

Malawi Primary Education

English

Teacher's guide for Standard 2



Malawi Institute of Education

Produced and printed with support from



USAID
FROM THE AMERICAN PEOPLE



English
Teacher's guide
for Standard 2

Produced and published by

Malawi Institute of Education
PO Box 50
Domasi
Zomba
Malawi

Email: miedirector@sdp.org.mw
Website: www.mie.edu.mw

© Malawi Institute of Education, 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without the permission of the copyright owner.

First edition: 2017

ISBN 978-99960-44-05-2

Writers

Kingsley Kapito	:	Malawi Institute of Education
Margaret Chilimanjira	:	Malawi Institute of Education
Joyce Saukira	:	Department of Inspection and Advisory Services
Esnart Chapomba	:	Department of Basic Education
Joel S Kanjunjunju	:	South East Education Division
Elizer Raphael Kalilombe	:	Blantyre Teachers' College
Mervin G Mutonga	:	Phalombe Teachers' College
Ellin Rambiki	:	St Joseph Teachers' College
Linda Makulumiza	:	Lilongwe Teachers' College
Anthony F. Malunga	:	Machinga Teachers' College
Blessings Banda	:	Ntcheu Secondary School
Patrick Mpoto	:	Zomba Catholic Secondary School
Modester M Banda	:	Mzuzu Government Secondary School
Mercy Chirupani	:	Chichiri Secondary School
Loveness Magombo	:	Nankhunda Primary School
Jossam Perekamoyo	:	Ntanangala Primary School
Linda Malizani	:	Khwisa Primary School
Mable Pota	:	Namisundu Primary School
Grant Mmangisa	:	Likhubula Primary School
Mercy Ng'ambi	:	Boma Primary School
Paul V Khobiri	:	Kawiriwita Primary School
Beleum Barlon	:	Nyengere Primary School
Linily Kalombe	:	Kankao Primary School
Ephraim Kapata	:	Koloti Primary School
Jaffalie Malunga	:	Khwisa Primary School
Pempho Kuyera	:	Mgodi Primary School
Priscilla Pengani	:	Mapanga Primary School
Josphine Thondoya	:	Changalume Primary School
Thokozani Khumbanyiwa	:	Samson Primary School
Fernando Chakudza	:	Chibweya Primary School

Acknowledgements

The Ministry of Education, Science and Technology (MoEST) and the Malawi Institute of Education (MIE) wish to extend their gratitude to the writers, artists and typesetters and all those who contributed in one way or another in drafting, development and production of this book.

MoEST and MIE are particularly indebted to the United States Agency for International Development (USAID) and the Department for International Development (DFID) for their financial and technical assistance which enabled the book to be developed, reviewed and published in accordance with the National Education Standards and the National Reading Strategy.

Special thanks should also go to various experts for evaluating, refining and reviewing the book.

Production team

Editors	:	Max J Iphani, Peter Ngunga, Sylvester Ngoma, Chris Laymaman and Esther Maulidi
Illustrators	:	Henderson Mawela, Heath Kathewera
Typesetters	:	Violet Likoswe and Chifundo Kaunda
Designers	:	Thabu Mwenelupembe-Phiri and Sanderson Ndovi
Editor-in-Chief	:	Max J Iphani

Contents

Statement from the Ministry Of Education, Science, Technology	viii
Introduction to the National Reading Programme	viii
Literacy and language development.....	viii
Overview of teacher's guide	ix
Classroom management: Pair and group work	xi
Teaching critical thinking skills: Use of questions	xii
Teaching for understanding: using local resources	xii
UNIT 1 Meeting new friends.....	1
UNIT 2 Clean food.....	20
UNIT 3 What I do with friends	41
UNIT 4 What I can do.....	60
UNIT 5 Let's do it again	81
UNIT 6 Doing well at school	98
UNIT 7 Using the cell phone	117
UNIT 8 Times of the year.....	127
UNIT 9 The crops we grow	137
UNIT 10 Let's do it again.....	147
UNIT 11 Beautiful home	158
UNIT 12 Keeping friends.....	167
UNIT 13 Good eating habits	177
UNIT 14 Dalo's class.....	187
UNIT 15 Let's do it again	198
UNIT 16 Bad habits	210
UNIT 17 A visit to the village.....	220
UNIT 18 Radio show	231
UNIT 19 The floods	242
UNIT 20 Let's do it again	252
UNIT 21 Birds at home.....	264

UNIT 22 Taking care of trees	275
UNIT 23 Our big family.....	285
UNIT 24 Taking care of clothes.....	294
UNIT 25 Taking care of clothes.....	304
UNIT 26 Road safety	314
UNIT 27 Together at school.....	323
UNIT 28 The wedding	332
UNIT 29 Sending messages	341
UNIT 30 General cleaning at Chisesa School.....	351
UNIT 31 Keeping fish.....	355
UNIT 32 Living together.....	370
UNIT 33 Let's do it again	380

Statement from the Ministry of Education, Science, Technology

The Malawi government through the Ministry of Education, Science and Technology (MoEST) is committed to improving the quality of education. That is because both national and international research evidence indicates that since mid-nineties, the quality of education in Malawi, especially in the primary school sub-sector had been going down. While, the situation can be linked to a number of interrelated factors, the MoEST recognises that learning to read and write is a cornerstone of providing learners with quality education.

Moreover, language is a very important human activity. We use it in almost everything we do. Accordingly, the ability to acquire and use the essential core language elements of listening, speaking, reading, writing, critical thinking and reasoning and structure and use of language cannot develop fully without some formal education.

Therefore, in an attempt to find solutions to the lowering standards in reading achievements, government with support from the United States Agency for International Development (USAID) and the Department for International Development (DFID) is implementing a literacy intervention in the primary schools across the country. This is being implemented under the National Reading Programme.

It is the sincere hope that through the National Reading Programme, 50 percent of learners that complete Standard 2 will be able to read. I therefore call upon a concerted effort from all involved in the programme to fully collaborate so that together we improve the literacy levels of our primary school learners.

Introduction to the National Reading Programme

The Ministry of Education Science and Technology (MoEST) introduced the National Reading Programme (NRP) in 2016. This programme has incorporated good teaching and learning practices drawn from several literacy interventions conducted in selected districts across Malawi over the past years. Some of the notable literacy interventions since the implementation of the National Primary Curriculum (NPC) include the Malawi Breakthrough to Literacy (MBTL), Read Malawi, Early Grade Reading Activity (EGRA), Literacy Boost and Strengthening Early Grade Reading in Malawi (SEGREM). All these interventions aimed at improving literacy levels of the early grade learners.

Despite all these interventions, research findings from both the Southern and Africa Consortium for Monitoring Education Quality (SACMEQ) and Malawi National Reading Assessment conducted by MoEST show that the state of reading achievement is below average. For example, out of 15 countries, the SACMEQ II (2005) and SACMEQ III (2011) reports show that Malawi was ranked at positions 14 and 15 respectively. From the afore-stated, it is clear that there is urgent need to improve reading instruction, approaches and materials. This Teacher's Guide has been developed to address the challenges encountered.

The MoEST is committed to helping *all* children -girls, boys and learners to read with special needs. That is because reading and writing are fundamental not only to the learners' completion of the basic education cycle, but also to their future personal, academic and social success. Moreover, English is the business language in Malawi and also an international language. Hence, learning to read and write in English is one of the cornerstones of providing learners with quality education. But the MoEST also recognises that central to achieving the goal of the NRP is building teachers' capacity to teach foundational reading skills that are key for successful reading and comprehension abilities needed for learning content across the curriculum.

Literacy and language development

Literacy and language are key to human development. People use language to inform, warn, persuade or influence others to believe or behave in a particular way. This is achieved through listening, speaking, reading and writing. The ability to read and write well is crucial to learners' academic achievement. Moreover, when learners have a good understanding of grammar and syntax of a language they are learning, they acquire skills to communicate to a wide range of audiences for different purposes.

Core elements of language development

While most learners will enter Standard 2 with a strong foundation in oral Chichewa, most will not have basic oral language skills in English. Acquiring a new language takes time and explicit instruction. The teaching strategies, texts and activities presented in this Teacher's Guide (TG) will help you support learners as they learn and practice new vocabulary and language structures in English. Under the National Reading Programme, teachers maintain English as the language of instruction, but use local language to help learners understand new words and concepts in English.

The core elements of language development in English are:

Listening

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

Speaking

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

Reading

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

Writing

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

Critical thinking and reasoning

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

Structure and use of language

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

The five components of reading instruction

To learn to read, children need explicit instruction in the five components of reading. These are represented in this Teacher Guide. The outlined five components of reading have specific instructional strategies that are used in the teaching and learning process.

Phonological awareness

This describes a learner's ability to hear and manipulate sounds and sound segments.

Alphabetic principle

This is the ability to connect sounds to print.

Fluency

This is the ability to read texts with appropriate pacing, accuracy, expression and understanding.

Vocabulary

This is the ability to understand the meanings of words and to put those words into use.

Comprehension

This involves the ability to understand oral and written texts.

Overview of teacher's guide

This teacher guide contains a total of 33 units, divided over 3 terms. Of these, 27 are teaching units, each with a central theme or topic. The other 6 units are review and assessment units. Each unit in the teacher's guide corresponds to a unit in the learner's book.

Time allocation

Each lesson is planned for 30 minutes, with suggested times for the introduction, each activity and the conclusion. At the beginning of the year, lessons may take longer than 30 minutes. This is to be expected. As you and your class get used to the teacher guide and learner's book, the lessons will shorten to the expected time of 30 minutes. Reading through the lesson and planning before teaching will make the lesson go more smoothly and in a timely fashion.

Suggested resources

Each lesson suggests resources (other than the learner's book) needed to help you teach the lesson. It is important to read through the scripted lessons in advance so that you can prepare or organise resource materials in good time.

Teacher reflection

At the end of each lesson, you will reflect on the learners' achievement. These daily reflections will help you to understand what your class learned from your instruction. You will also identify the learners who continue to struggle. You will then use this reflection to plan instruction and support for your learners.

The table below shows the weekly lesson outline for English instruction. It provides an overview of how the components are organised and integrated in each lesson in both the teacher guide and the learner book. Key points follow.

- Each unit is divided into 10 lessons to be taught in a week.

- The ninth lesson is meant for more independent reading practice with supplementary readers. In this lesson learners will read a text of their choice.
- The tenth lesson, which marks the end of a unit, is a review lesson or unit assessment in which no new work is taught. This provides an opportunity for the teacher to assess the learners' achievement of the success criteria in a unit and revise any work that learners struggled with to understand within a unit.
- Each fully-scripted lesson (in Units 1-6) has a total of 3 to 4 activities to enhance the learners' skills in both language and literacy through oral language, phonics, vocabulary and oral comprehension.
- Compact lessons (Units 7-33) provide guidance and expect the instruction to follow the *I Do, We Do, You Do* teaching approach as used in Units 1-6.

