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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY

READING INTERVENTION PROGRAM

Training Manual: Module 2

English Standard 2

DECEMBER 2015

Contract No.: AID-612-C-13-00002

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Early Grade Reading Activity

English Standard 2

Reading Intervention Programme

Training Manual

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Abbreviations

EGRA	Early Grade Reading Activity
ESL	English as a Second Language
LAT	Learner Assessment Test
LB	Learners’ book
LSEN	Learners with special educational needs
M&E	Monitoring and evaluation
MoEST	Ministry of Education, Science and Technology
NPC	National Primary Curriculum
PEA	Primary Education Advisor
STEP	Standard Two English with Phonics
TALULAR	Teaching and Learning Using Locally Available Resources
TG	Teachers’ guide
USAID	United States Agency for International Development

Introduction

The Early Grade Reading Activity (EGRA) is a 40-month United States Agency for International Development (USAID) intervention aimed to enhance the quality of primary education in Malawi. EGRA provides technical assistance to the Ministry of Education, Science and Technology (MoEST) in implementing teacher education support and literacy materials development. Building on the achievements of previous activities and in particular on the Malawi Teacher Professional Development Support Program, it also features a strong element of community mobilisation and of inclusive education for learners with special learning needs. EGRA targets teacher trainers, teachers, school administrators, parents, and other key community members in 11 districts, with a special focus on improving literacy skills at the lower primary level.

To improve early grade reading, EGRA and MoEST are implementing an early grade literacy intervention in these 11 districts that is geared toward the development of basic literacy skills and knowledge. Focusing on schools and the wider community within which the schools operate, the program provides training to teachers, head teachers, and primary education advisors (PEAs) on how to effectively teach reading in the early grades. An additional focus is the teaching of English as a subject and in preparation for later learning of all subjects through the medium of English.

For parents, caregivers, and other key community members, EGRA provides training and ongoing support so that young learners' reading can be encouraged and improved both within school and at home. The English Standard Two teachers' guide and learners' book (Standard Two English with Phonics, hence STEP) has been developed in collaboration with the Ministry of Education, Science and Technology, and is based on the National Primary Curriculum (NPC) learners' book. This course builds on the English listening and speaking skills developed in Standard One. The five components of reading still being learnt and practised in Chichewa are drawn on in this course, encouraging the early ability of skills transfer from Chichewa to English.

As you will read and experience in this course, all lessons follow a similar pattern. A short energizing introduction is followed by two or three activities. First, the teacher presents new language whilst the children listen and learn. Then they get the chance to practise with the teacher, and finally the whole class divides into groups or pairs to practise the new language on their own.

In Term Two learners are introduced for a first time to supplementary readers in English; so the course addresses this new aspect, as well as continuous assessment, the new songs for Term 2 and the focus new letters and letter sounds for the term.

Enjoy this course!

Programme Term 2

Time	Day One Sessions
8:00–8:15	1-Registration, Welcome, and Introductions
8:15-8:45	2-Participants' expectations
8:45-9:00	3-The objectives of Module 2 training
9:00–10:00	4- Achievements and challenges experienced in teaching English
10:00-10:15	Break (15 minutes)
10:45-11:15	5- Overview of Teacher's Guide, Learners book and relationship between lesson planner and Learners book.
11:15-11:45	6- LAT results feedback
11:45-12:30	7- Irregular vowel sounds
12:30- 1:30	Lunch (1 hour)
1:30–1:45	8- Classroom discourse and practicum
1:45-3:00	9- Use of Pair Demonstration(Teacher- learner; learner- learner for dialogue)
3:00-3:15	Break (15 minutes)
3:15-4:00	10.Familiarisation with songs and rhymes in the TG
4:00 – 4:30	11. Practicum preparation
Time	Day Two Sessions
8:00–8:15	1-Welcome Back and Review of Day 1
8:15-8:30	2-Preparations for practicum
8:30-10:15	3- Practicum and feedback
10:15-10:30	Break (15 minutes)
10:30-11:00	4 Successes and challenges in the use of supplementary readers
11:00-12:00	5- Lesson preparation- use of supplementary readers and assessment
12:00 –1:00	Lunch (1 hour)
1:00–3:00	6-Practicum - use of supplementary readers and assessment and feedback
3:00-3:15	Break (15 minutes)
3:15 - 4:15	7-Final Question and Answer Session
4:15 – 4:30	8 - Closure

Day 1

I. Registration, welcome, introductions, and ground rules (15 minutes)

Welcome to this English Standard 2 Module 2 training workshop. This workshop will draw lessons from your own skills and experiences. We expect that this will ensure lively participation in all the activities for this two-day workshop. Let us maximise use of time.

