: The sounds are /v/ /e/ /s/ /t/. • <i>Do the same for kettle/ pawpaw.</i> • <i>Repeat with groups and individuals.</i>

Activity 17.9.2 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"> • <i>Write on the chalkboard:</i> -y, -ly. • <i>Point under -y.</i> 	<ul style="list-style-type: none"> • Now we will say the sounds together. • <i>Point under -y. Teacher and learners say:</i> /ē/. 	<ul style="list-style-type: none"> • Now you will read the words on your own. • Open your books at page 128.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Say: When a word ends in the letter y, the y stands for the sound /ē/. • Point under -ly. • Say: When a word ends in the letters -ly, the -ly stands for /l/ /ē/. • Repeat 2 or 3 times. • Write on the chalkboard, one at a time: safely/sadly/sunny/lucky/windy. • Point under the ly in safely. Say: The word ends in ly. I say the first part of the word, <i>safe</i>. I say the second part of the word, /lē/. I say the whole word, <i>safely</i>. • Repeat for each word. • Then read each word at a normal pace. • Read each word 3 times. 	<ul style="list-style-type: none"> • Do the same for -ly. • Write on the chalkboard, one at a time: /quickly/softly/rainy/funny/happy. • Now we will read together. • Point to the first word. Ask: What does the word end with? • Teacher and learners say: ly. • Ask: What is the first part? • Teacher and learners say: quick. • Ask: What is the ending? • Teacher and learners say: /lē/. • Ask: What is the word? • Teacher and learners say: quickly. • Repeat for each word. • Learners read as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Quickly read the words in the Box 1. Now read the words in the Box 2. • Move round to observe and help the learners where needed. • Ask one or two learners to read to the class.

Activity 17.9.3 Unscrambling jumbled words

10 minutes

Now we will copy jumbled words and write them correctly. 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"> • Prepare word cards with these jumbled words: ppahy, lsyaeef, klucy, niwdy, ckiuqyl. • Write on the chalkboard the following words: safely/quickly/lucky/windy/happy. • Read the word choices twice. • Then hold up the word card with ppahy. • Ask: What is the correct word for the jumbled word? • Read through the words on the chalkboard until you reach happy and say: Happy is the correct word. It has the same letters as the jumbled word: h a p p y. 	<ul style="list-style-type: none"> • Now we will do it together. • Let's read together: safely/quickly/lucky/windy/happy. • Repeat 2 or 3 times. • Hold up the word card with: ppahy. Say together: What word is the jumbled word? • Let's read the words. • Do the same with the learners for: safely and lucky. • Erase the jumbled words and answers. Just leave the five answer choices. • Read together the words until you reach: happy. 	<ul style="list-style-type: none"> • Now you will copy and correct jumbled words on your own. • Open your exercise books. Give groups prepared jumbled word cards. • Have a pair of learners in each group demonstrate how to solve the first jumbled word. • Move round to observe, mark the work and offer help the learners where needed. • Ask some learners to read the words they have written. • Tell learners to write the jumbled words correctly in their exercise books. Say: The first answer is h_a_p_p_y.

<ul style="list-style-type: none"> • Write on the chalkboard the jumbled word and the word happy. • Do the same for safely and lucky. • Erase the jumbled words and answers. Just leave the five answer choices. 	<ul style="list-style-type: none"> • Say: Happy is the correct word. It has all the same letters as the jumbled word. • Write on the chalkboard the jumbled word and the word happy alongside it. 	<ul style="list-style-type: none"> • Have the learners complete the rest of the jumbled words.
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Closing the lesson

2 minutes

Sing with the learners: Show me **-y/-ly**.

Break

Introduction: Revising decodable words

5 minutes

Write on the chalkboard the words: sunny, quickly, happy, softly. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 17.9.4 Reading decodable sentences

10 minutes

Now we will read sentences with words with **-y** and **-ly**. I will read the sentences. We will read the sentences together. Then you will read the sentences on your own.

 Teacher	 Teacher + Learners	 Learners
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Teacher tip</p> <p>Before reading, write the sight word (<i>girl</i>) on the chalkboard. Explain the meaning. Read the word 3 or 4 times. Ask the learners to read with you. Then ask some learners to read in groups, pairs and individually.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the following sentences. Read them one at a time: <ul style="list-style-type: none"> It is a windy and rainy day. The rain falls softly. Sally quickly runs inside. She is safe and not wet. Sally is a happy girl. • Move the pointer under each word as you read the sentence. • Read each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read the sentences with the learners. • Repeat 2 or 3 times. • Learners read as a whole class, in groups, in pairs and as individuals. 	<ul style="list-style-type: none"> • Now you will read the sentences on your own • Be in pairs. Take turns to read the sentences on your own. • Move round to observe and help the learners where needed. • Ask some learners to read the sentences to the class. • Ask comprehension questions to check that the learners understand what they are reading. For example: <ul style="list-style-type: none"> • Ask: Why does Sally run inside? • Ask: Why is Sally happy?

Activity 17.9.5 Read independently**12 minutes**

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

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

Closing the lesson**3 minutes**

Sing: The alphabet song.

Lesson 10
Review

Time needed:
60 minutes



Success criteria

This is the last lesson in Unit 17. 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 183.

Learners must be able to do the following:	Teachers' guide page(s)	Learners' book page(s)
• sing a song	148, 149, 151, 152, 153, 155, 156, 158, 159, 160, 161, 162, 163, 165, 167, 168, 171, 172, 173, 175, 176	
• blend sounds into words	148, 154, 163, 170	
• segment words into sounds	151, 157, 160, 173	
• read decodable sentences	150	121
• tell time	148, 164	
• ask and answer questions about time	149, 164	
• play a time game	165, 166	
• discuss illustrations	152, 167	122, 123, 124, 127
• read a story	152, 168, 171	122, 123, 124, 127
• answer comprehension questions	153, 169	122, 123, 124, 127
• read weather words	160, 170	125
• read decodable words/ sentences with -y and -ly	173, 175	
• describe actions in the present and the past	154	
• use simple past tense	155.	
• complete sentences using past tense	156	
• match words with pictures	159	125
• use simple future tense to describe the weather	162	125
• complete a weather chart	161	125
• read words with /ay/ , /ai/ and /a-e/ sounds	158, 166	
• read independently	162, 176	
• write words with /ay/ , /ai/ and /a-e/ sounds	172	
• unscramble jumbled words	174	
• read and complete decodable sentences with /ay/ , /ai/ and /a-e/ sounds	159	