Weekly lesson outline Standard 2			
Lesson	Days of the Week Taught	Literacy component	Learner book exercise
1	Monday	Listening comprehension - Vocabulary - Comprehension strategy - Read aloud and answering questions	A
2	Monday	Oral language/speaking - Language structure Phonics - Letter sounding and reading words	B C
3	Tuesday	Listening comprehension - Vocabulary practice - <i>Comprehension strategy</i> - Read aloud again and answering questions again plus some	
4	Tuesday	Oral language/speaking - Language structure practice Phonics - Reading words (decodable/sight) and sentences - Writing exercise	D E F G
5	Wednesday	Listening comprehension - Vocabulary - Comprehension strategy - Read aloud and answering comprehension questions orally	H
6	Wednesday	Oral language/speaking - Language structure Phonics - Letter sounding and reading words	I J
7	Thursday	Listening comprehension - Vocabulary practice - <i>Comprehension strategy</i> - Read aloud and answering comprehension questions orally	
8	Thursday	Oral language/speaking - Language structure practice Phonics - Reading words (decodable/sight) and sentences - Writing exercise	K L M
9	Friday	Supplementary reading - Reading words (decodable/sight) and a decodable text - Answering a (some) question (s)	N O
10	Friday	Review and assessment	

Classroom management: Pair and group work

Advantages for teaching and learning

Pair and small group work is an important practice, especially in classrooms with many learners as is common in Malawi. Pair work describes any activity (speaking, reading, writing) done with a partner. Group work refers to small groups of 3-5 learners working together in an activity. Groups may include learners of mixed ability or same ability.

When all learners participate in the activity as they can with a partner or small group:

- all learners have more speaking and reading time.
- the teacher is able to move around the class, observe, listen and give support to learners who may be struggling.
- they are more focused on the teaching activity and learn more.
- learners are better behaved, making teaching and learning more successful.
- they learn to lead and be led by someone other than the teacher which increases learning.
- shy learners can participate in the safe space of a small group or partnership.
- social interaction among the learners increases.
- learners develop a sense of responsibility for their learning.

How to make it work

- Establish routines for pair and group work from Day one and practise them often. Have different pairs of learners sit in front of the class, turn towards each other and then tell the rest of the class to do the same.
- This demonstration and practice should be clear – use local language to explain so that everyone understands the routine. This may take a little time early in the year, but it will become easier and help you teach and your learners learn.
- Decide on an easy way to divide the class into pairs and small groups.

Ways of dividing the class into pairs and/or groups

- Ask learners to “turn and talk” to a partner; tell them to turn to the right or left, or in front and behind.
- Tell the learners to stand and hold hands with a friend. Then pair those who are not holding hands. Be sure this does not make anyone feel left out.
- Have learners count off by twos (*one, two, one, two.*) Then tell the ones to pair with the twos.
- Day-of-the-week group-Assign each student to a specific partner or group for each day of the week. If it is a Tuesday, have them sit together with their Tuesday group, which is different from the other days.
- Group learners by rows – be sure to keep groups mixed with boys and girls, clever learners and those who benefit from support, stronger English-speakers and weaker ones.
- Rotate the learners who tend to sit in front of the room to the back everyday or 2 days, so that everyone gets more of the teacher’s attention some time during the week.
- Give clear instructions for pairs and groups so they know when the activity begins, what they are to do and when the pair/group work finishes.
- Mix up groups and partnerships each week or every two weeks.
- Give groups names, such as names of rivers, cities countries, animals, and so on.

Teaching critical thinking skills: Use of questions

Asking questions of learners can prompt critical thinking and learning. Encouraging learners to ask questions also promotes critical thinking and learning. Questions should be asked and answered by both learners and teachers throughout the school day.

Open-ended questions are those that have many different answers. It is very important that teachers ask open-ended questions whenever possible. These questions let children express their thoughts and ideas more freely, use new and varied vocabulary and begin to think more critically. Examples of these questions follow.




- What makes you think that?
- How would you feel if...?
- Tell me about your day (your picture, your paragraph, and so on.)
- Why do you think that happened?
- What do you think the character is thinking?
- Why did s/he do that?
- What do you think would happen if ...?
- Describe the animal you saw.

Teaching for understanding: Using local resources




Real objects, pictures and drawings support English language teaching and learning. These visual aid/resources make new vocabulary and concepts clear and easy for the learners to understand, especially for those learning English. Pictures promote critical thinking and sharing of ideas. Besides, pictures promote storytelling and support reading comprehension. Real objects, pictures and drawings should be used in oral, reading and writing activities. can help teachers collect and make drawings to use during lessons. Beginning a collection of these resources will benefit learners throughout the year. This collection of teaching and learning aids can be supported using locally available resources. (TALULAR)

UNIT 1	Meeting new friends: Listening comprehension	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • make predictions about a story • answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) old and new objects, <i>a picture or a drawing of a happy face</i></p>		

Introduction	(2 minutes)
Ask learners to name their friends who are in the same class.	

Activity 1.1.1	Vocabulary: Learning new words	(8 minutes)
Say: <i>Now, we will learn new words. Learning new words helps us to understand what people say. We will say the words together and learn their meanings.</i>		
	<ul style="list-style-type: none"> • Say the words <i>new</i>, <i>happy</i>, and <i>friend</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> <i>a</i> To teach the word <i>new</i>, hold a new object (eg cup or pencil) in one hand and an old object in the other. Show the learners the new object and say: <i>new</i>. Show them the old object, shake your head and say: <i>Not new</i>. Repeat with a different pair of new and old objects. <i>b</i> To teach the word <i>friend</i>, invite to the front a pair of learners who are known to be friends and say: <i>[Name] and [Name] are friends</i>. Repeat with a different pair of friends. <i>c</i> To teach the word <i>happy</i>, make or show the learners a happy face and say: <i>happy</i>. Make or show the learners a sad face, shake your head and say: <i>Not happy</i>. Repeat by inviting individual learners to make happy and sad faces. • Use local language if necessary, check and clarify the learners' understanding of the words. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate an understanding on their own. 	

Activity 1.1.2	Comprehension: Predicting the content of a story	(6 minutes)
Say: <i>Now, we will talk about a picture. Talking about pictures helps us understand stories. We will say what we see in the picture. Then, we will say what we think the story is about.</i>		

	<ul style="list-style-type: none"> • Ask the learners to open their books at page 1 Activity A. • Describe the picture using familiar words, eg, saying: <i>In this picture, I see a girl holding a book. She is wearing school uniform. ...</i> • Predict the content of the story based on the picture; eg, saying: <i>I think the story will be about break time at school.</i>
	<ul style="list-style-type: none"> • Guide learners to talk about the picture using these questions: <i>How many boys do you see in the picture? How many girls? Where are they? Why do you think that they are at...? What are they doing?</i> • Guide learners to predict the content of the story, eg, saying: <i>I said I think the story will be about break time at school. What do you think the story will be about?</i> Help the learners to predict by probing.
	<ul style="list-style-type: none"> • Ask learners to turn to their partner and share what they think the story will be about.

Activity 1.1.3

Read aloud: Listening to a story

(6 minutes)

Say: *Now, we will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about.*

- Say: *The title of the story is 'Meeting new friends'.* Ask learners to say the title.
- Introduce the characters in the picture on page 1 Activity A. The boy on the left is Mwayi, the new boy. The girl in the middle is Dalo, and the boy on the right is Yankho.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Meeting new friends

Dalo and Yankho live in Chisesa area. Dalo is a girl. She is 7 years old. Yankho is a boy. He is 8 years old. Dalo and Yankho are in Standard 2.

School begins today. Many children come to Chisesa school. Dalo and Yankho are happy to meet new friends. Dalo greets a boy. He is new. His name is Mwayi.

Dalo says, 'Good morning. How are you?'

Mwayi answers, 'I am fine, thank you, and how are you?'

'I am fine, thank you,' Dalo says. 'My name is Dalo. What is your name?'

Mwayi says, 'My name is Mwayi. I am new at Chisesa School.'

'Welcome!' Dalo says. 'I think you will like this school.'

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.
- Talk about how the story matched your and the learners' thinking or not. Tell them that sometimes our thinking matches the story and sometimes it does not. This is normal.

Activity 1.1.4



Comprehension: Answering comprehension questions

(6 minutes)

Say: *Now we will answer questions. Answering questions helps us to understand what the story is about. I will show you how to answer a question. We will answer a question together. Then you will answer questions on your own.*



- Use local language, explain that the words *where*, *who* and *why* are used to ask questions. *Where* is used to ask questions about place. *Who* is used to ask questions about people. *Why* is used to ask questions about reasons.
- Ask: *Where do Dalo and Yankho live?*

	<ul style="list-style-type: none"> • Answer: <i>Dalo and Yankho live in Chisesa area.</i>
	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them. • Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 Where do Dalo and Yankho live? 2 Who is new at Chisesa School? 3 Why are Dalo and Yankho happy?

Conclusion

(2 minutes)

Ask learners to turn to their partner and share their names.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 *For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?*
- 2 *Which success criteria are most difficult for learners?*
- 3 *What will you do to address their difficulties?*

UNIT 1

Meeting new friends: Oral language and phonics

Lesson 2

Success criteria

Learners must be able to:

- introduce themselves
- say the names and sounds of the letters **a** and **m**
- read a decodable word
- read sight word
- write sight word

Suggested resources (in addition to the learner's book)
letter cards, word *cards*

Introduction

(2 minutes)

Ask learners to mention the questions they might ask to a new friend.

Activity 1.2.1



Oral language: Introducing ourselves

(10 minutes)

Say: *Today, we will introduce ourselves. I will say my name and ask you to say your name. We will say it together. Then, you will say it to your friends on your own.*






- Invite a learner to the front. Say: *My name is _____. What is your name? Help the learner to answer: My name is _____. Then say: I am happy to meet you, [name].*
- Repeat with another learner.

	<ul style="list-style-type: none"> Use local language, if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.
	<ul style="list-style-type: none"> Ask and answer together with the rest of the class: <i>My name is _____. What is your name? / My name is _____. / I am happy to meet you, [name].</i> Take turns with learners to ask and answer. Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> Let learners introduce themselves to one another in pairs using the dialogue. Go round the class to check if they are doing it correctly and help those who need support. Ask some pairs to show the class what they were doing.

Activity 1.2.2

Phonics: Saying names and sounds of letters *a* and *m* (6 minutes)



Say: *Now, we will say the names and sounds of the letters a and m. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.*


	<ul style="list-style-type: none"> Write capital A and small a on the chalkboard. Point at A and say: <i>This is capital letter A.</i> Point at a and say: <i>This is small letter a.</i> Point to a and say: <i>The name of the letter is a and the sound of the letter is /a/.</i>
	<ul style="list-style-type: none"> Point to A and ask learners to say with you: <i>This is capital letter A.</i> Point to a and ask learners to say with you: <i>This is small letter a.</i> Point to a and ask learners to say with you: <i>The name of the letter is a and the sound of the letter is /a/.</i>
	<ul style="list-style-type: none"> Tell learners to open in their books at page 2 Activity B. Tell them to point at A and a and say: <i>This is capital letter A. This is small letter a.</i> Ask them to point at a and say in groups, in pairs and individually: <i>The name of the letter is a and the sound of the letter is /a/.</i>
Do the same with the letter Mm.	

Activity 1.2.3

Reading a decodable words (5 minutes)


Say: *Now, we will read a word using the letters a and m. I will read the word. We will read the word together. Then, you will read the word on your own.*


	<ul style="list-style-type: none"> Write the letters a and m on the chalkboard separately. Write the word am beneath them, as in the example on page 2 Activity C of the learner's book. Point at each letter one at a time and say: <i>/a/ ... /m/</i>. Then swipe your finger under the word am and read it fast: <i>am</i>. Repeat.
	<ul style="list-style-type: none"> Tell learners to open in their books on page 2 Activity C. Tell them to point at each letter one at a time and say with you <i>/a/ ... /m/</i>. Then they swipe their fingers under the word with you as you read it fast together: <i>am</i>. Repeat. Watch and listen to the learners and help them to do it correctly.