Self-Introductions:

Ask participants to introduce themselves by name and institution from, and in addition mention one thing they enjoy about teaching English.

Workshop Norms

To ensure that all participants benefit from the workshop, please observe the following ground rules:

- Turn off or have your mobile phones on silent. Avoid taking calls during sessions.
- Arrive on time, and don't leave early.
- Sign the attendance register each day.
- Respect all questions and opinions expressed.
- Participate in all activities.

Ask participants to add to this list.

Tell participants that learning is and should always be a joyful experience, so we will start today's training session with a song:

Activity:

Ask participants to sing this song from Standard 2 term 1.

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.

(Source: *Activities with English*)

2. Expectations of this training (30 minutes)

Activity:

- Ask participants to share their expectations of this training.
- Write participants' expectations on a flip chart.
- Assure participants that most of their expectations will be addressed as the training progresses.

Note to facilitator: During the training, as expectations are met, tick them off the list. If there are any remaining, try to address them in the final Q&A session, or bear them in mind for attention during coaching visits.

3. The objectives of this training (15 minutes)

Knowledge:

- Understanding about how to teach English
- Strategies for teaching English effectively.
- Familiarisation with English songs

Application:

- Reflection on achievements and challenges of teaching English.
- Ability to use effective strategies of teaching English.
- Engagement of learners' enthusiasm and enjoyment in learning English.
- Ability to pronounce the focus letter sounds for Terms 1 and 2.

4. Achievements and challenges experienced in the teaching of English in term (1 hr)

Activity

- Get into groups of 5-10 people (depending on the total number of participants).
- Appoint a chairperson, timekeeper and secretary. The chairperson will ensure that everyone gets a chance to speak; the timekeeper will allocate equal amount of time to each group member; the secretary will note down the achievements and challenges.
- Each group feeds back their achievements
- Each group feeds back their challenges, one by one. Other groups or teachers who have suggested solutions to another group's challenges provide the solutions here
- Listen well, and take note of the solutions suggested. Learning from peers is often more valuable than learning from the facilitator or from the training content!

5. Overview of front pages of the Teachers' guide Term 1, the Teachers' guide Term 2 and the learners' book (30 minutes)

Make sure that they have brought with them the Teachers' guide for Term 1 as this has the unabridged front pages needed for this session.

Assign different pages of the front matter of the Teachers' guide for Term 1 to different expert groups to read, make notes and report back on the main points:

viii-ix; x-xi; xii-xiii; xiv-xv; xv-xvii

Activity:

Distribute copies of the Teachers' guide (TG) Term 2 and the Learners Book: Standard Two English with Phonics (STEP). Ask groups to find answers to the following questions on the TG:

- a. How many units are there in Term 2?
- b. How many teaching units are there in term 2?
- c. How many lessons are there in each teaching unit?
- d. How many review units are in Term 2?
- e. How many lessons are there in each review unit?
- f. What is the duration of each lesson?
- g. How is the lesson split into periods?
- h. What type of lesson in each unit is Lesson 10?
- i. Which letter sounds and names are taught in Term 2?
- j. Look at the lesson planners that come before each unit. From these planners, list the listening and speaking skills to be taught in the term.
- k. Look at the songs at the back of Teachers' guide. Make a list of the songs that are new to you.

And on the Learners' book (LB):

- l. Identify the number of units in the Learners' Book.
 - m. Which units will be taught in Term 2?
 - n. What is the difference between Unit 12 and the other units for Term 2?
- Ask participants to present their findings in plenary.

Note to facilitator:

Consolidate by summarising participants' findings. Then provide the following important information:

The lesson plans in the TG cover content for two 30-minute lessons or periods. In each lesson plan there is indication of where the first lesson or period ends and the next one starts. It is for the teacher to close the first lesson with a game or activity that relates to the lesson taught and

to start the next lesson with a short introductory activity that served to recap an activity from the previous lesson.