Revising

In this lesson, you will revise the activities done in Lessons 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

3 minutes

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

Activity 17.10.1 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: /m/ /ā/ /z/. The word is <i>maize</i>. • Repeat 2 or 3 times. • Listen: /d/ /ā/. The word is <i>day</i>. • Repeat 2 or 3 times. • Listen: /b/ /ā/ /k/. The word is <i>bake</i>. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now I will say the sounds. Then we will say the word together: • Listen: /m/ /ā/ /z/. What is the word? • <i>Teacher and learners say:</i> The word is <i>maize</i>. • Say: /d/ /ā/. What is the word? • <i>Teacher and learners say:</i> The word is <i>day</i>. • <i>Do the same with:</i> bake. • <i>Repeat with groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now I will say the sounds. You will say the words. • Say: /m/ /ā/ /z/. What is the word? • Learners say: The word is <i>maize</i>. • Say: /d/ /ā/. What is the word? • Learners say: The word is <i>day</i>. • <i>Do the same with:</i> bake.
<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.</p> </div>		

Activity 17.10.2 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"> • Show word cards with the following words, or write them on the chalkboard, one at a time: themselves/sweater/cool/rain coats/dry/protect. • 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: themselves/sweater/cool/raincoats/dry/protect. • 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: themselves/sweater/cool/raincoats/dry/protect. • 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 122. • 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 122, 123 and 124. • 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 the story

3 minutes

Read Suzgo and Patuma again with the learners. Remind them to move their fingers under the words as they read.

Activity 17.10.3 Answering comprehension questions

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Ask: Why are Suzgo and Patuma wearing sweaters? • Repeat 2 or 3 times. • Answer: It is a cold day. • Ask for the next picture: Why are Suzgo and Patuma using an umbrella? • Repeat 2 or 3 times. • Answer: It is a sunny day. • Do the same for: Why are Suzgo and Patuma wearing rain coats? Why are Suzgo and Patuma in the house? 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer with the learners: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Ask: Why are Suzgo and Patuma wearing sweaters? • Repeat 2 or 3 times. • Answer with the learners: It is a cold day. • Repeat 2 or 3 times. • Ask: Why are Suzgo and Patuma using an umbrella? • Answer with the learners: It is a sunny day. • Do the same for: Why are Suzgo and Patuma wearing rain coats? Why are Suzgo and Patuma in the house? 	<ul style="list-style-type: none"> • Now be in pairs to ask and to answer the questions on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer with the learners: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Help the learners to ask each other the questions: Why are Suzgo and Patuma wearing sweaters? Why are Suzgo and Patuma using an umbrella? • Then help the learners to answer: To keep warm on a cool day/to keep cool on a sunny day. • Do the same for: • Why are Suzgo and Patuma wearing rain coats? Why are Suzgo and Patuma in the house? • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 17.10.4 Reading decodable sentences

12 minutes

Now we will read sentences with words with **-y** and **-ly**. 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="278 566 613 943" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Before reading, write the sight word (<i>girl</i>) on the chalkboard. Explain the meaning. Read the word 3 or 4 times. Ask the learners to read with you. Then ask some learners to read in groups, pairs and individually.</p> </div> <ul style="list-style-type: none"> • Write on the chalkboard the following sentences. Read them one at a time: <ul style="list-style-type: none"> It is a windy and rainy day. The rain falls softly. Sally quickly runs inside. She is safe and not wet. Sally is a happy girl. • Move the pointer under each word as you read the sentence. • Read each sentence 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • <i>Read the sentences with the learners.</i> • <i>Repeat 2 or 3 times.</i> • <i>Learners read as a whole class, in groups, in pairs and as individuals.</i> 	<ul style="list-style-type: none"> • Now you will read the sentences on your own • Be in pairs. Take turns to read the sentences on your own. • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some learners to read the sentences to the class.</i> • <i>Ask comprehension questions to check that the learners understand what they are reading. For example:</i> <ul style="list-style-type: none"> • Ask: Why does Sally run inside? • Ask: Why is Sally happy?

Closing the lesson

5 minutes

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

Assessment of Unit 17

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

Is the learner able to:	Excellent	Good	Average	Needs support
sing a song?				
blend sounds into words?				
segment words into sounds?				
read decodable sentences?				
tell time?				
ask and answer questions about time?				
play a time game?				
discuss illustrations?				
read a story?				
dramatise a story?				
answer comprehension questions?				
read weather words?				
read decodable words and sentences with -y and -ly ?				
use simple past tense?				
complete sentences using past tense?				
match words with pictures?				
use simple future tense to discuss the weather?				
complete a weather chart?				
read and complete sentences with /ay/ , /ai/ and /a-e/ sounds?				
read words with /ay/ , /ai/ and /a-e/ sounds?				
write words with /ay/ , /ai/ and /a-e/ sounds?				
use simple future tense?				
read independently?				
read sentences with words with -y and -ly ?				
read words with -y and -ly ?				
unscramble jumbled words?				