	<p>Tell learners to read the letter sounds and the word again, this time on their own as a class, in pairs, or individually.</p> <ul style="list-style-type: none"> Go round the class to check if they are doing it correctly and help those who need support.
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activity 1.2.4	Reading and writing a sight word	(5 minutes)
-----------------------	-----------------------------------------	-------------

Say: *Now, we will read some new words. I will read the words. We will read the words together. Then, you will read and write the words on your own.*

	<ul style="list-style-type: none"> Use local language, if necessary. Explain that they are going to learn how to recognise some English words by sight rather than by sounding them out letter by letter. These words are called <i>sight words</i>. Tell them that they will also write each new word in their exercise books as they learn it. Write the word I on the chalkboard. Point to and read the word twice. Make oral sentences with the word I. For example, say: <i>I am a teacher. I am [your name]. I have a book.</i> Use appropriate gestures to show the meaning of the word. Use local language if necessary. Check and clarify the learners' understanding. Return to English once the learners' have understood.
-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Tell learners to open their books at page 2 Activity D and to point to and read the word with you.
-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Tell learners point to and read the word on their own. Tell learners to copy the word in their exercise books. Go round the class to check their work and help those who need support.
-------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to mention people's names or other words they know that begin with the letters *a* and *m*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- Which success criteria do learners find most difficult?
- What will you do to address their difficulties?

UNIT 1	Meeting new friends: Listening comprehension	Lesson 3
---------------	-----------------------------------------------------	-----------------

Success criteria
Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
old and new objects, *a picture* or *a drawing of a happy face*

Introduction

(2 minutes)

Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 1.3.1**Vocabulary: Using new words**

(7 minutes)

Say: *Today, we will make sentences with the words new, happy and friend. I will make sentences. We will read the sentences together. Then you will make sentences on your own.*



- Say the words *new*, *happy* and *friend* one at a time. Repeat.
- Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 1.1.1.
- Use each word orally in a model sentence to show its meaning, eg, *Mwayi is new at our school. We are happy to be in Standard two. Dalo and Yankho are friends.* Repeat each sentence.
- Use local language, if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.



- Ask learners to say each word and each model sentence with you one at a time. Repeat.
- Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.



- Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 1.3.2**Read aloud: Listening to a story**

(8 minutes)

Say: *Now, we will listen to a story again. Remember that listening to stories helps us to know things.*

- Say: *The title of the story is 'Meeting new friends'.* Ask the learners to say the title.
- Review the characters in the picture on page 1 Activity A. The boy on the left is Mwayi, the new boy. The girl in the middle is Dalo, and the boy on the right is Yankho.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Meeting new friends

Dalo and Yankho live in Chisesa area. Dalo is a girl. She is 7 years old. Yankho is a boy. He is 8 years old. Dalo and Yankho are in Standard 2.

School begins today. Many children come to Chisesa school. Dalo and Yankho are happy to meet new friends. Dalo greets a boy. He is new. His name is Mwayi.

Dalo says, 'Good morning. How are you?'

Mwayi answers, 'I am fine, thank you, and how are you?'

'I am fine, thank you,' Dalo says. 'My name is Dalo. What is your name?'

Mwayi says, 'My name is Mwayi. I am new at Chisesa school.'




'Welcome!' Dalo says. 'I think you will like this school.'

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Activity 1.3.3**Comprehension: Answering questions**

(10 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.*

	<ul style="list-style-type: none"> • Use local language, if necessary. Remind the learners that the words <i>where</i>, <i>who</i> and <i>why</i> are used to ask questions. <i>Where</i> is used to ask about places, <i>who</i> is used to ask about people and <i>why</i> is used to ask about reasons. • Ask: <i>Where do Dalo and Yankho live?</i> • Answer: <i>Dalo and Yankho live in Chisesa area.</i>
	<ul style="list-style-type: none"> • Repeat the question with the learners. Answer it together with them. • Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners these questions. Let them answer on their own as a class, in groups or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 Where do Dalo and Yankho live? 2 Who is new at Chisesa School? 3 Why are Dalo and Yankho happy?

Conclusion

(2 minutes)

Ask learners to share why they are happy to be at school.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 *For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?*
- 2 *Which success criteria do the learners find most difficult?*
- 3 *What will you do to address their difficulties?*

UNIT 1**Meeting new friends: Oral language****Lesson 4****Success criteria**

Learners must be able to:

- introduce themselves
- read a decodable word with understanding
- complete a decodable sentences with their name

Suggested resources (in addition to the learner's book)

letter cards, word *cards*

Introduction

(2 minutes)

Ask learners to recall the names and sounds of the letters a and m from letter cards, and to read the word am from a word card.

Activity 1.4.1**Oral language: Introducing ourselves**

(10 minutes)

Say: *Yesterday, we introduced ourselves to others. Today, we will introduce ourselves again. I will introduce myself to you again. We will introduce ourselves to others. Then, you will introduce your friends to others.*



- Invite a learner to the front. Say: *My name is _____. What is your name? Help the learner to answer: My name is _____. Then say: I am happy to meet you, [name].*
- Repeat with another learner.



- Ask and answer together with the rest of the class: *My name is _____. What is your name? / My name is _____. / I am happy to meet you, [name].*
- Take turns with learners to ask and answer.
- Watch and listen to the learners and help them to do it correctly.



- Let learners introduce themselves to one another in pairs using dialogue.
- Go round the class to check that they are doing it correctly and help those who need support.
- Ask some pairs to show the class what they were doing.

Activity 1.4.2**Reading a decodable word with understanding**

(8 minutes)

Say: *Now, we will read the word we learnt yesterday again and talk about its meaning. It is important to know what the word means for us to use it.*



- Write the word am on the chalkboard.
- Point to and sound out each letter one at a time: /a/ ... /m/. Then swipe your finger under the word am and read it fast: *am*. Repeat.
- Make oral sentences with the word, eg *I am Mr/Mrs/Miss [your name]. I am a teacher.*
- Use local language, if necessary. Talk about the meaning of the word am and check and clarify the learners' understanding. Return to English once the learners have understood.






- Tell learners to open their books at page 2 Activity C.
- Ask them to point to and sound out each letter, one at a time with you: /a/ ... /m/. Then they swipe their fingers under the word with you as you read it fast together: *am*. Repeat. Watch and listen to the learners and help them to do it correctly.
- Invite some learners to make their own sentences with the word and to share with the class, eg *I am Yankho. I am a boy/girl.* Help them to make correct sentences.



- Ask learners to read the word on their own as a class, in pairs or individually.
- Ask the learners to make their own sentences with the word and share them with their partner or as a class.

	<ul style="list-style-type: none"> Go round the class to check that they are doing it correctly and help those who need support.
--	-------------------------------------------------------------------------------------------------------------------------------------------------

Activity 1.4.3	Completing decodable sentences with names	(8 minutes)
<p>Say: <i>Now, we will complete sentences with our names. I will complete a sentence. We will complete the sentence together. Then, you will complete the sentence on your own.</i></p>		
	<ul style="list-style-type: none"> Write the following incomplete sentence on the chalkboard: <i>I am ____ .</i> Complete the sentence using your name: <i>I am <u>Mr/Mrs/Miss</u> [your name].</i> Read the sentence to learners pointing at each word as you read it. 	
	<ul style="list-style-type: none"> Write <i>I am ____</i> on the chalkboard and complete the sentence using the names of several learners. Read the sentences together with learners. 	
	<ul style="list-style-type: none"> Ask learners to complete the sentence on page 3 Activity E with their own name in their exercise books. Ask learners to read the sentence they have completed to the class. 	




Conclusion	(2 minutes)
<p>Invite learners to stand one at a time and say their names using <i>I am....</i></p>	

Teacher reflection
<p>Write your observations in the evaluation section of your lesson plan.</p> <ol style="list-style-type: none"> For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them? Which success criteria are most difficult for learners? What will you do to address their difficulties?

UNIT 1	Meeting new friends: Listening comprehension	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of new words make predictions about a story answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) a book, <i>pictures of people doing things together</i></p>		

Introduction	(2 minutes)
<p>Ask learners to say what they like doing with friends at school and at home.</p>	




Activity 1.5.1	Vocabulary: Learning new words	(8 minutes)
<p>Say: <i>Now, we will learn new words. Learning new words helps us to understand what people say. We will say the words together and learn their meanings.</i></p>		

	<ul style="list-style-type: none"> • Say the words <i>read</i>, <i>together</i> and <i>learn</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> <i>a</i> To teach the word <i>read</i>, hold a book and mime the action of reading. Say: <i>Read</i>. Repeat, inviting individual learners to mime reading. <i>b</i> To teach the word <i>together</i>, show pictures of people doing things together, or invite a pair of learners to the front and stand them side by side, gesturing to show the meaning of <i>together</i>. Say: <i>Together</i>. Repeat with a different picture or pair of learners. • Use the local language, if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc.
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate an understanding on their own.

Activity 1.5.2

Comprehension: Predicting the content of a story (6 minutes)

Say: *Now, we will talk about a picture. Talking about pictures helps us understand stories. We will say what we see in the picture. Then, we will say what we think the story is about.*

	<ul style="list-style-type: none"> • Tell learners to open their books at page 4 Activity F. • Describe the picture for them using familiar vocabulary, eg, saying: In this picture, I see boys and girls. They are sitting at their desks. Some children are playing outside. • Predict the content of the story based on the picture; eg, saying: I think the story will be about boys and girls at school....
	<ul style="list-style-type: none"> • Guide learners to talk about the picture using these questions: <i>Where are these boys and girls? Why do you think that they are at...? What are they doing?</i> • Guide learners to predict the content of the story, eg, saying: <i>I said I think the story will be about boys and girls at school. ...What do you think the story will be about? Help the learners to predict the content through probing.</i>
	<ul style="list-style-type: none"> • Ask learners to turn to their partner and share what they think the story will be about.

Activity 1.5.3

Read aloud: Listening to a story (6 minutes)

Say: *Now, we will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about.*

- Say: *The title of the story is Good friends.* Ask the learners to say the title.
- Introduce the characters in the picture on page 4 Activity F: Dalo and Mwayi (in the middle row).
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Good friends

Dalo and Mwayi are now good friends. They are friends with all the learners in Standard 2. They learn English, mathematics and Chichewa together. Mwayi likes Chichewa. He also likes English. Dalo likes mathematics. Dalo and Mwayi are good learners. In class, they listen, speak, read and write. Their teacher loves them. After classes, Mwayi and Dalo play games together. Mwayi likes football and Dalo likes netball. They also like to read books. They read books together.




- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.
- Talk about how the story matched your and the learners' thinking or not. Remind them that sometimes our thinking matches the story and sometimes not.

Activity 1.5.4

Comprehension: Answering questions

(8 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.

	<ul style="list-style-type: none"> • Use local language if necessary. Remind the learners that the words <i>who</i>, <i>what</i> and <i>why</i> are used to ask questions. <i>Who</i> is used to ask questions about people. <i>What</i> is used to ask about things or actions. <i>Why</i> is used to ask questions about reasons. • Ask: <i>Who is Dalo's good friend?</i> • Answer: <i>Mwayi is Dalo's good friend.</i>
	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them. • Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners these questions. Let the learners answer the questions on their own as a whole class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 Who is Dalo's good friend? 2 What subjects do Mwayi and Dalo like? 3 Why does the teacher like Mwayi and Dalo?

Conclusion

(2 minutes)

Ask learners to demonstrate understanding of the new words read, together and learn.




Teacher reflection


Write your observations in the evaluation section of your lesson plan.



- 1 *For each of the success criteria for today's lesson, approximately how many or what percentage of learners have achieved them?*
- 2 *Which success criteria are most difficult for learners?*
- 3 *What will you do to address their difficulties?*




UNIT 1	Meeting new friends: Oral language	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express what they like to do • say the names and sounds of the letters t and s • read decodable words • read and sight words • write sight words <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		


Introduction	(2 minutes)
Ask learners to mention activities they like to do when they are with friends.	