6. Some findings from the LAT

(15 mins)

Proportion of zero scores on ORF				
		2013-'14	2014-'15	2015-'16
October	1		95.2%	89.0%
	2		86.0%	76.2%
	3		63.7%	38.0%
January	1	95.0%	84.7%	
	2	81.8%	64.0%	
	3	52.4%	34.1%	
March	1	86.9%	74.7%	
	2	69.7%	56.6%	
	3	36.9%	21.4%	
July	1	72.4%	57.6%	
	2	54.5%	30.3%	
	3	25.5%	10.7%	

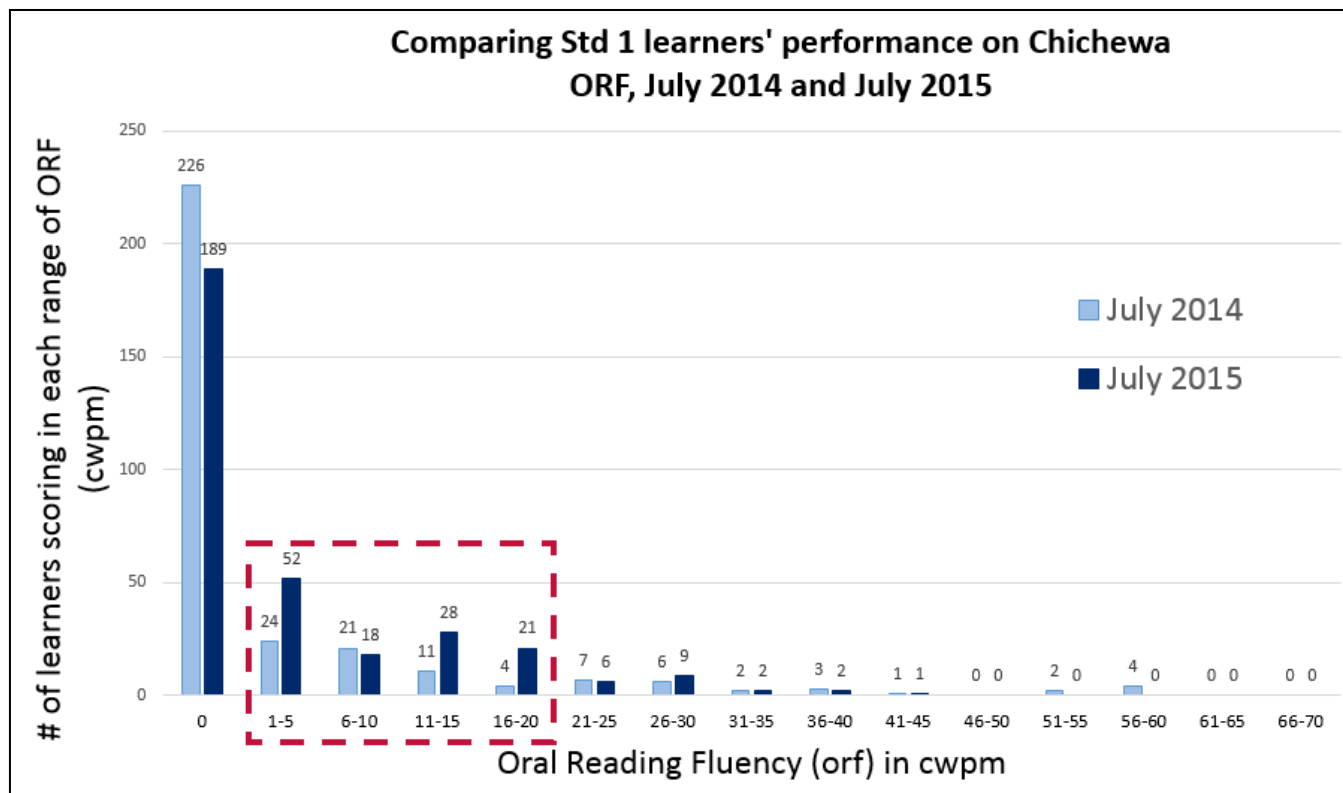
There have now been 8 rounds of Learner Assessment Tests (LAT) run by EGRA. The first was in January 2014. Although the LAT does not involve control schools to compare intervention with controls, it is possible to make comparisons between the different intervention years.

Look at the table above. It shows for each LAT and each Standard, the percentage of learners who were not able to read a single word in the passage reading (ORF – oral reading fluency) subtask.

Compare the information across the three years of the EGRA intervention, 2013-2014, 2014-15 and 2015-16. We can see that for every standard in every LAT, the percentage of learners who are failing to read a single word is reducing. This is a very good thing. It means that the teachers, head teachers, PEAs and in fact everyone who has been involved with EGRA must have been doing something right, to make inroads into this very important sector of learners, those who for whatever reason are poor performers.