UNIT 18 Lesson planner

Unit 18: Let us do it again

	Monday	Tuesday	Wednesday	Thursday	Friday
Success criteria	<ul style="list-style-type: none"> Identify colours Read a story Answer comprehension questions Use adjectives Read and write decodable sentences 	<ul style="list-style-type: none"> Ask for and give information about daily activities Listen and respond to a teacher read-aloud text Read a story Answer comprehension questions Use place words (propositions) correctly to describe location Read and write decodable sentences 	<ul style="list-style-type: none"> Ask for and give information to introduce themselves Read a poem Recite the poem Use simple past tense Read and write decodable sentences 	<ul style="list-style-type: none"> Use <i>a</i> and <i>an</i> with names of things Revise decodable words Revise sight words Read decodable sentences Write decodable sentences 	<ul style="list-style-type: none"> Read weather words Read a story Answer comprehension questions Use simple past tense Read independently
Introduction	Singing a song Revising the story	Singing a song Revising the story	Singing a song Revising the poem	Singing a song Revising decodable words	Song: <i>The weather song</i> Revising the story
References: Learners' book/ Teachers' guide	LB Page 93 TG Page 205, Song 9	LB Pages 106, 107 and 108 TG Page 203, Song 2	LB Page 116 TG Page 208, Song 21	LB Pages 16, 136 TG Page 209 Song 28	LB Pages 124–26, 127 TG Pages 208 and 209, Songs 24 and 27
Listening and speaking	Using colour words Answering comprehension questions about the story	Using action words to describe daily activities Using prepositions to describe locations Answering comprehension questions	Introducing themselves giving ages and where they live Using simple past tense with irregular verbs Answering comprehension questions	Using <i>a</i> and <i>an</i> correctly	Using the simple past tense Answering comprehension questions
Phonological awareness				Revise some letter sounds	
Reading					
Alphabetic principle	Reading a story	Reading a story	Read a poem	Reading decodable sentences	Reading a story Reading supplementary readers
Vocabulary	<i>Beautiful, rainy, use, sunny, sweat</i>	<i>Ripe, pawpaw, climbing, pick, branch, breaks, lying, put</i>	<i>snail, but, home, ears, teeth</i>		Weather-related words
Fluency and comprehension	Revising a story Reading decodable sentences	Revising story Reading decodable sentences	Reciting the poem Reading decodable sentences	Reading decodable sentences	Revising a story Reading supplementary readers Reading decodable sentences
Writing	Writing decodable sentences	Writing decodable sentences	Writing decodable sentences	Writing decodable sentences	Writing decodable sentences
Closing the lesson	Song: <i>Green girl in the ring</i> Playing <i>Mrs Phiri</i> says using adjectives	Song: <i>Up and down</i> Singing a song	Song: <i>Little brother</i> Singing a song	Singing a song Song: <i>Bye! Bye! But not forever.</i>	Song: <i>Wide skies are blue</i> Playing <i>What time is it, Mr Lion?</i>

Success criteria

- Learners must be able to:
- identify colours
 - read a story
 - answer comprehension questions
 - use adjectives
 - write decodable sentences

Resources

- Word cards with colour names
- Colour cards (blue/red/green/white/yellow)
- Blue/red/green/white/yellow objects
- Learners' book, page 93
- This teachers' guide, page 205, song 9

Time needed:
60 minutes



Revising

In the next five lessons you will revise the work done in Units 13–17.

The two stories in this unit in the Learners' Book (pages 131–135, and 137–138) are provided for enrichment. You may use them as read-aloud texts or for learners to try to read independently.

Assessing

This is the last unit of Standard 2 English. Throughout the units there have been guidelines for continuous assessment (observing during activities, marking learners work, spelling and dictation activities in the review lessons and keeping a record of reading progress with the supplementary readers). In this unit, to formally assess whether the learners are ready for Standard 3, choose some of the assessment criteria from the course, and develop a checklist like the one below to assess one group of learners each day. When the learners are busy doing independent reading or writing, select one group of learners to assess individually. For reading and writing assessment, use the dictation activity in Lesson 4.

	Responds to commands			Asks for and gives information		Uses preposition correctly		Names for objects/people			
	Jump	Point to the door	Hands on head	What do you do every day?	I go to school/eat food, etc	on	under	an egg	a king	a tailor	a village
Learner's name											

Introduction: Singing a song

3 minutes

Have the learners choose any song from the course.

 **Teacher tip**

If your learners had difficulty with this activity, revise it here. Or choose another oral activity that your learners found difficult.

Activity 18.1.1 Identifying colours

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show items or word cards for the following colours, one at a time. Write their names on the chalkboard: blue/red/green/white/yellow. • Read the colour names 2 or 3 times. <div data-bbox="230 818 565 1041" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If possible, make cards in advance with the colour on one side and the word for that colour on the other side.</p> </div>	<ul style="list-style-type: none"> • Now we will say the names of colours together. • Show the objects and word cards, one at a time, and read together: blue/red/green/white/yellow. • Repeat each word 2 or 3 times. • Learners read as whole class, in groups, in pairs and individually. • Call two learners to the front. Help them take turns to read the names of colours. • Repeat with another pair. 	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 93. • Take turns to read Sentence 2, which has the names of colours. • Move round to make sure that the learners take turns and read the sentence with names of colours. • Ask some pairs to show the class what they were doing.

Activity 18.1.2 Reading a story

15 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show word cards with the following words or write them on the chalkboard one at a time: umbrella/beautiful/raining/use/sunny/sweat. • Read each 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 from the chalkboard or word cards: umbrella/beautiful/raining/use/sunny/sweat. • Repeat each word 2 to 3 times with the whole class, in groups, pairs and as individuals. • Help the learners to read the words by sounding out the initial letter and other letters they know. 	<ul style="list-style-type: none"> • Now you will read on your own. • Shows the word cards or point to each word on the chalkboard one at a time: umbrella/beautiful/raining/use/sunny/sweat. • Let the learners read the words as a whole class, in groups, in pairs and individually.

<ul style="list-style-type: none"> • <i>Say:</i> Open your books at page 93. • <i>Say:</i> Listen I will read. • Read the story aloud <i>while the learners listen and follow in their books.</i> • Use a pointer to show where to begin and slide it under words of each sentence (fluently not word by word) • <i>Repeat 2 to 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, groups, pairs and individuals.</i> 	<ul style="list-style-type: none"> • Now you will read the story on your own. Be in pairs and take turns to read. • Open your books on page 93. • <i>Take turns reading the story.</i> • <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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Closing the lesson

5 minutes

Sing with the learners: Green girl in the ring.

Break

Introduction: Revising the story

5 minutes

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

Activity 18.1.3 Answering comprehension questions

8 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Ask:</i> When do you use an umbrella? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> When it is rainy/when it is sunny. • <i>Repeat 2 or 3 times.</i> • What colours is your umbrella? • <i>Repeat 2 or 3 times.</i> • <i>Answer:</i> My umbrella is blue, red, green and white. 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Teacher asks:</i> When do you use an umbrella? • <i>Teacher and learners answer:</i> When it is rainy/when it is sunny. • <i>Teacher asks:</i> What colours is your umbrella? • <i>Teacher and learners answer:</i> My umbrella is blue, red, green and white. 	<ul style="list-style-type: none"> • Now you answer on your own. • <i>Teacher asks:</i> When do you use an umbrella? • <i>Learners answer:</i> When it is rainy/when it is sunny. • <i>Teacher asks:</i> What colours is your umbrella? • <i>Learners answer:</i> My umbrella is blue, red, green and white.