Activity 1.6.1	Oral language: Expressing what learners like with actions	(10 minutes)
Say: <i>Today, we will talk about what we like to do. I will say what I like to do. We will say what we like to do together. Then, you will say to your friends what you like to do on your own.</i>		
	<ul style="list-style-type: none"> • Say and mime: <i>I like to read. I like to draw pictures. I like to play football. I like to play netball.</i> etc. • Invite a learner to the front and say: <i>I like to read. What do you like to do?</i> Help the learner to choose one action and answer: <i>I like to [...]</i>. • Repeat with another learner. • Use local language if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Ask and answer together with the rest of the class: <i>I like to What do you like to do?</i> • Take turns with learners to ask and answer. • Watch and listen to the learners and help them to do it correctly. 	
	<ul style="list-style-type: none"> • Let learners ask and answer one another in pairs: <i>I like to What do you like to do?</i> • Go round the class to ensure that they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing. 	

Activity 1.6.2	Phonics: Saying names and sounds of letters <i>t</i> and <i>s</i>	(6 minutes)
Say: <i>Now, we will say the names and sounds of the letters t and s. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.</i>		
	<ul style="list-style-type: none"> • Write capital letter T and small t on the chalkboard. • Point at T and say: <i>This is capital letter, T.</i> 	

	<ul style="list-style-type: none"> Point attend say: <i>This is small letter, t.</i> Point attend say: <i>The name of the letter is tand the sound of the letter is /ti:/'</i>
	<ul style="list-style-type: none"> Point atTand ask the learners to say with you: <i>This is capital letter, T.</i> Point attend ask the learners to say with you: <i>This is small letter, t.</i> Point attend ask the learners to say with you: <i>The name of the letter is tand the sound of the letter is /ti:/'</i>
	<ul style="list-style-type: none"> Tell learners to open their books at page 5 Activity G. Ask them to point to T and tand say: <i>This is capital letter, T. This is small letter t.</i> Ask them to point to t and say in groups, in pairs and individually: <i>The name of the letter is tand the sound of the letter is /ti:/'</i>
Do the same with the letter Ss.	

Activity 1.6.3	Reading decodable words	(5 minutes)
Say: <i>Now, we will read words using the letters t and s. I will read a word. We will read the word together. Then, you will read words on your own.</i>		
	<ul style="list-style-type: none"> Write the letters <i>S, a</i> and <i>m</i> on the chalkboard separately. Write the word Sam beneath them, as in the example on page 5 Activity H of the learner's book. Point to each letter one at a time and say <i>/s/ ... /a/ ... /m/</i>. Then, swipe your finger under the word <i>Sam</i> and read it fast: <i>Sam</i>. Repeat. 	
	<ul style="list-style-type: none"> Tell learners to open their books at page 5 Activity H. Ask them to point to each letter one at a time and say with you <i>/s/ ... /a/ ... /m/</i>. Then they swipe their fingers under the word with you as you read it together fast: <i>Sam</i>. Watch and listen to the learners and help them to do it correctly. Repeat the example together then continue with the remaining words. 	
	<ul style="list-style-type: none"> Ask learners to read the letter sounds and words again, this time on their own as a whole class, in pairs, or individually. Go round the class to check if they are doing it correctly and help those who need support. 	

Activity 1.6.4	Reading and writing sight words	(5 minutes)
Say: <i>Now, we will read some new words. I will read the words. We will read the words together. Then, you will read and write the words on your own.</i>		
	<ul style="list-style-type: none"> Use local language, if necessary. Remind the learners that they are going to learn to recognise some English words by sight rather than by sounding them out letter by letter. These words are called 'sight words.' Write the words <i>has, on, a, the</i> on the chalkboard. Point to and read each word twice. Make orally sentences with each word. Forexample, say: <i>Mwayi has a banana. The book is on the table.</i> Use appropriate actions to show the meaning of each word. Use local language, if necessary. Talk about the meaning of each word and check and 	

	clarify the learners' understanding. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners to open their books at page 5 Activity I and to point to and read the words with you.
	<ul style="list-style-type: none"> • Ask learners to point to and read each word on their own. • Ask learners to copy the words in their exercise books. • Go round the class to check their work and help those who need support.

Conclusion

(2 minutes)

Ask the learners to mention people's names or other words they know that begin with the letters *t* and *s*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 1

Meeting new friends: Listening comprehension

Lesson 7

Success criteria

Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)

a book, pictures of people doing things together

Introduction

(2 minutes)




Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 1.7.1

Vocabulary: Using new words

(7 minutes)

Say: *Today, we will make sentences with the words **read, together and learn**. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.*

	<ul style="list-style-type: none"> • Say the words <i>read, together</i> and <i>learn</i> one at a time. • Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 1.5.1. • Use each word orally in a model sentence to show its meaning, eg, <i>We like to read books. We are happy to play together. We learn English at school.</i> Repeat the sentences. • Use local language if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.
	<ul style="list-style-type: none"> • Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 1.7.2
Read aloud: Listening to a story

(8 minutes)

Say: *Now, you will listen again to the story about Good friends. Remember that listening to stories helps us to know things.*

- Say: *The title of the story is Good friends.* Ask the learners to say the title.
- Introduce the characters in the picture on page 4 Activity F: Dalo and Mwayi (in the middle row).

Good friends

Dalo and Mwayi are now good friends. They are friends with all the learners in standard 2. They learn English, Mathematics and Chichewa together. Mwayi likes Chichewa. He also likes English. Dalo likes Mathematics. Dalo and Mwayi are good learners. In class, they listen, speak, read, and write. Their teacher loves them.


After classes, Mwayi and Dalo play games together. Mwayi likes football and Dalo likes netball. They also like to read books. They read books together.



- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.
- Use local language if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Activity 1.7.3
Comprehension: Answering questions

(10 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.*

	<ul style="list-style-type: none"> • Use local language, if necessary. Remind the learners that the word <i>who</i> is used to ask about people, <i>what</i> is used to ask about things or actions, and <i>why</i> is used to ask about reasons. • Ask: <i>Who is Dalo's good friend?</i> • Answer: <i>Mwayi is Dalo's good friend.</i>
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Repeat the question to the learners. Answer the question with learners. Use local language if necessary, check and clarify the learners' understanding of the question and answer. Return fully to English once the learners have understood.
	<ul style="list-style-type: none"> Ask the learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> What subjects do Mwayi and Dalo like? Why does the teacher like Mwayi and Dalo? What games do Dalo and Mwayi like to play? What game do you like to play?

Conclusion

(2 minutes)

Ask learners to share what their favourite game is.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- Which success criteria are most difficult for learners?
- What will you do to address their difficulties?

UNIT 1

Meeting new friends: Oral language and phonics

Lesson 8

Success criteria

Learners must be able to:

- express what they like to do
- read decodable words with understanding
- read decodable sentences
- complete a decodable sentence with their name

Suggested resources (in addition to the learner's book)

sentence charts, letter cards, word cards

Introduction

(2 minutes)

Show learners letter cards for *t* and *s*. Ask them to recall the names and sounds of the letters and to mention names or other words that begin with them.

Activity 1.8.1



Oral language: Expressing likes with actions

(7 minutes)

Say: *Yesterday, we talked about what we like to do. Today, we will talk about what we like to do again. I will say what I like to do. We will say what we like to do together. Then, you will say to your friends what you like to do on your own.*






- Say and mime: *I like to read books. I like to draw pictures. I like to play football. I like to play netball. etc.*

	<ul style="list-style-type: none"> • Invite a learner to the front and say: <i>I like to draw pictures. What do you like to do?</i> Help the learner to choose one action and answer: <i>I like to</i> • Repeat with another learner.
	<ul style="list-style-type: none"> • Ask and answer together with the rest of the class: <i>I like to What do you like to do?</i> • Take turns with learners to ask and answer. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Let the learners ask and answer one another in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.

Activity 1.8.2
Reading decodable words with understanding

(5 minutes)


Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*



	<ul style="list-style-type: none"> • Write the word <i>mat</i> on the chalkboard. Point to and sound out each letter one at a time: /m/... /a/ ... /t/. Then swipe your finger under the word and read it fast: <i>mat</i>. Repeat. • Tell learners to open their books at page 6 Activity J. • Point at the word <i>mat</i> and read: <i>mat</i>. • Point at the picture of a mat. Use local language, if necessary. Talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. • Do the same with the word <i>sat</i>.
	<ul style="list-style-type: none"> • Ask learners to point to and read the words on page 6 Activity J one at a time with you. Repeat. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Ask learners to read the words on their own as a class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 1.8.3
Reading decodable sentences

(7 minutes)

Say: *Now, we will read words and sentences. First, we will review the words. Then, I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> • Ask learners to read <i>mat</i>, <i>sat</i>, <i>has</i> and <i>Sam</i> from word cards. • Write this sentence on the chalkboard: <i>Sam has a mat</i>. Read the sentence pointing to each word one at a time.
-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------




	<ul style="list-style-type: none"> • Ask learners to open their books at page 6 Activity K. • Ask learners to read the first sentence with you, pointing to each word one at a time: <i>Sam has a mat.</i> • Watch and listen to the learners and help them to do it correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulties with a sight word, remind them of that word. • Use local language, if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return to English once the learners have understood. • Repeat the first sentence then continue with the other sentence.
	<ul style="list-style-type: none"> • Ask learners point to each word as they read the sentences on their own as a class, in pairs or individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 1.8.4

Completing decodable sentences with names

(5 minutes)

Say: *Now, we will complete sentences using our names again. I will complete a sentence. We will complete the sentence together. Then, you will complete the sentence on your own.*

	<ul style="list-style-type: none"> • Write the following incomplete sentence on the chalkboard: <i>I am ____ .</i> • Complete the sentence using your name: <i>I am <u>Mr/Mrs/Miss</u> (your name).</i> • Read the sentence to the learners pointing to each word as you read it.
	<ul style="list-style-type: none"> • Write <i>I am ____</i> on the chalkboard and complete the sentence using the names of several learners. • Read the sentences together with learners.
	<ul style="list-style-type: none"> • Ask learners to complete the sentence on page 6 Activity L with their own name in their exercise books. • Ask learners to read the sentences they have completed to the class.

Conclusion

(2 minutes)

Ask learners to read the words *mat, sat, Sam, am, I, has, the, and* on from word cards.




Teacher reflection



Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 1	Meeting new friends: Reading for fluency	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read decodable words • read a decodable story <p>Suggested resources (in addition to the learner's book) word cards, story chart</p>		

Introduction	(2 minutes)
Ask learners to orally break these words into their component sounds: <i>sat, am, mat</i>	

Activity 1.9.1	Reading words	(10 minutes)
Say: <i>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.</i>		
	<ul style="list-style-type: none"> • Write the following words on the chalkboard: am, mat, hasand sat. • Read the words to the learners. Point to each word as you read it. 	
	<ul style="list-style-type: none"> • Add the remaining words from page 6 Activity M on the chalkboard. • Ask learners read the words one at a time together with you. • Watch and listen to the learners and help them to read correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulty with a sight word, remind them of that word. • Repeat, varying the order of the words. 	
	<ul style="list-style-type: none"> • Tell learners to open their books at page 6 Activity M and read the words on their own as a class, in groups, in pairs and individually. • Go round the class to check if they are reading correctly and help those who need support. 	