Another interesting comparison is shown in the bar graph below

This graph shows the performance in July 2014 and July 2015 of Std I learners in oral reading fluency.



The vertical axis refers to the number of learners obtaining the scores; the horizontal axis refer to the number of correct words read per minute. The light shaded bars are 2014, the dark shaded bars are 2015. The dotted border draws attention to oral reading fluency scores of 1-20 words per minute. The July 2014 scores reflect the performance of learners whose teachers had implemented EGRA for one year. The 2015 graph shows the performance of learners whose teachers have implemented EGRA for two years. First note that the learners scoring zero reduced from about 226 to 189. This is still a high proportion but significantly lower.

If we exclude the zero scoring learners, notice that in 2014, the combined total of learners who scored between 1 and 20 correct words per minute is 60 learners (24+21+11+4). Whereas in 2015, for this same category of 1-20 correct words per minute, the total has risen to 119 (52+18+28+21). This is a significant improvement, suggesting that the intervention is having an increased effect, year on year.

6.1 Preparing learners for individual assessments (10 mins)

Why do you think that so many learners achieve zero scores?

Could it be that learners get scared when asked to read aloud on their own to someone they do not know, and therefore do not perform to their best?

Do learners in your class get frequent opportunities to read aloud on their own? Or is the usual practice whole class choral reading?

How can we help learners gain confidence about reading aloud on their own so that we can reduce the number of learners not reading a single word?

In pairs, discuss these three questions. After 3 minutes, your facilitator will take your feedback. Be prepared to share your views with the whole group.

Facilitator: Summarise the discussion and solution. If not mentioned by the participants, emphasise the importance of teachers developing and using mini-LAT type tests (as addressed in previous trainings: Dec 2013, March, July and December 2014; March 2015).

6.2 Valuing informal continuous assessment (15 mins)

The term *Continuous assessment* can be understood differently, and it is often the cause of confusion or concern amongst teachers. In fact, if you reflect on your own teaching, you will see that you perform continuous assessment throughout the lesson. For example, you ask learners a question to check whether they are following. You get a general sense of the number of learners who are able to provide correct answers and you adjust your teaching accordingly. This is continuous assessment.

Think, pair, share. Think about your own teaching and identify other examples of how you are already performing continuous assessment. During sharing, the facilitator will write on the chart paper the responses from several pairs and write the list of continuous assessment activities that participants already do.

In summary: It is important to keep a record of these informal observations. These are for your own professional use, and they inform your planning and future practice.

6.3 Developing mini-LAT type assessment (20 mins)

Another way to do informal continuous assessment is to develop short tests of the language that you have already taught.

In your groups prepare a mini-LAT on what you have recently taught:

1. On a card/chart/paper prepare a few assessment items based on the work that has already been taught (eg 5 letters/ 5 words/ 1 or 2 sentences)
2. Prepare a continuous assessment record (see template at Annex 2)

3. Assign work to the rest of the class so that you can take learners individually to read to you

Share your prepared assessments instruments with the other participants.

7. Pronunciation of English letter sounds (45 minutes)

English pronunciation is quite complex because the letter sounds correspondence is not always the same as it is in Chichewa. For example in Chichewa, the vowel sounds a-e-i-o-u once learned will always be the same. While in English the vowels are used to make many different sounds. Consider the examples with ‘a’, ‘e’, ‘i’ ‘o’ and ‘u’ words below:

a as in apple: a as in ball: a as in gate

e as in egg: e as in eat: e as in under: e as in few

i as in it: i as in kite

o as in on: o as in son: o as in do; o as in phone

u as in umbrella: u as uniform; u as in pull

It is important for teachers to be clear and confident about the pronunciation of letter sounds and letters. The standard 2 and 3 courses gradually expose the learners to more complex English spellings and pronunciations.

Where possible, there is guidance in the Teachers’ guide. For example, to help with pronunciation of vowels there is use of **diacritics**. These are symbols that provide help with pronunciation. Where these are used, there is a Teachers’ tip in the TG like this:

You may see a bar (–) above certain vowels. This symbol, or diacritic, is added to show that the vowel has a long sound for example, in the blending activity, to say the sounds in the word home the phonemes are h ō m.