Activity 18.1.4 Using adjectives

8 minutes

Now we will describe things using colour words. I will describe things. We will describe the things together. Then you will describe the things on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Show the following items one at a time: A blue umbrella/ a yellow pencil/a red shirt/ a white pen. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Teacher tip</p> <p>The items can be varied, according to what you have available, or point to the colours in the learners' clothing.</p> </div> <ul style="list-style-type: none"> • Ask: What colour is this? • Answer: This is a blue umbrella/a yellow pencil/a red shirt/a white pen. • For each item, repeat the description 2 to 3 times. 	<ul style="list-style-type: none"> • Let's describe things together. • Show one item at a time and ask with the learners: What colour is this? • Answer with the learners: This is a blue umbrella/a yellow pencil/a red shirt/a white pen. • Repeat with whole class, in groups and individually. 	<ul style="list-style-type: none"> • Now it's your turn. • Show one item at a time and ask the learners: What colour is this? • Learners answer: This is a blue umbrella/a yellow pencil/a red shirt/a white pen. • Repeat with whole class, in groups, in pairs and individually.

Activity 18.1.5 Reading and writing decodable sentences

5 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard these sentences: Vin gave a wave to June. June gave a smile to Vin. • Say the sentence slowly as you move the pointer under each word. • Then read the sentence at a normal pace. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read the sentence slowly with the learners as you move the pointer under each word. • Then read the sentence at a normal pace. • Ask the learners to read with you as a whole class, in groups and in pairs. • Erase the sentence from the chalkboard. 	<ul style="list-style-type: none"> • Now open your exercise books. • Say: Write the sentence as I say the words. • Move round to observe and give help to the learners where needed. • Ask some learners to read the sentence to the class. • Ask one or two comprehension questions to check that the learners understand what they are reading. Ask: Why did June smile at Vin?

Closing the lesson

4 minutes

Play Mrs Phiri says, using commands such as: point to a small pen, a tall girl, a short boy.

Success criteria

- Learners must be able to:
- ask for and give information
 - read a story
 - answer comprehension questions
 - use place words (propositions) correctly to describe location
 - read and write decodable sentences

Resources

- Assorted objects such as toothbrushes, combs, clothes and tablets of soap
- Word cards with prepositions describing location (behind/ beside/in front of/between)
- Learners' book, page 106, 107, 108
- This teachers' guide, page 203, song 2

Time needed:
60 minutes



Introduction: Singing a song

3 minutes

Have the learners choose any song from the course.

Activity 18.2.1 Asking for and giving information

10 minutes

Now we will talk about what you do every day. I will talk about what you do every day. We will talk about what you do every day. Then you will talk about 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? (<i>Show the meaning with gestures.</i>) • Answer: I brush my teeth every day (<i>emphasising the word brush.</i>) • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Let's ask together: What do you do every day? • Let's answer: I brush my teeth every day (<i>emphasising the word brush.</i>) • Repeat 2 or 3 times. • Call two learners to the front. Help one to ask: What do you do every day? • And help the other to answer: I brush my teeth every day. I clean my shoes every day. I walk to work every day. I eat my dinner every day. 	<ul style="list-style-type: none"> • Now be in groups. • Take turns to say and do the actions <i>walk, clean, work</i>. Use the objects to show each activity. • Move round to observe and help the learners where needed. • Call two learners to the front to show their friends what they were doing.

<ul style="list-style-type: none"> • Ask: What does she do every day? • Answer: <i>She cleans plates every day (emphasising the word clean).</i> • Ask: What does he do every day? • Answer: <i>He sweeps the floor every day.</i> • Repeat 2 to 3 times. • Do the same with walk and eat. 	<ul style="list-style-type: none"> • Let's ask together: What does she do every day? • Answer: <i>She cleans plates every day (emphasising the word clean).</i> • Ask: What does he do every day? • Answer: <i>He sweeps the floor every day.</i> • Do the same with walk and eat. • Call two learners to the front. Help one to ask: What do you do every day? • And help the other to answer: I brush my teeth every day. I clean my shoes every day. I walk to work every day. I eat my dinner every day. 	<ul style="list-style-type: none"> • Now be in pairs. • Take turns to ask: What does she do every day? • Answer: <i>She cleans plates every day (emphasising the word clean).</i> • Ask: What does he do every day? • Answer: <i>He sweeps the floor every day</i> • Repeat 2 to 3 times. • Do the same with walk and eat.
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Activity 18.2.2 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"> • Open your books at page 106. Listen. I will read the story. • Read the story aloud on pages 106, 107 and 108. • Repeat 3 times. • Before the third reading say: As I read, follow the words with your finger. 	<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. • Repeat 3 or 4 times with groups of learners. 	<ul style="list-style-type: none"> • Now, it is your turn to read on your own. • Be in pairs and take turns to read. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

Closing the lesson

2 minutes

Sing with the learners: Up and down.

..... **Break**

Introduction: Revising the story

5 minutes

Read An accident again with the learners. Remind them to move their fingers under the words as they read.