Activity 1.9.2	Reading a story	(16 minutes)
Say: <i>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.</i>		
	<ul style="list-style-type: none"> • Ask learners to look in their books at page 6 Activity N. • Use local language, if necessary. Explain that you are going to do 'shared reading'. Reading stories together is a way for us to help each other read better. • Invite a learner to the front. Demonstrate 'shared reading' with the learner: First, read the sentences together. Then, read one sentence and help the learner to read the next sentence. Change roles and repeat. 	
	<ul style="list-style-type: none"> • Ask the rest of the class to read the story together with you in the same way. • Use local language, if necessary. Talk about the meaning of the story and check and clarify the learners' understanding. Return fully to English once the learners have understood. 	



- Ask learners to read the text in pairs. First, they read the sentences together. Then, one learner reads one sentence and the partner reads the next. They change roles and repeat.
- Go round the class to check if they are reading correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 1**Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the teacher reflections for Lessons 1 to 9 to plan review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 2**Clean food: Listening comprehension****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- make predictions about a story
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)

dirty objects; mango, banana, potato, word cards

Introduction




(2 minutes)

Ask learners to mention the food they like to eat.

Activity 2.1.1**Vocabulary: Learning new words**

(8 minutes)




Say: Now, we will learn new words. Learning new words helps us to understand what people say. We will say the words together and learn their meanings.

	<ul style="list-style-type: none"> • Say the words <i>hungry</i>, <i>wash</i> and <i>dirty</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> <i>a</i> To teach the word <i>hungry</i>, frown, touch your belly and mime wanting to eat food. <i>b</i> To teach the word <i>wash</i>, mime washing your hands or clothes. <i>c</i> To teach the word <i>dirty</i>, show the learners different objects that are dirty. • Use local language if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate understanding of their meanings, eg using gestures, miming, etc.
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate the understanding on their own.

Activity 2.1.2
Comprehension: Predicting content of a story

(6 minutes)

Say: *Now, we will talk about a picture. Talking about pictures helps us understand stories. We will say what we see in the picture. Then, we will say what we think the story is about.*

	<ul style="list-style-type: none"> • Tell learners to open their books at page 7 Activity A. • Describe the picture using familiar words, eg, saying: <i>In this picture I see mother and a girl washing mangoes ...</i> • Predict the content of the story based on the picture; eg, saying: <i>I think the story will be about eating fruits ...</i>
	<ul style="list-style-type: none"> • Guide learners to talk about the picture using these questions: <i>How many people do you see in the picture? Where do you think they are? What makes you think that they are at...? What are they doing?</i> • Guide learners to predict the content of the story, eg, saying: <i>I said I think the story will be about eating fruits. What do you think the story will be about?</i> Help the learners predict by probing.
	<ul style="list-style-type: none"> • Ask the learners to turn to their partner and share their predictions.

Activity 2.1.3
Read aloud: Listening to a story

(6 minutes)

Say: *Now, we will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about.*

- Say: *The title of the story is Clean food.* Ask learners to say the title.
- Introduce the characters in the picture on page 7 Activity A. The girl is Dalo. The woman is Dalo's mother.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Clean food

Dalo likes mangoes and bananas. One morning she was hungry. She saw mangoes and bananas. She picked up a mango and wanted to eat it. Her mother saw her and said, 'Wait, Dalo, do not eat it.' 'I am hungry,' said Dalo. Her mother said, 'You must wash the mango first.' Dalo did not know why she had to wash it. Then her mother said, 'Because the mango is dirty and you may get sick.' Dalo did not want to get sick. She washed the mango and ate it. Mother also gives Dalo potatoes, mangoes and bananas to eat at school. She also tells Dalo how to take care of her food at school.

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.
- Talk about how the story matched your and the learners' thinking or not. Remind them that sometimes our thinking matches the story and sometimes not.

Activity 2.1.4

Comprehension: Answering comprehension questions

(6 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.*



- Use local language, if necessary. Explain that the words *what* is used to ask about things or actions and *why* is used to ask about reasons.
- Ask: *What does Dalo like?*
- Answer: *Dalo likes mangoes and bananas.*



- Repeat the question to the learners. Answer it together with them.
- Use local language if necessary, check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask the learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support.
 - 1 What did Dalo pick to eat when she was hungry?
 - 2 Why did the mother tell Dalo to wash the mango first?
 - 3 What does mother give Dalo to eat at school?




Conclusion


(2 minutes)



Ask learners to demonstrate understanding of the new words *hungry*, *wash* and *dirty*.

UNIT 2	Clean food: Oral language and phonics	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express their feelings • say the names and sounds of the letters e and g • read decodable words • read sight words • write sight words <p>Suggested resources (in addition to the learner’s book) different food items, letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners to identify different food items using the structure <i>What is this? It is a ...</i> and <i>What are these? They are ...</i> for singular and plural items respectively.	

Activity 2.2.1	Oral language: Expressing likes	(10minutes)
Say: <i>Now, we will talk about the food we like. Talking about the food we like helps our friends to know what they can share with us. I will tell you the food I like. You will tell me the food you like. Then, you will tell your friends the food you like.</i>		
	<ul style="list-style-type: none"> • Display different food items. Pick a fruit and say: <i>What food do you like? I like (bananas/potatoes/mangoes).</i> • Invite a learner to the front to pick a fruit. Say: <i>What food do you like? Help the learner to answer: I like ___ (mentioning the name of the food item).</i> • Repeat with other learners and different food items. • Use local language if necessary. Check and clarify the learners’ understanding of the sentences. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Ask and answer together with the rest of the class: <i>What food do you like? / I like ___.</i> • Take turns with learners to ask and answer. • Watch and listen to the learners and help them to do it correctly. 	
	<ul style="list-style-type: none"> • Let learners ask and answer their partner: <i>What food do you like? / I like ___.</i> • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing. 	

Activity 2.2.2	Phonics: Saying names and sounds of letters <i>e</i> and <i>g</i>	(6 minutes)
Say: <i>Now, we will say the names and sounds of the letters e and g. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.</i>		
	<ul style="list-style-type: none"> • Write capital E and small e on the chalkboard. • Point at E and say: This is capital letter E. • Point at e and say: This is small letter e. 	




	<ul style="list-style-type: none"> Point at e and say: The name of the letter is e and the sound of the letter is /i/.
	<ul style="list-style-type: none"> Point at E and ask the learners to say with you: This is capital letter E. Point at e and ask the learners to say with you: This is small letter e. Point at e and ask the learners to say with you: The name of the letter is e and the sound of the letter is /i/.
	<ul style="list-style-type: none"> Ask learners to open their books at page 8 Activity B. Ask them to point to E and e and say: This is capital letter E. This is small letter e. Ask them to point to a and say in groups, in pairs and individually: The name of the letter is e and the sound of the letter is /i/.
Do the same with the letter Gg .	

Activity 2.2.3

Reading decodable words

(5 minutes)

Say: *Now, we will read words using the letters e and g. I will read the word. We will read the word together. Then, you will read some words on your own.*



	<ul style="list-style-type: none"> Write the letters <i>m</i>, <i>e</i> and <i>t</i> on the chalkboard separately. Write the word met beneath them, as on page 8 Activity C of the learner's book. Point to each letter one at a time and say: /m/ ... /e/ ... /t/. Then swipe your finger under the word met and read it fast: met. Repeat. Do the same with the word gas.
	<ul style="list-style-type: none"> Tell learners to look in their books at the first word on page 9 Activity C. Ask them to point at each letter one at a time and say with you: /m/.../e/ .../t/. Then, they swipe their fingers under the word as they read fast with you: met. Watch and listen to the learners and help them to do it correctly. Repeat the first word together then continue with the remaining words.
	<ul style="list-style-type: none"> Ask learners to read the letter sounds and the words again, this time on their own as a whole class, in pairs or individually. Go round the class to check that they are doing it correctly and help those who need support.

Activity 2.2.4

Reading and writing sight words

(5 minutes)

Say: *Now, we will read some new words. I will read the words. We will read the words together. Then, you will read and write the words on your own.*

	<ul style="list-style-type: none"> Use local language, if necessary. Remind the learners that they are going to learn to recognise some English words by sight rather than by sounding them out letter by letter. These words are called 'sight words.' Write the word <i>is</i> and <i>had</i> on the chalkboard. Point to and read each word twice. Use local language, if necessary. Talk about the meanings of the words and check and clarify the learners' understanding. Return to English once the learners' have understood.
	<ul style="list-style-type: none"> Tell learners to open their books at page 8 Activity D and to point to and read the words with you.



- Ask the learners point to and read the word on their own.
- Ask learners to copy the word in their exercise books.
- Go round the class to check their work and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention names or other words they know that begin with the letters e and g.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 2**Clean food: Listening comprehension****Lesson 3****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)

dirty objects; a mango, banana, potato

Introduction

(2 minutes)

Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 2.3.1**Vocabulary: Using new words**

(7 minutes)

Say: *Today, we will make sentences with the words hungry, wash and dirty. I will make sentences. We will read the sentences together. Then, you will make sentences on your own.*



- Say the words *hungry*, *wash* and *dirty* one at a time. Repeat.
- Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 2.1.1.
- Use each word orally in a model sentence to show its meaning, eg, When I am hungry, I eat a banana. I wash my uniform every Saturday. Dirty mangoes can make us sick. Repeat each sentence.
- Use local language, if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.



- Ask learners to say each word and each model sentence with you one at a time. Repeat.
- Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.



- Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 2.3.2**Read aloud: Listening to a story**

(6 minutes)

Say: *Now, you will listen again to the story Clean food. Remember that listening to stories helps us to know things.*

- Say: The title of the story is *Clean food*. Ask the learners to say the title.
- Review the characters in the picture on page 7 Activity A. The girl is Dalo. The woman is Dalo's mother.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Clean food

Dalo likes mangoes and bananas. One morning she was hungry. She saw mangoes and bananas. She picked up a mango and wanted to eat it. Her mother saw her and said, 'Wait, Dalo do not eat it.' 'I am hungry,' said Dalo. Her mother said, 'You must wash the mango first.' Dalo did not know why she had to wash it. Then, her mother said, 'Because the mango is dirty and you may get sick.' Dalo did not want to get sick. She washed the mango and ate it. Mother also gives Dalo potatoes, mangoes and bananas to eat at school. She also tells Dalo how to take care of her food at school.

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Activity 2.3.3**Comprehension: Answering questions**

(10 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.*



- Use local language, if necessary. Explain that the words *what* and *why* are used to ask questions. *What* is used to ask about things or actions. *Why* is used to ask about reasons.
- Ask: *What does Dalo like?*
- Answer: *Dalo likes mangoes and bananas.*



- Repeat the question to the learners. Answer it together with them.
- Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support.
 - 1 What did Dalo pick to eat when she was hungry?
 - 2 Why did the mother tell Dalo to wash the mango first?
 - 3 What does mother give Dalo to eat at school?
 - 4 What can happen if you eat a dirty mango?

Conclusion

(2 minutes)

Ask the learners to say what type of fruits they like.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 2**Clean food: Oral language and phonics****Lesson 4****Success criteria**

Learners must be able to:

- express likes
- read decodable words with understanding
- read decodable sentences
- make words from letters

Suggested resources (in addition to the learner's book)

different food items, letter cards, word cards, sentence charts

Introduction

(2 minutes)

Ask learners to recall the names and sounds of the letters e and g and to orally mention words that begin with them.

Activity 2.4.1**Oral language: Expressing likes**

(8 minutes)

Say: *Yesterday, we talked about the food we like. Today, we will talk about the food we like again. Talking about the food we like helps our friends to know what they can share with us. I will tell you the food I like again. You will tell me the food you like. Then, you will tell your friends the food you like.*



- Display different food items. Pick a fruit and say: *What food do you like? I like (bananas/potatoes/mangoes).*
- Invite a learner to the front to pick a fruit. Say: *What food do you like? Help the learner to answer: I like ___ [mentioning the name of the food item].*
- Repeat with other learners and different food items.