Activity:

In groups, do the following:

- Practise reading and saying the above sample words with the different sounds of the vowels.
- For each of the above sounds of each vowel, think of another word. For example an other word that has the same sound as the a in apple (ant, arrow etc)
- Read aloud the words in the Learner book pages as follows:

Group 1	Page 3: Tables 1 and 2
Group 2	Page 13: Tables, 1, 2 and 3
Group 3	Page 25 Tables 1, 2 and 3
Group 4	Page 32 Tables 1, 2 and 3
Group 5	Page 61 Tables 1,2 and 3

Be prepared to demonstrate in plenary

Note to facilitator: The pronunciation of English can be quite difficult. Ask participants if there are any particular letter sounds they would like to practise. Help participants with letter sounds that have been seen to be difficult for some teachers. For example: /th/ as in the three thin. There may be others.

Some example additional words appear in Annex 1

8. Classroom discourse teaching demonstration (30 minutes)

Activity

Classroom discourse is the term used to refer to the phrases and instructions that are needed to direct the learning in the classroom. Note that as well as the words, the gestures that help learners understand their meanings are equally important

Now in groups prepare and demonstrate a mini-lesson that emphasizes the use of classroom discourse, gestures and (where relevant) real objects or pictures.

Unit 7 Activity 7.8.1	Unit 10 Activity 10.5.2
Unit 9 Activity 9.1.2	Unit 11 Activity 11.4.3

Each group takes 5 minutes to prepare and 5 minutes to present the following mini-lessons: The other participants observe and at the end give comments.

In plenary, brainstorm examples of classroom discourse (and their related gestures) that are needed in the Standard 2 English lessons.

Note to facilitator: Consolidate the activity, emphasizing that mindful use of classroom discourse and clear gestures are essential for learners' understanding and enjoyment of the English class

9. Use of pair demonstration (Teacher-learner; learner-learner dialogue) (1 hour)

Activity:

- Be in groups of 5 or 6. Each group should practise to present a different activity from selected lessons in the Teachers' guide:
- Each group should prepare to teach the allocated activity, and **not** the whole lesson:

Group	Dialogue
1	Unit 7 Activity 7.1.2
2	Unit 8 Activity 8.7.5

3	<i>Unit 9 Activity 9.9.3</i>
4	<i>Unit 10 Activity 10.8.2</i>
5	<i>Unit 11 Activity 11.5.2</i>

- *Let each group present their activity.*
- *When all the activities have been presented, ask participants to give comments.*
- *Consolidate the discussion by highlighting the importance of the following aspects:*

-Use of classroom discourse

-Classroom organisation

-Clear preparation for the pair work (one or two able pairs come to model at the front, while the teacher ensures that all others are watching and listening)

-Adequate time for pair practice, while the teacher moves round to listen and help where needed.

10. Familiarisation with songs in the TG: (45 minutes)

Activity

- Turn to pages 196-201 in the Teachers Guide. Here are the 24 songs that feature in Term 2. Most of them are familiar while those marked with stars are new.
- Ask participants to be in groups of 5-6
- Let the groups practise assigned songs that are marked with stars. Where possible, add actions to reinforce the meaning of the words.
- If the tune is not known, group members should help each other to make up a tune. It often helps to fit the words to a song that you already know. Be creative, have fun.
- After presentations let other members contribute other tunes they know to the songs.

11. Preparation for practicum (30 minutes)

The practicum provides the opportunity for teachers to implement what has been learned during the workshop. As many teachers as possible should take the opportunity to practise teaching a Term 2 lesson with real learners.

Explain to participants that they will practise:

- Implementing lesson 9 from Unit 9 from Activity 9.9.1 to 9.9.3 with Standard 2 learners.

END OF DAY I

Day 2

1. Welcome Back and Review of Day 2 (15 minutes)

Welcome back to Day 2 of this workshop. Note that today the participants will have the opportunity to practise what they have learned with real learners.

2. Preparation for Practicum (15 minutes)

The practicum is a golden opportunity to practise and receive constructive feedback from fellow teachers, as well as from the facilitator. Those who will not teach should observe and take notes so that they can actively participate in the feedback session after the practicum and demonstration. If you are observing, take note of the following:

- Use of real items/actions/gestures
- Is sufficient time allocated to the 3 segments of the lesson cycle:
Teacher/Teacher and learners/Learners
- Use of appropriate classroom discourse
- Responding to the needs of all the learners:
- How does the teacher incorporate informal continuous assessment?