Activity 18.2.3 Answering comprehension questions

8 minutes

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

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Ask:</i> What is the story about? • <i>Answer:</i> A boy has an accident while climbing a tree. • <i>Ask:</i> What is the name of the tree? • <i>Answer:</i> It is a pawpaw tree. • <i>Ask:</i> Who is climbing the pawpaw tree? • <i>Answer:</i> Alex. • <i>Ask:</i> Why is Alex climbing the pawpaw tree? • <i>Answer:</i> He wants to pick a ripe pawpaw. • <i>Repeat questions and answers 2 or 3 times.</i> • <i>Ask questions for the rest of the story.</i> 	<ul style="list-style-type: none"> • Now let's answer questions together. • <i>Ask:</i> What is the story about? • <i>Answer:</i> A boy has an accident while climbing a tree. • <i>Ask:</i> What is the name of the tree? • <i>Answer with the learners:</i> It is a pawpaw tree. • <i>Ask:</i> Who is climbing the pawpaw tree? • <i>Answer with the learners:</i> Alex. • <i>Ask:</i> Why is Alex climbing the pawpaw tree? • <i>Answer with the learners:</i> He wants to pick a ripe pawpaw. • <i>Repeat questions and answers 2 or 3 times.</i> • <i>Ask questions for the rest of the story.</i> 	<ul style="list-style-type: none"> • Now you answer on your own. • <i>Ask:</i> What is the story about? • <i>Repeat 2 or 3 times.</i> • <i>Learners answer:</i> A boy has an accident while climbing a tree. • <i>Ask:</i> What is the name of the tree? • <i>Answer:</i> It is a pawpaw tree. • <i>Ask:</i> Who is climbing the pawpaw tree? • <i>Answer:</i> Alex. • <i>Ask:</i> Why is Alex climbing the pawpaw tree? • <i>Answer:</i> He wants to pick a ripe pawpaw. • <i>Ask questions for the rest of the story.</i> <div data-bbox="1137 1303 1470 1531" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>Accept answers with different wording, as long as the learners show understanding of the story and questions.</p> </div>

Activity 18.2.4 Using place words that tell where something is

10 minutes

Now we will use words that tell where something is. I will use these words. We will use these words. You will use these words on your own.

 Teacher	 Teacher + Learners  	 Learners 
<ul style="list-style-type: none"> • <i>Write the following words on word cards, or write them on the chalkboard:</i> behind/beside/between/in front of. • <i>Say:</i> These words tell where something is. They are <i>place</i> words. 	<ul style="list-style-type: none"> • Let's do it together. Stand up class. • Point to the learner in front of you. Let's say: I am standing <i>behind</i> [name]. • <i>Repeat 2 or 3 times.</i> 	<ul style="list-style-type: none"> • Now be in groups. • Take turns to talk about where you are. • <i>Use the words:</i> behind/beside/between/in front of/to talk about where things are.

Teacher	Teacher + Learners	Learners
<ul style="list-style-type: none"> • Call a learner to the front. Have them stand facing the class. Stand behind the learner and say: I am standing behind [name]. Emphasise the word behind. • Hold up a word card or point to the word on the chalkboard to show the related place words. • Repeat 2 or 3 times. • Stand next to the learner and say: I am standing beside [name] Emphasise the word beside. • Repeat 2 or 3 times. • Do the same with: in front of. • Call two more learners to the front. Stand between them and say: I am standing between [name] and [name]. Emphasise the word between. 	<ul style="list-style-type: none"> • Let's say together: I stand beside [name]. • Use the word cards or point to place words on the chalkboard. • Repeat 2 or 3 times. • Do the same with between and in front of. 	<ul style="list-style-type: none"> • Give each group word cards to use with the related place words. • Move round to observe and help the learners where needed. • Ask some groups to show the class what they were doing.

Activity 18.2.5 Reading and writing decodable sentences

5 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard these sentences: I walk to the well every day. This week I saw a fox and an ox. • Say each sentence slowly as you move the pointer under each word. • Then read each sentence at a normal pace. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read each sentence slowly with the learners as you move the pointer under each word. • Then read each sentence at a normal pace. • Ask the learners to read with you as a whole class, in groups and in pairs. • Erase the sentences from the chalkboard. 	<ul style="list-style-type: none"> • Now open your exercise books. • Say: Write each sentence as I say the words. • Move round to observe and give help to the learners where needed. • Ask some learners to read the sentences to the class. • Ask 1 or 2 comprehension questions to check if the learners understand what they are reading. • Ask: What animals did I see by the well?

Closing the lesson

2 minutes

Let the learners choose a song to finish the lesson.

Success criteria

- Learners must be able to:
- ask for and give information
 - read a poem
 - recite a poem
 - use simple past tense
 - read and write decodable sentences

Resources

- Word cards
- Learners' book, page 116
- This teachers' guide, page 208, song 21

Time needed:
60 minutes



Introduction: Singing a song

2 minutes

Have the learners choose any song from the course.

 **Teacher tip**

If your learners had difficulty with this activity, revise it here. Or choose another oral activity that your learners found difficult.

Activity 18.3.1 Asking for and giving information

8 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Listen! I will introduce myself. • Ask: What is your name? • Answer: My name is ____ [name]. • Repeat 2 or 3 times. • Ask: Where do you live? • Answer: I live at ____ . • Repeat 2 or 3 times. • Ask: How old are you? • Answer: I am ____ years old. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Now we will introduce ourselves. • Let's ask together: What is your name? • Let's answer together: My name is ____ [name]. • Repeat 2 or 3 times. • Let's ask: Where do you live? • Let's answer: I live at ____ . • Repeat 2 or 3 times. • Let's ask: How old are you? • Let's answer: I am ____ years old. • Repeat 2 or 3 times. • Call two learners to the front. • Help one of them to ask the three questions. Help the other one to answer (giving the correct information). • Then they should swap roles. • Repeat this with 2 or 3 pairs of learners. 	<ul style="list-style-type: none"> • Now be in pairs. Take turns to ask and answer these questions: What is your name? My name is ____ . [name] Where do you live? I live at ____ . How old are you? I am ____ years old. • Move round to observe and give help to the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 18.3.2 Reading a poem

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Read the following words on word cards or written on the chalkboard: snail, but, home, ears teeth. • Read each word 2 times. 	<ul style="list-style-type: none"> • Now we will read together. • Show the word cards and read with the learners: snail, but, home, ears, teeth. • Repeat each word 2 times. 	<ul style="list-style-type: none"> • Now you will read on your own. Teacher shows the word cards or points to the words on the chalkboard. • Learners read the words as a whole class, in groups, in pairs and individually.
<ul style="list-style-type: none"> • Say: Listen. I will read the poem aloud. The poem is about a snail. • Use the pointer to show where to begin. • Repeat 2 or 3 times. 	<ul style="list-style-type: none"> • Say: open your books on page 116. Let's read the poem. • Repeat 3 or 4 times with the whole class and in groups. 	<ul style="list-style-type: none"> • Be in pairs and take turns to read the poem. • Move round to observe and help the learners where needed. • Ask some learners to read to the class.