- Ask and answer together with the rest of the class: *What food do you like? / I like ___.*
- Take turns with learners to ask and answer.
- Watch and listen to the learners and help them to do it correctly.






- Let learners ask and answer their partner: *What food do you like? / I like ___.*
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask some pairs to show the class what they were doing.

Activity 2.4.2**Reading decodable words with understanding**

(7 minutes)




Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*

	<ul style="list-style-type: none"> • Write the word <i>met</i> on the chalkboard. Point to and sound out each letter one at a time: /m/... /e/ ... /t/. Then swipe your finger under the word and read it fast: met. Repeat. • Tell learners to open their books at page 9 Activity E. • Point at the word met and read: met. • Point at the picture next to the word met. Use local language, if necessary. Talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. • Do the same with the remaining words.
	<ul style="list-style-type: none"> • Ask learners to point to and read the words on page 9 Activity E one at a time with you. Repeat. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Ask learners to read the words on their own as a class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 2.4.3**Reading decodable words and sentences**

(7 minutes)

Say: *Now, we will read words and sentences. First, we will review the words. Then I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> • Ask learners to read the words <i>met</i>, <i>get</i>, <i>set</i>, <i>gas</i> from word cards. • Write this sentence on the chalkboard: Sam has a set. Read the sentence pointing to each word one at a time.
	<ul style="list-style-type: none"> • Tell learners to open their books at page 10 Activity F. • Ask learners to read the first sentence with you, pointing to each word one at a time: Sam has a set. • Watch and listen to the learners and help them to do it correctly. If they have difficulty with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulties with a sight word, remind them of that word. • Use local language if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return fully to English once the learners have understood. • Repeat the first sentence. Then, continue with the other sentences.
	<ul style="list-style-type: none"> • Ask learners point to each word as they read the sentences on their own as a class, in pairs or individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 2.4.4**Making words from letters**

(5 minutes)

Say: *Now, we will make words from letters. I will make words from letters. We will make words from letters together. Then, you will make words from letters on your own.*



- Write the following table on the chalkboard.

m	a
e	s
g	t

- Demonstrate how to make words using letters from the table by pointing to the letters m, a, and t in the table, sounding out each letter as you point to it: /m/... /a/... /t/. Repeat. Say: The word is mat.
- Write the word on the chalkboard: mat. Point to and read the word to the learners: mat.



- Tell learners to open their books at page 10 Activity G.
- Show learners how to make the word gas from the table. Ask the learners to point to the letters in their books as you point to them on the board and say their sounds: /g/ ... /a/ ... /s/. Repeat. Ask the learners to say with you: *The word is gas.*
- Ask learners to write the word gas in the air as you write it on the chalkboard.
- Ask the learners to point to and read the word together with you: *gas.*
- Do the same for the words set and tag together with the learners.



- Ask learners to make other words (eg *met, gas, sat, am, Sam*) from the table.
- Ask them to write the words in their exercise books.
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask learners to read the words they have made to the class.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.




Teacher reflection


Write your observations in the evaluation section of your lesson plan.



- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 2	Clean food: Listening comprehension	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of new words • predict the content of a story • answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) various vegetables, a pot and lid, a picture of water boiling</p>		

Introduction	(2 minutes)
Ask learners to say what food they know how to cook.	

Activity 2.5.1	Vocabulary: Learning new words	(8 minutes)
Say: <i>Now, we will learn new words. Learning new words helps us to understand what people say. We will say the words together and learn their meanings.</i>		
	<ul style="list-style-type: none"> • Say the words <i>vegetables, cover, boil</i> and <i>add</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> <i>a</i> To teach the word <i>vegetables</i>, show learners different types of vegetables and gesture to show that all of the different types together are what we call vegetables. <i>b</i> To teach the word <i>cover</i>, demonstrate covering a pot with a lid. <i>c</i> To teach the word <i>boil</i>, show the learners a picture of water boiling or draw one on the chalkboard. <i>d</i> To teach the word <i>add</i>, demonstrate adding vegetables to the pot one at a time. • Use local language, if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate understanding on their own. 	

Activity 2.5.2	Comprehension: Predicting content of a story	(6 minutes)
Say: <i>Now, we will talk about a picture. Talking about pictures helps us understand stories. We will say what we see in the picture. Then, we will say what we think the story is about.</i>		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 11 Activity H. • Describe the picture for them using familiar words, eg saying: <i>In this picture I see a pot on the fire ...</i> • Predict the content of the story based on the picture; eg saying: <i>I think the story will be about cooking food ...</i> 	

	<ul style="list-style-type: none"> • Guide learners to talk about the picture using these questions: <i>How many people do you see in the picture? Where do you think they are? What makes you think that they are at/in...? What are they doing?</i> • Guide learners to predict the content of the story, eg saying: <i>I said I think the story will be about cooking ...What do you think the story will be about? Help the learners to predict by probing.</i>
	<ul style="list-style-type: none"> • Ask learners to turn to their partner and share their predictions.

Activity 2.5.3

Read aloud: Listening to a story

(6 minutes)

Say: *Now, we will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about.*

- Say: *The title of the story is Dalo cooks vegetables.* Ask learners to say the title.
- Introduce the characters in the picture on page 11 Activity H. The girl is Dalo. The woman is Dalo's mother.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Dalo cooks vegetables

Dalo finds her mother in the kitchen. She wants to learn how to cook vegetables. Dalo asks, 'Mother, can you teach me how to cook vegetables?' Mother says, 'Yes, I can!' Then, she tells her what to do. Mother says, 'First, wash your hands and clean the vegetables with clean water. Then, cut the vegetables and tomatoes. After that, put some water in a pot and cover it. Place the pot on fire. When the water boils, add some salt, vegetables and tomatoes. Cover the pot with a lid. I will tell you when to take the pot off the fire.' Dalo is happy that she has learnt how to cook vegetables. Her mother praises her.



- Use local language if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.
- Talk about how the story matched your and the learners' predictions or not. Remind them that sometimes our predictions match the story and sometimes not.

Activity 2.5.4

Comprehension: Answering questions

(6 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.*

	<ul style="list-style-type: none"> • Use local language, if necessary. Remind the learners that the words <i>where</i> and <i>what</i> are used to ask questions. <i>Where</i> is used to ask about place. <i>What</i> is used to ask about things or actions. • Ask: <i>Where are Dalo and her mother?</i> • Answer: <i>Dalo and her mother are in the kitchen.</i>
	<ul style="list-style-type: none"> • Repeat the question. Answer it together with them. • Use local language, if necessary, check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support.
 - 1 Where are Dalo and her mother?
 - 2 What does Dalo want to learn?
 - 3 What does mother tell Dalo to do first?
 - 4 What does mother tell Dalo to add?

Conclusion

(2 minutes)

Ask learners to demonstrate understanding of the new words vegetables, coverandadd.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 2**Clean food: Oral language and phonics****Lesson 6****Success criteria**

Learners must be able to:

- express what learners do not like
- say the names and sounds of the letters d and o
- read decodable words

Suggested resources (in addition to the learner's book)

food items eg lemon, orange, pepper; letter cards; word cards

Introduction

(2 minutes)

Ask learners to say what food they like.

Activity 2.6.1**Oral language: Expressing what learners do not like** (10 minutes)






Say: *Today, we will talk about the food we do not like. Talking about the food we do not like helps our friends to know what they can share with us. I will tell you the food I do not like. You will tell me the food you do not like. Then, you will tell your friends the food you do not like.*

Activity 2.6.2**Phonics: Saying names and sounds of letters d and o** (8 minutes)

Say: *Now, we will say the names and sounds of the letters d and o. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.*



- Write capital D and small d on the chalkboard.
- Point at D and say: *This is capital letter D.*
- Point at d and say: *This is small letter d.*



	<ul style="list-style-type: none"> • Display food items on a table. • Ask: <i>What food do you like?</i> Pick a food item and answer: <i>I like ____</i>. Use a facial expression and actions to show the meaning of like. • Ask: <i>What food do you not like?</i> Pick another food item and answer: <i>I do not like ____</i>. Use a facial expression and actions to show the meaning of <i>do not like</i>. Repeat. • Invite a learner to the front and ask: <i>What food do you like?</i> Help the learner to pick a food item and say: <i>I like ____</i>. • Ask the learner: <i>What food do you not like?</i> Help the learner pick another food item and say: <i>I do not like ____</i>.
	<ul style="list-style-type: none"> • Ask and answer together with the rest of the class: <i>What food do you like? / I like ____</i>. / <i>What food do you not like? / I do not like ____</i>. • Take turns with learners to ask and answer. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Let learners take turns asking one another in pairs about the foods they like and do not like. • Go around the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.
	<ul style="list-style-type: none"> • Point at d and say: <i>The name of the letter is d and the sound of the letter is /di/.</i>
	<ul style="list-style-type: none"> • Point at D and ask learners to say with you: <i>This is capital letter D.</i> • Point at d and ask learners to say with you: <i>This is small letter d.</i> • Point at d and ask learners to say with you: <i>The name of the letter is d and the sound of the letter is /di:/.</i>
	<ul style="list-style-type: none"> • Ask learners to look in their books at page 12 Activity I. • Ask them to point to D and d and say: <i>This is capital letter D. This is small letter d.</i> • Ask them to point to d and say in groups, in pairs and individually: <i>The name of the letter is d and the sound of the letter is /di:/.</i>
<p>Do the same with the letter Oo.</p>	


Activity 2.6.3

Reading decodable words

(8 minutes)

Say: *Now, we will read words with the letters d and o. I will read a word. We will read the word together. Then, you will read words on your own.*

	<ul style="list-style-type: none"> • Write the letters d, a and m on the chalkboard separately. Write the word dam beneath them, as on page 12 Activity J of the learner's book. • Point to each letter one at a time and say <i>/d/ ... /a/ ... /m/</i>. Then swipe your finger under the word dam and read it fast: dam. Repeat.
	<ul style="list-style-type: none"> • Tell learners to open their books at first word at page 12 and look at the Activity J. • Ask them to point to each letter one at a time and say with you: <i>/d/ ... /a/ ... /m/</i>. Then, they swipe their fingers under the word as you read it together fast: dam. • Watch and listen to the learners and help them to do it correctly. • Repeat the first word together then continue with the remaining words.


	<ul style="list-style-type: none"> • Ask learners to read the letter sounds and words again, this time on their own as a class, in pairs, or individually. • Go round the class to check that they are doing it correctly and help those who need support.
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Conclusion	(2 minutes)
Ask learners to mention people's names or other words they know that begin with the letters d and o .	

Teacher reflection
<p>Write your observations in the evaluation section of your lesson plan.</p> <ol style="list-style-type: none"> 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them? 2 Which success criteria are most difficult for learners? 3 What will you do to address their difficulties?

UNIT 2	Clean food: Listening comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • retell a story they have listened to <p>Suggested resources (in addition to the learner's book) different fruits, potatoes, word cards</p>		

Introduction	(2 minutes)
Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.	

Activity 2.7.1	Vocabulary: Using new words	(7 minutes)
<p>Say: <i>Today, we will make sentences with the words vegetables, cover, boil and add. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.</i></p>		
	<ul style="list-style-type: none"> • Say the words <i>vegetables, cover, boil</i> and <i>add</i> one at a time. Repeat. • Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 2.5.1. • Use each word orally in a model sentence to show its meaning, eg <i>I like vegetables. I cover the pot with a lid. I boil water. I add sugar to porridge.</i> Repeat each sentence. • Use local language if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood. 	