3. Practicum and Feedback Session (2hours)

The facilitator will lead this session to get maximum benefit from the practicum. Participants should be encouraged to share their observations and ask any questions for clarification about the methodology of the lesson routine.

4. Successes and challenges in the use of supplementary readers (30 mins)

Activity

Discuss with participants the successes and challenges in the use of supplementary readers in Chichewa. Conduct a brainstorming session with the whole group to suggest solutions to the challenges.

Note that in Term 2, learners for the first time will be reading supplementary readers in English.

5. Lesson preparation on the use of supplementary readers and assessment (30 minutes)

Ask participants to be in groups of 5-6. Tell participants to prepare a lesson that features the use of supplementary readers as follows:

Unit 7 lesson 5 Activity7.5.4

Note to facilitator: Tell participants that for this session, learners can either read the EGRA supplementary readers, or stories from the Learners' book, or any other book in English that is at the learners' level. While learners are reading the teacher should assess one learner at a time. The assessment should be based on work covered in that particular week. The assessment tools developed in activity 6.3 on Day One of this training can be used.

6. Lesson practice in the use of supplementary readers, assessment and feedback (2 hours)

Activity

In this session, the groups will demonstrate the lessons prepared in session 5. Participants should be encouraged to share their observations and ask any questions for clarification about the use of supplementary readers and learner assessment.

7. Final Question and Answer Session (1 hour)

This is an opportunity for participants to:

- reflect on what has been learnt on this course
 - List at least one thing that you have learnt that will improve your teaching of English when you go back to school in January 2016
 - Be prepared to share with colleagues the thing that will improve your teaching
- Reflect again on challenges experienced in teaching English
 - If the challenges have not been addressed by this course, share them again with your facilitator and fellow participants so as to get ideas for how to address the challenge(s); a problem shared is a problem solved!

Note to Facilitator: Take careful notes during this session so that you can follow-up during your coaching sessions on the commitments participants make for improvement and their continuing challenges. INCLUDE THESE ISSUES (positive and negative) IN YOUR TRAINING REPORT.

8. Closure (10 minutes)

As we started, so shall we finish. Choose a favourite song with which to end this training. Then close with the usual formalities.

END OF DAY 2

Annex I: Possible answers to questions

Day I, session 5: The Teachers' guide

- a. How many units are there in Term 2? (6)
- b. How many teaching units are there in term 2? (5)
- c. How many lessons are there in each teaching unit? (10)
- d. How many review units are in Term 2? (1)
- e. How many lessons are there in each review unit? (5)
- f. What is the duration of each lesson? (60 minutes)
- g. How is the lesson split into periods? (each period is 30 minutes)
- h. What type of lesson in each unit is Lesson 10? (a review lesson)
- i. Which letter sounds and names are taught in Term 2? (k-t & th)
- j. Look at the lesson planners that come before each unit. From these planners, list the listening and speaking skills to be taught in the term.
 - Asking for and giving information
 - Talking about an illustration
 - Making and accepting requests politely
 - Making and rejecting requests politely
 - Asking and giving information with words that show possession
 - Answering comprehension questions
 - Naming foods; Expressing likes
 - Asking and saying when someone was born; singing the birthday song
 - Talking about illustrations
 - Saying what they do every day
 - Naming foods; expressing likes
 - Expressing dislikes
 - Saying what they want to be; miming professions
 - Giving and following instructions
- k. Look at the songs at the back of Teachers' guide. Make a list of the songs that are new in Term 2: One, two, how are you; Days of the week; Molly is wearing a red dress

Day One Session 5: The Learners' book

- a. Identify the number of units in the Learners' book. (18)
- b. Which units will be taught in Term 2? (7-12)
- c. What is the difference between Unit 12 and the other units for Term 2? (Unit 12 is a review unit; so the words and sentences are a revision of the previous 5 lessons)

Day I, session 7:

Some other words with the same sound of the vowel:

a as in apple: **CAP**; a as in ball: **FALL**; a as in gate: **CAKE**

e as in egg: **PEG**; e as in eat: **SEAT**; e as in under: **POWER**;

e as in few: **NEW**

i as in it: **SIT**; i as in kite: **LINE**

o as in on: **POT**; o as in son: **MONEY** ; o as in do: **TO**; o as in phone;**BONE**

u as in umbrella: **FUN**; u as uniform; **UNIT**; u as in pull; **PUT**