Activity 18.3.3 Reciting the poem

8 minutes

Now we will recite the poem. I will recite the poem. We will recite the poem together. You will recite the poem on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Open your books at page 116. I will read the poem again, and then I will read by heart. • Read the poem slowly. • Now I will recite the poem by heart. • Say the poem by heart 2 or 3 times. Act as you recite by touching your ears, teeth and legs. 	<ul style="list-style-type: none"> • Now let's read the poem together. • Read 2 or 3 times. • Close your books. Let's recite the poem together by heart. • Teacher and learners say the poem 2 or 3 times. Everyone should act by touching ears, teeth and legs. • Let the learners recite as a whole class, in groups and in pairs. 	<ul style="list-style-type: none"> • Open your books at page 116. • Read on your own in pairs. • Move round to observe and help the learners where needed. Encourage the learners to act as they recite the poem. • Close your books and say the poem to each other. • Ask some pairs to come to the front to recite the poem.

Closing the lesson

2 minutes

Sing with the learners: Little brother.

..... **Break**

Introduction: Revising the poem

7 minutes

Recite Snail, snail again with the learners. Remind them to move their fingers under the words as they read.

Activity 18.3.4 Using simple past tense (with irregular verbs)

10 minutes

Now we will talk about what we did yesterday. I will say what I did yesterday. We will say what we did yesterday. You will say what you did yesterday.

 Teacher	 Teacher + Learners 	 Learners 
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Teacher tip</p> <p>To show that you are talking about the past, start by writing today's date on the chalkboard and say: <i>today</i>. Then write on the left side of the chalkboard yesterday's date and say: <i>yesterday</i>.</p> </div> <ul style="list-style-type: none"> • Say: What did you do yesterday? • Repeat 2 or 3 times. • Answer (while demonstrating the actions): I <i>swept</i> my bedroom. I <i>made</i> my bed. I <i>fed</i> the ducks. I <i>came</i> to school. • Repeat this sequence 2 or 3 times. 	<ul style="list-style-type: none"> • Let's say together: What did you do yesterday? • Repeat 2 or 3 times. • Let's answer (<i>doing the actions</i>): I <i>swept</i> my bedroom. I <i>made</i> my bed. I <i>fed</i> the ducks I <i>came</i> to school. • Repeat this sequence 2 or 3 times. 	<ul style="list-style-type: none"> • Now be in pairs. What did you do yesterday? • Repeat 2 or 3 times. • Take turns to say and do the actions: I <i>swept</i> my bedroom. I <i>made</i> my bed. I <i>fed</i> the ducks. I <i>came</i> to school. • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Activity 18.3.5 Reading and writing decodable sentences

10 minutes

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

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard these sentences: Alex went to Zomba in May. Pam went to the lake yesterday. • Say each sentence slowly as you move the pointer under each word. • Then read the sentences at a normal pace. • Repeat 2 or 3 times. 	<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. • Ask the learners to read with you as a whole class, in groups and in pairs. • Erase the sentences from the chalkboard. 	<ul style="list-style-type: none"> • Now open your exercise books. • Say: Write the sentences as I say the words. • 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. Ask: When did Pam go to the lake?

Closing the lesson

3 minutes

Have the learners choose any song from the course.

UNIT 18 • Let us do it again

Day 4 Review

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- use *a* and *an* with names of things
 - revise decodable words
 - revise sight words
 - read decodable sentences
 - write decodable sentences

Resources

- Word cards
- Objects or pictures of things that begin with vowels
- Observation checklist
- Learner progress tracker
- Learners' book, pages 16, 136
- This teachers' guide, page 209, song 28

Introduction: Song or rhyme

3 minutes

Let the learners choose a song or rhyme of their choice.

Activity 18.4.1 Using *a* and *an* with names of things

10 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Show the learners an egg (or any object that begins with a vowel) and ask: What is this? • And answer: It is an egg. • Do the same with another object that begins with a vowel. • Repeat the question and answer 3 or 4 times. • Show the learners a plate and say: What is this? • And answer: It is a plate. • Do the same with another object that does not begin with a vowel. • Write each sentence on the chalkboard. • Repeat the question and answer 3 or 4 times. • Remind learners that words that begin with a, e, i, o and u go with <i>an</i>, while words that begin with other letters go with <i>a</i>. • Model adding <i>a</i> or <i>an</i> before these words: an egg, a plate. 	<ul style="list-style-type: none"> • Show the learners an egg (or any object that begins with a vowel) and say: Let's say together: What is this? • Teacher and learners answer together: It is an egg. • Do the same with another object that begins with a vowel. • Repeat the question and answer 3 or 4 times. • Show the learners a plate and say: What is this? • Teacher and learners answer together: It is a plate. • Do the same with another object that does not begin with a vowel. • Repeat the question and answer 3 or 4 times. • Teacher and learners read the sentences on the chalkboard together. • Tell learners again that words that begin with a, e, i, o and u go with <i>an</i> while words that begin with other letters go with <i>a</i>. • Let's add <i>a</i> or <i>an</i> together: an egg, a plate. 	<ul style="list-style-type: none"> • Be in groups and open your books at page 16. • Copy and add an or a to the words. • Move round to observe and help the learners where needed.

Activity 18.4.2 Revising decodable words

15 minutes

First, we will revise some letter sounds. Then, I will revise some words. We will revise some words together. They you will revise some words on your own.