	<ul style="list-style-type: none"> • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.
	<ul style="list-style-type: none"> • Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 2.7.2
Read aloud: Listening to a story

(6 minutes)

Say: *Now, you will listen again to the story about Dalo cooking vegetables. Remember that listening to stories helps us to know things.*

- Say: *The title of the story is 'Dalo cooks vegetables.'* Ask the learners to say the title.
- Introduce the characters in the picture on page 11 Activity H. The girl is Dalo. The woman is Dalo's mother.

Dalo cooks vegetables



Dalo finds her mother in the kitchen. She wants to learn how to cook vegetables. Dalo asks, 'Mother, can you teach me how to cook vegetables?' Mother says, 'Yes, I can!' Then she tells her what to do. Mother says, 'First, wash your hands and clean the vegetables with clean water. Then, cut the vegetables and tomatoes. After that, put some water in a pot and cover it. Place the pot on fire. When the water boils, add some salt, vegetables and tomatoes. Cover the pot with a lid. I will tell you when to take the pot off the fire.' Dalo is happy that she has learnt how to cook vegetables. Her mother praises her.

- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.
- Use local language if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Activity 2.7.3
Comprehension: Answering questions

(10 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. Yesterday, we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.*

	<ul style="list-style-type: none"> • Use local language, if necessary. Remind the learners that the word <i>what</i> is used to ask about things or actions, <i>where</i> is used to ask about place, and <i>why</i> is used to ask about reasons. • Ask: <i>What does Dalo want to learn?</i> • Answer: <i>Dalo wants to learn how to cook vegetables.</i>
	<ul style="list-style-type: none"> • Say: the question together with the learners. Answer it together with them. • Use local language if necessary, check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask the learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support.
 - 1 Where are Dalo and her mother?
 - 2 What does mother tell Dalo to do first?
 - 3 What does mother tell Dalo to add?
 - 4 Why is Dalo happy at the end?

Conclusion

(2 minutes)

Ask learners to share what food they know how to cook.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately, find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 2**Clean food: Oral language and phonics****Lesson 8****Success criteria**

Learners must be able to:

- express what learners do not like
- read decodable words with understanding
- read decodable sentences
- write words from letters

Suggested resources (in addition to the learner's book)

letter cards, word cards, sentence charts

Introduction

(2 minutes)



Show the learners letter cards for t and s. Ask them to recall the names and sounds of the letters and to mention names or other words that begin with them.

Activity 2.8.1**Oral language: Expressing dislikes**
(8 minutes)

Say: Yesterday, we talked about the food that we do not like. Today, we will talk about the food that we do not like again. Talking about the food we do not like helps our friends to know what they cannot share with us. I will tell you the food I do not like. You will tell me the food you do not like. Then, you will tell your friends the food you do not like.






- Display food items on a table.
- Ask: *What food do you like?* Pick a food item and answer: *I like ____*. Use a facial expression and actions to show the meaning of like.
- Ask: *What food do you not like?* Pick another food item and answer: *I do not like ____*. Use a facial expression and actions to show the meaning of do not like. Repeat.

	<ul style="list-style-type: none"> • Invite a learner to the front and ask: <i>What food do you like?</i> Help the learner to pick a food item and say: <i>I like ____.</i> • Ask the learner: <i>What food do you not like?</i> Help the learner pick another food item and say: <i>I do not like ____.</i>
	<ul style="list-style-type: none"> • Ask and answer together with the rest of the class: <i>What food do you like? / I like ____.</i> / <i>What food do you not like? / I do not like ____.</i> • Take turns with learners to ask and answer. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Let learners take turns asking one other in pairs about the foods they like and do not like. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.

Activity 2.8.2
Reading decodable words with understanding

(6 minutes)



Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*


	<ul style="list-style-type: none"> • Write the word <i>dog</i> on the chalkboard. Point to and sound out each letter one at a time: /d/... /o/ ... /g/. Then swipe your finger under the word and read it fast: <i>dog</i>. Repeat. • Ask learners to open their books at page 12 Activity K. • Point at the word <i>dog</i> and read: <i>dog</i>. • Point at the picture next to the word <i>dog</i>. With the aid of local language, talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. • Do the same with the remaining words.
	<ul style="list-style-type: none"> • Ask learners to point to and read the words on page 12 Activity K one at a time with you. Repeat. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Ask learners to read the words on their own as a whole class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 2.8.3
Reading decodable sentences

(6 minutes)

Say: *Now, we will read words and sentences. First, we will review the words. Then I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> • Ask learners to read <i>dog</i>, <i>dam</i>, <i>sadandgas</i> from word cards. • Write this sentence on the chalkboard: <i>I had a dog</i>. Read the sentence pointing to each word one at a time.
	<ul style="list-style-type: none"> • Tell learners to open their books at page 13 Activity L. • Ask learners to read the first sentence with you, pointing to each word one at a time: <i>I had a dog</i>. • Watch and listen to the learners and help them to do it correctly. If they have difficulties with a decodable word, help them to sound it out using the




	<p>individual letter sounds. If they have difficulties with a sight word, remind them of that word.</p> <ul style="list-style-type: none"> • Use local language, if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return to English once the learners have understood. • Repeat the first sentence then continue with the other sentences.
	<ul style="list-style-type: none"> • Ask learners point to each word as they read the sentences on their own as a whole class, in pairs, or individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 2.8.4

Writing words correctly

(6 minutes)

Say: *Now, we will write words correctly. I will write a word. We will write the word together. Then, you will write words on your own.*

	<ul style="list-style-type: none"> • Write letters <i>o</i>, <i>d</i> and <i>g</i> on the chalkboard. Tell the learners that you will write a word using the letters. • Write the word <i>dog</i> on the chalkboard. Point to each letter while sounding out each letter: /d/... /o/... /g/. • Read the word: <i>dog</i>.
	<ul style="list-style-type: none"> • Write letters <i>o</i>, <i>d</i>, and <i>t</i> on the chalkboard. • Make the word <i>dot</i> together with the learners. • Point to each letter of the word while sounding out each letter: /d/... /o/... /t/. • Read the word together with learners: <i>dot</i>.
	<ul style="list-style-type: none"> • Ask learners to write the following words correctly from the chalkboard; <i>mda</i>, <i>tdo</i> and <i>gto</i>. • Go round the class to check if they are doing it correctly and help those who need support. • Ask learners to read the words they have made to the class.

Conclusion

(2 minutes)

Ask learners to read words that have been used in this unit from word cards.




Teacher reflection



Write your observations in the evaluation section of your lesson plan.


- 1 For each of the success criteria for today's lessons, approximately, find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 2	Clean food: Reading for fluency	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read decodable words • read a decodable story • answer a question about a story they have read <p>Suggested resources (in addition to the learner’s book) story chart</p>		

Introduction	(2 minutes)
Ask learners to orally break these words into their sounds: <i>get, dog, met</i> and <i>sad</i> .	




Activity 2.9.1	Reading words	(8 minutes)
Say: <i>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.</i>		
	<ul style="list-style-type: none"> • Write the following words on the chalkboard: <i>met, get</i> and <i>set</i>. • Read the words to the learners. Point to each word as you read it. 	
	<ul style="list-style-type: none"> • Add the remaining words from page 13 Activity M on the chalkboard. • Ask learners to read the words one at a time together with you. • Watch and listen to the learners and help them to read correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. • Repeat, varying the order of the words. 	
	<ul style="list-style-type: none"> • Tell learners to open their books at page 13 Activity M and read the words on their own as a class, in groups, in pairs and individually. • Go round the class to check if they are reading correctly and help those who need support. 	

Activity 2.9.2	Reading a story	(12 minutes)
Say: <i>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.</i>		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 13 Activity N. • Use local language, if necessary, explain that you are going to do ‘shared reading’. Remind them that reading stories together is a way for us to help each other read better. • Invite a learner to the front. Demonstrate <i>shared reading</i> with the learner: First, read the sentences together. Then read one sentence and help the learner to read the next sentence. Change roles and repeat. 	
	<ul style="list-style-type: none"> • Ask the rest of the class to read the story together with you in the same way. • Use local language, if necessary, talk about the meaning of the story and check and clarify the learners’ understanding. Return to English once the learners have understood. 	

	<ul style="list-style-type: none"> • Ask learners to read the text in pairs. First, they read the sentences together. Then, one learner reads one sentence, and the partner reads the next. They change roles and repeat. • Go round the class to check if they are doing it correctly and help those who need support.
-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activity 2.9.3	Comprehension: Answering a question	(6 minutes)
-----------------------	--------------------------------------------	-------------

Say: *Now, we will answer a question about the story that we read. Answering questions helps us to understand stories. I will read the story again. When I finish, we will answer the question together.*

	<ul style="list-style-type: none"> • Tell learners to open their books at Page 13 Activity N and to follow along silently as you read the text aloud again.
	<ul style="list-style-type: none"> • Read the question: <i>Who met Sam?</i> • Use local language, if necessary. Check and clarify the learners' understanding of the question. Return to English once the learners have understood. • Help learners to answer the question correctly based on the story.
	<ul style="list-style-type: none"> • Ask the learners to read and answer the question on their own in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to *orally* spell these words: *dam, set, gas* and *dog*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.




- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?



UNIT 2	Review	Lesson 10
---------------	---------------	------------------


In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 3	What I do with friends: Listening comprehension	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of new words • predict the content of a story • answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) materials for demonstrating play and share</p>		

Introduction	(2 minutes)
Ask learners to say what they do with friends.	

Activity 3.1.1	Vocabulary: Learning new words	(8 minutes)
Say: <i>Now, we will learn new words. Learning new words help us to understand what people say. We will say the words together and learn their meanings.</i>		
	<ul style="list-style-type: none"> • Say the words <i>play</i> and <i>share</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> <i>a</i> To teach the play, show a picture of children playing or demonstrate playing a game. <i>b</i> To teach the share, demonstrate sharing a pencil, book, or piece of food with a learner. • Use local language, if necessary. Check and clarify the learners understanding of the words. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate understanding on their own. 	

Activity 3.1.2	Comprehension: Predicting the content of a story	(6 minutes)
Say: <i>Now, we will talk about a picture. Talking about pictures helps us understand stories. We will say what we see in the picture. Then, we will say what we think the story is about.</i>		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 14 Activity A. • Describe the picture using familiar vocabulary, eg saying: <i>In this picture, I see a girl holding a spoon. She is wearing school uniform.</i> • Predict the content about the story based on the picture; eg saying: <i>I think the story will be about break time at school.</i> 	
	<ul style="list-style-type: none"> • Guide learners to talk about the picture using these questions: <i>How many people do you see in the picture? Where do you think they are? What makes you think that? What are they doing?</i> 	

	<ul style="list-style-type: none"> • Guide learners to predict the content of the story, eg saying: <i>I said I think the story will be about break time at school. What do you think the story will be about?</i> Help the learners to predict by probing.
	<ul style="list-style-type: none"> • Ask learners to turn to their partner and share their predictions.

Activity 3.1.3

Read aloud: Listening to a story

(6 minutes)

Say: *Now, we will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about.*

- Say: *The title of the story is What I do with friends.* Ask the learners to say the title with you.
- Introduce the characters in the picture on page 14 Activity A. The boy on the left is Mwayi. The girl in the middle is Dalo, and the boy on the right is Yankho.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

What I do with friends

My name is Yankho. I have two friends. Their names are Dalo and Mwayi. We do many things together. At school, we read and listen to stories from our teacher. At break time we play football and netball. We also share food and eat together. Our teacher tells us to love each other. As friends, we do not fight each other. We do not steal from each other. We are happy when we do things together.




- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.
- Talk about how the story matched your and the learners' thinking or not. Tell them that sometimes our predictions match the story and sometimes not.