 Teacher	 Teacher + Learners 	 Learners 
<ul style="list-style-type: none"> • Write on the chalkboard the letters: u, v, w, x, y, z, wh, ay, ai, _ake, y, ly. • Listen. I will say the sound for each letter. • Say the sound after you move the pointer under the letter. <div data-bbox="278 818 628 1230" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>As you model the three sounds for the letter u, emphasise each one. When you model the sound for a in _ake, remind the learners that in a word that ends that way, the a stands for its name. When you model /y/, remind the learners that this is the sound of y at the end of a word.</p> </div>	<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="705 747 1043 971" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>When you point to _ake, ask the learners to name the final letter. Then ask the learners to say the sound for the letter a.</p> </div>	<ul style="list-style-type: none"> • Now be in pairs. Say the sounds to each other. • Move round to observe and help the learners 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>s</u>afe, m<u>i</u>ce, <u>j</u>ee<u>p</u>, t<u>u</u>ne, <u>b</u>ull, <u>r</u>ain, <u>q</u>uick<u>l</u>y, <u>w</u>hite, <u>w</u>ide, <u>o</u>x, <u>h</u>ome, <u>g</u>ave, <u>d</u>ay, <u>z</u>ebra. • Listen. I will point under a letter or letters. I will say the sound for the letter. Then I will read the word. • Read the list. Move the pointer under each word as you say the word. 	<ul style="list-style-type: none"> • Write on the chalkboard the words: <u>s</u>ave, <u>f</u>ox, <u>w</u>heel, <u>b</u>ake, <u>n</u>eed, <u>t</u>ime, <u>g</u>ave, <u>q</u>uiz. • First, we will say the sound for the underlined letter or letters. Then we will say the word. • Use the pointer to guide the learners as you say the underlined sound and then say the word. • Now we will quickly read the entire list of words. • Use the pointer as you quickly read each word together. <div data-bbox="705 1813 1043 2112" 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. Then have them read the word with you.</p> </div>	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 136. • Read the words in Box 1 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.

Closing the lesson

2 minutes

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

Break

Introduction: Revising decodable words

3 minutes

Write on the chalkboard the words: mice, white, gave, softly. Point to them in random order. Ask the learners to read as a whole class, in groups, in pairs and individually.

Activity 18.4.3 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: village, teacher, now, Mr, cages, zoo, live, what, your, where, you, who, a.m. • 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="662 1117 994 1453" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p> Teacher tip</p> <p>If you hear an error, point to the word. Ask the learners to say each letter of the word with you. Then together with the learners, read the word. Go back to the first word and read the list again.</p> </div>	<ul style="list-style-type: none"> • Now be in pairs. Open your books at page 136. • Read the words in the Box 2 to each other. • Move round to observe and give help to the learners where needed. • Ask some learners to read the words as you point under the words.

Activity 18.4.4 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: Jack, Stella and Mum went to Lake Malawi. They ate chambo fish. Mum let Stella and Jack play in the sand. She let Stella and Jack play in the lake. The rain came. Jack, Stella and Mum quickly ran home. • Say the sentences slowly as you move the pointer under each word. • Then read the sentences at a normal pace. 	<ul style="list-style-type: none"> • Now we will read together. • Read the sentences slowly with the learners as you move the pointer under each word. • Then read the sentences at a normal pace. <div data-bbox="707 794 1040 1136" style="border: 1px solid black; padding: 5px;"> <p> Teacher tip</p> <p>If you hear an error, point under the missed word. Say the correct word. Ask the learners to say the correct word with you. Ask the learners to read from the beginning of the sentence.</p> </div>	<ul style="list-style-type: none"> • Now open your books to page 136. • Be in pairs. Read the first group of sentences to each other. • Now read the next group of sentences to each other. • 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. • Ask: Where did Stella and Jack play at Lake Malawi?

Activity 18.4.5 Writing decodable sentences

10 minutes

Now we will listen to and write a decodable sentence. I will read and write the sentence. Then I will read a sentence, and we will write the sentence together. Then I will read the sentence to you, and you will write the sentence.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard these sentences: The white fox plays games. He quickly runs. • Say each word in the sentence slowly and then write the word. • I will check to see if the sentence makes sense. • Read the sentence. Yes, it makes sense. • Do the same with the second sentence. • Erase the board. 	<ul style="list-style-type: none"> • We will write together as I say the words in the sentence. Let's write each word in the air. • Say each sentence word-by-word slowly. Write each word with the learners in the air. • When you finish the first sentence, read the sentence again to be sure it makes sense. • Do the same for the second sentence. • Erase the board. 	<ul style="list-style-type: none"> • Now you will write the sentences in your exercise books. • Say each sentence word-by-word slowly, giving learners time to write. • Read the sentence to yourself to be sure the sentence makes sense. • Do the same for the second sentence.

Closing the lesson

2 minutes

Sing with the learners: Bye! Bye! Bye! But not forever.

UNIT 18 • Let us do it again

Day 5 Review

Time needed:
60 minutes



Success criteria

- Learners must be able to:
- ask for and give weather information
 - read a story
 - use simple past tense
 - read independently

Resources

- Word cards
- Observation checklist
- Learner progress tracker
- Learners' book, page 124–126, 127
- This teachers' guide, pages 208 and 209, songs 24 and 27

Introduction: Singing a song

2 minutes

Sing with the learners: The weather song.

Activity 18.5.1 Reading weather words

8 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Write on the chalkboard the following words one at a time: sunny/windy/rainy/cold/hot. • Show pictures with each form of weather as you point to each word. • Say each letter sound as you move the pointer under each word. • Then read the word at a normal pace. • Read each word 3 or 4 times. 	<ul style="list-style-type: none"> • Now we will read together. • Read each word with the learners 3 or 4 times: sunny/windy/rainy/cold/hot. • Ask the learners to read with you as a whole class, in groups, in pairs and individually. 	<ul style="list-style-type: none"> • Open your books on 127. • Now read the words in the box on your own. • Move round to observe and help the learners where needed (supervise the learners). • Ask some learners to read the weather words to the class.

Activity 18.5.2 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"> • Show and read these words on word cards one at a time: themselves/wearing/sweaters/carrying. • Explain the meaning of the words with gestures, real items, pictures or models. 	<ul style="list-style-type: none"> • Say: Let's read together. Open your books at page 124. • Say: Put your finger under the first word of the story. • Say: Move your finger under the words as you read. • Read the whole story together. 	<ul style="list-style-type: none"> • Now you will read on your own. Be in pairs and take turns to read. • Learners read as a whole class, in groups, in pairs and individually.

- Show the learners how to read by sounding out the initial letter and other letters they know.
- Read each word 2 or 3 times.
- Listen. I will read the story.
- Read aloud the story on pages 124, 125 and 126.
- Repeat 2 to 3 times.

- Repeat 3 to 4 times with the whole class and in groups.

- Move round to observe and help the learners where needed.

Activity 18.5.3 Answering comprehension questions

8 minutes

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

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • Ask: What is the story about? • Repeat 2 or 3 times. • Answer: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Ask: Why are Suzgo and Patuma wearing sweaters? • Repeat 2 or 3 times. • Answer: It is a cold day. • Ask for the next picture: Why are Suzgo and Patuma using an umbrella? • Repeat 2 or 3 times. • Answer: It is a sunny day. • Do the same for: Why are Suzgo and Patuma wearing rain coats? Why are Suzgo and Patuma in the house? 	<ul style="list-style-type: none"> • Now let's answer questions together. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer with the learners: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Ask: Why are Sugzo and Patuma wearing sweaters? • Repeat 2 or 3 times. • Answer with the learners: It is a cold day. • Repeat 2 or 3 times. • Ask: Why are Suzgo and Patuma using an umbrella? • Answer with the learners: It is a sunny day. • Do the same for: Why are Suzgo and Patuma wearing rain coats? Why are Suzgo and Patuma in the house? 	<ul style="list-style-type: none"> • Now be in pairs to ask and to answer the questions on your own. • Ask: What is the story about? • Repeat 2 or 3 times. • Answer with the learners: How Suzgo and Pauma dress for the weather. • Repeat 2 or 3 times. • Help the learners to ask each other the questions: Why are Suzgo and Patuma wearing sweaters? Why are Suzgo and Patuma using an umbrella? • Then help the learners to answer: To keep warm on a cool day/to keep cool on a sunny day. • Do the same for: • Why are Suzgo and Patuma wearing rain coats? Why are Suzgo and Patuma in the house? • Move round to observe and help the learners where necessary. • Ask some pairs to show the class what they were doing.

Closing the lesson

2 minutes

Sing with the learners: Wide skies are blue.

Break

Introduction: Revising the story

5 minutes

Read Suzgo and Patuma again with the learners. Remind them to move their fingers under the words as they read.

Activity 18.5.4 Using the simple past tense

10 minutes

Now we will talk about what we did in the past. I will say what I did in the past. We will say what we did in the past. You will say what you did in the past.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> • <i>Say: Last week, I walked to school (demonstrate the action and emphasise the word walked).</i> • <i>Repeat 2 or 3 times.</i> • <i>I cleaned the cupboard last week.</i> • <i>Demonstrate the action and emphasize the word cleaned.</i> • <i>Repeat 2 to 3 times.</i> • <i>Do the same with worked/ talked in other sentences.</i> 	<ul style="list-style-type: none"> • <i>Let's say it together.</i> • <i>Do each action together with the learners, while saying a sentence.</i> • <i>Let's say together: I walked to school last week.</i> • <i>Repeat 2 or 3 times.</i> • <i>Let's say together: I cleaned the cupboard last week.</i> • <i>Repeat 2 to 3 times.</i> • <i>Do the same with worked/ talked in other sentences.</i> 	<ul style="list-style-type: none"> • <i>Now be in pairs. Take turns to say and do the actions: I walked to school last week. I cleaned the cupboard last week.</i> • <i>Do the same for the words worked/talked.</i> • <i>Move round to observe and help the learners where needed.</i> • <i>Ask some pairs to show the class what they were doing.</i>

Activity 18.5.5 Reading using supplementary readers

10 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

5 minutes

Play a quick game of: What time is it, Mr Lion? Let one of the learners be Mr Lion.

Songs in English Standard 2

Term 3

- 1 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.

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

- 3 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!

- 4 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)

 = Songs new in Term 3

5 The alphabet song

ABCDEF G
HIJKLMN OP
QRSTU V
WXYZ
Now I know my ABC
Next time you can sing with me.

6 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*)

7 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?

8 This is the way

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

This is the way we brush our teeth,
Early in the morning.

Note: Repeat the song with different actions.

(Source: *Activities with English*)

9 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)

10 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)

11 Cats sleep anywhere

Cats sleep anywhere,
On a table,
On a chair,
In the kitchen,
By the fire,
Under the mat,
On the stair,
Cats sleep anywhere.

(Adapted from source: Timve and Tsala)

12 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)

- ★ 13 **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 sing like me.

(Source: *Activities with English*)

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

- 15 **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!

★ 16 **Hooray it's a holiday**
Hooray, hooray, it's a holi-, holiday.
Hooray, hooray, it's a holi-, holiday.
(Sing twice while clapping or waving hands.)

17 **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)

18 **Where are the lions?**
(Sing to the tune of: Little brother, come here come)
Where are the lions? Where are the lions?
Here we are. Here we are.
What are the lions doing? What are the lions doing?
We are jumping. We are jumping.
Note: Repeat the song with different actions.
(Source: J Chiromo, 2006)

19 **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)

20 **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?

21 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*)

★ **22 Hickory, dickory, dock**

Hickory, dickory, dock
The mouse ran up the clock.
The clock struck one,
The mouse ran down.
Hickory, dickory, dock.
Tick, tock, tick, tock.

★ **23 Where does the hat go?**

Where does the hat go? On the head.
Where does the shirt go? On the body.
Where does the shoe go? On the foot.
Does the hat go on the foot? No, on the head.
Does the shirt go on the head? No, on the body.

(Source: *First steps*)

★ **24 Wide skies are blue**

Wide skies are blue, sha-la-la-la,
Tall trees are green.
The day is as lovely
As I've ever seen.

Sunshine is yellow, sha-la-la-la,
Chillies are red.
But when black night falls, sha-la-la-la,
I will go to bed.

(Source: *First steps*)

25 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.

26 Good morning to you

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

(Source: *Activities with English*)

27 The weather song

I like to run when the day is rainy,
Tra-la-la-la-la, tra-la-la-la.
I like to sing when the day is sunny,
Tra-la-la-la-la, tra-la-la-la.
I like to walk when the day is windy,
Tra-la-la-la-la, tra-la-la-la.
We like the weather, all kinds of weather,
Tra-la-la-la-la, tra-la-la-la.
We shall meet again.

28 Bye-bye! Bye-bye! But not forever.

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.

29 Follow the leader

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

Note: Repeat the song with other commands

30 Every day we eat porridge

Every day we eat porridge, eat porridge, eat porridge
Every day we eat porridge, eat porridge, eat porridge
Every day we eat porridge, early in the morning.



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