Activity 3.1.4

Comprehension: Answering questions

(6 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.*

	<ul style="list-style-type: none"> • Use local language if necessary. Remind learners that the words <i>who</i> and <i>what</i> are used to ask questions. <i>Who</i> is used to ask questions about people. <i>What</i> is used to ask questions about things or actions. • Ask: <i>Who are the good friends?</i> • Answer: <i>The good friends are Dalo, Yankho and Mwayi.</i>
	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them. • Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 Who are the good friends? 2 What games do Dalo, Yankho and Mwayi play? 3 What do the friends share?

Conclusion

(2 minutes)

Ask learners demonstrate an understanding of the new words *play* and *share*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 3**What I do with friends: Oral language and phonics Lesson 2****Success criteria**

Learners must be able to:

- express feelings
- say the names and sounds of letters f and n
- read decodable words
- read and write sight words

Suggested resources (in addition to the learner's book)

letter cards, word cards

Introduction

(2 minutes)

Ask learners to show that they are happy/angry using facial expressions.

Activity 3.2.1**Oral language: Expressing feelings**

(8 minutes)

Say: *Now, we will talk about how we feel when we are happy or sad. Saying how we feel helps others to know us better. I will say how I feel when I am happy or sad. We will say how we feel. Then, you will tell your friends how you feel.*



- Mime smiling and laughing. Say: *When I am happy, I smile or laugh.*
- Mime crying. Say: *When I am sad, I cry.*






- Ask learners to mime smiling and laughing and say together with you: *When I am happy, I smile or laugh.*
- Ask learners to mime crying and say together with you: *When I am sad, I cry.*



- Ask learners to mime laughing, smiling, and crying in pairs and to tell each other how they feel.
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask some pairs to show to the class what they were doing.

Activity 3.2.2**Phonics: Saying names and sounds of letters *f* and *n*** (8 minutes)




Say: *Now, we will say the names and sounds of the letters *f* and *n*. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.*

	<ul style="list-style-type: none"> • Write capital F and small f on the chalkboard. • Point at F and say: <i>This is capital letter F.</i> • Point at f and say: <i>This is small letter f.</i> • Point at f and say: <i>The name of the letter is f and the sound of the letter is /f/.</i>
	<ul style="list-style-type: none"> • Point at F and ask the learners to say with you: <i>This is capital letter F.</i> • Point at f and ask the learners to say with you: <i>This is small letter f.</i> • Point at f and ask the learners to say with you: <i>The name of the letter is f and the sound of the letter is /f/.</i>
	<ul style="list-style-type: none"> • Tell learners to open their books at page 15 Activity B. • Ask them to point to <i>F</i> and <i>f</i> and say: <i>This is capital letter F. This is small letter f.</i> • Ask them to point at f and say in groups, in pairs and individually: <i>The name of the letter is f and the sound of the letter is /f/.</i>
<p>Do the same with the letter Nn.</p>	

Activity 3.2.3**Reading decodable words**

(6 minutes)


Say: *Now, we will read words using the letters *f* and *n*. I will read the word. We will read the word together. Then, you will read some words on your own.*



	<ul style="list-style-type: none"> • Write the letters <i>f</i>, <i>a</i> and <i>n</i> on the chalkboard separately. Write the word <i>fat</i> beneath them, as on page 15 Activity C of the learner's book. • Point at each letter one at a time and say: <i>/f/ ... /a/ ... /t/</i>. Then, swipe your finger under the word <i>fat</i> and read it fast: <i>fat</i>. Repeat. • Do the same with the word <i>net</i>.
	<ul style="list-style-type: none"> • Tell learners to open their books at the first word on page 15 Activity C. • Ask them to point at each letter one at a time and say with you: <i>/f/.../a/.../t/</i>. Then, they swipe their fingers under the word as they read fast with you: <i>met</i>. • Watch and listen to the learners and help them to do it correctly. • Repeat the first word together then continue with the remaining words.
	<ul style="list-style-type: none"> • Ask learners to read the letter sounds and the word again, this time on their own as a class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 3.2.4**Reading and writing sight words**

(6 minutes)

Say: *Now, we will read some new words. I will read the words. We will read the words together. Then, you will read and write the words on your own.*

	<ul style="list-style-type: none"> • Use local language if necessary. Remind the learners that they are going to learn to recognise some English words by sight rather than by sounding them out letter by letter. These words are called 'sight words.' • Write these words <i>in</i>, <i>have</i>, <i>got</i> and <i>who</i> on the chalkboard. Point to and read each word twice.
-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Use local language, if necessary. Talk about the meanings of the words and check and clarify the learners' understanding. Return to English once the learners' have understood.
	<ul style="list-style-type: none"> Tell learners to open their books at page 15 Activity D and to point to and read the words with you.
	<ul style="list-style-type: none"> Ask learners point to and read each word on their own. Ask learners to copy the words in their exercise books. Go round the class to check their work and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention names or other words they know that begin with the letters *f* and *n*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- Which success criteria are most difficult for learners?
- What will you do to address their difficulties?

UNIT 3

What I do with friends: Listening comprehension

Lesson 3

Success criteria

Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for demonstrating *play* and *share*

Introduction

(2 minutes)

Guide learners with using simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 3.3.1



Vocabulary: Using new words

(8 minutes)

Say: *Today, we will make sentences with the words play and share. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.*



- Say the words *play* and *share* one at a time. Repeat.
- Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 3.1.1.
- Use each word orally in a model sentence to show its meaning, eg *I share my food with my friends. I play netball with my friends.* Repeat each sentence.
- Use local language, if necessary, check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.

	<ul style="list-style-type: none"> • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.
	<ul style="list-style-type: none"> • Ask learners to make their own sentences with the new words and share them with their partner or as a class.

Activity 3.3.2
Read aloud: Listening to a story

(8 minutes)

Say: *Now, you will listen again to the story about What I do with friends. Remember that listening to stories helps us to know things.*

- Say: *The title of the story is What I do with friends.* Ask the learners to say the title with you.
- Introduce the characters in the picture on page 14 Activity A. The boy on the left is Mwayi. The girl in the middle is Dalo, and the boy on the right is Yankho.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension

What I do with friends




My name is Yankho. I have two friends. Their names are Dalo and Mwayi. We do many things together. At school, we read and listen to stories from our teacher. At break time we play football and netball. We also share food and eat together. Our teacher tells us to love each other. As friends, we do not fight each other. We do not steal from each other. We are happy when we do things together.

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Activity 3.3.3
Comprehension: Answering questions

(8 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.*

	<ul style="list-style-type: none"> • Remind learners that the words <i>who</i>, <i>what</i> and <i>why</i> are used to ask questions. Who is used to ask questions about people. What is used to ask questions about things or actions. Why is used to ask questions about reasons. • Ask: <i>Who are the good friends?</i> • Answer: <i>The good friends are Dalo, Yankho and Mwayi.</i>
	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them. Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 What games do Dalo, Yankho and Mwayi play? 2 What do the friends share? 3 Why do Dalo, Yankho and Mwayi do things together? 4 When are Dalo, Yankho and Mwayi happy?

Conclusion

(2 minutes)

Ask the learners to say what they do with their friends.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 3**What I do with Friends: Oral language and phonics Lesson 4****Success criteria**

Learners must be able to:

- express feelings
- read decodable words with understanding
- read decodable sentences
- complete words with f or n

Suggested resources (in addition to the learner's book)

sentence charts, letter cards, word cards, sentence charts

Introduction

(2 minutes)

Ask learners to recall the names and sounds of the letters *f* and *n* and to orally mention words that begin with them.

Activity 3.4.1**Oral language: Expressing feelings**

(7 minutes)

Say: *Yesterday, we talked about how we feel when we are happy or sad. Saying how we feel helps others to know us better. Today, we will talk about how we feel again. I will tell you how I feel. You will tell me how you feel. Then, you will tell your friends how you feel.*



- Mime smiling and laughing. Say: *When I am happy, I smile or laugh.*
- Mime crying. Say: *When I am sad, I cry.*



- Ask learners to mime smiling and laughing and say together with you: *When I am happy, I smile or laugh.*
- Ask learners to mime crying and say together with you: *When I am sad, I cry.*






- Ask learners to mime laughing, smiling, and crying in pairs and to tell each other how they feel.
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask some pairs to show to the class what they were doing.

Activity 3.4.2**Reading decodable words with understanding**

(6 minutes)




Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*

	<ul style="list-style-type: none"> • Write the word fat on the chalkboard. Point to and sound out each letter one at a time: /f/... /a/ ... /t/. Then swipe your finger under the word and read it fast: <i>fat</i>. Repeat. • Tell learners to open their books at page 16 Activity E. • Point at the word fat and read: <i>fat</i>. • Point at the picture next to the word fat. With the aid of the local language, talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. • Do the same with the remaining words.
	<ul style="list-style-type: none"> • Ask learners to point to and read the words on page 16 Activity E one at a time with you. Repeat. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Ask learners to read the words on their own as a whole class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 3.4.3**Reading decodable sentences**

(7 minutes)




Say: *Now, we will read words and sentences. First, we will review the words. Then I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> • Ask learners to read the words dog, fan, fat, man and net from word cards. • Write this sentence on the chalkboard: The man has a net. Read the sentence pointing to each word one at a time.
	<ul style="list-style-type: none"> • Tell learners to open their books at page 16 Activity F. • Ask learners to read the first sentence with you, pointing to each word one at a time: The man has a net. • Watch and listen to the learners and help them to do it correctly. If they have difficulty with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulties with a sight word, remind them of that word. • Use local language, if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return fully to English once the learners have understood. • Repeat the first sentence then continue with the other sentences.
	<ul style="list-style-type: none"> • Ask learners point to each word as they read the sentences on their own as a whole class, in pairs or individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 3.4.4**Completing words with f or n**

(6 minutes)

Say: *Now, we will complete words. I will complete a word. We will complete the word together. Then, you will complete the words on your own.*

	<ul style="list-style-type: none"> • Write on the chalkboard the example on page 16 Activity G in the learner's book. • Show learners how to complete the word using the letter <i>f</i>. • Read the word: <i>fan</i>.
	<ul style="list-style-type: none"> • Write the letters ___ et on the chalkboard. Ask the learners whether you can use for n to complete the word. Make the word net together with the learners. • Read the word together with the learners: <i>net</i>.
	<ul style="list-style-type: none"> • Tell learners to open their books at page 16 Activity G and to complete the words using <i>f</i> or <i>n</i>. • Ask some learners to read the words they have made to the class.




Conclusion	(2 minutes)
Ask the learners to read this unit's words from word cards.	

Teacher reflection	
<p>Write your observations in the evaluation section of your lesson plan.</p> <ol style="list-style-type: none"> 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them? 2 Which success criteria are most difficult for learners? 3 What will you do to address their difficulties? 	

UNIT 3	What I do with friends: Listening comprehension	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • make predictions about a story • answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) materials for demonstrating <i>fight</i> or <i>push</i></p>		

Introduction	(2 minutes)
Ask learners to say what they do with friends.	

Activity 3.5.1	Vocabulary: Learning new words	(8 minutes)
Say: <i>Now, we will learn new words. Learning new words help us to understand what people say. We will say the words together and learn their meanings.</i>		




	<ul style="list-style-type: none"> • Say the words <i>fight</i> and <i>push</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> a. To teach the word <i>fight</i>, mime fighting. b. To teach the word <i>push</i>, push a chair. • Use local language, if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc.
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate an understanding on their own.

Activity 3.5.2

Comprehension: Predicting the content of a story

(6 minutes)

Say: *Now, we will talk about a picture. Talking about pictures helps us understand stories. We will say what we see in the picture. Then, we will say what we think the story is about.*

	<ul style="list-style-type: none"> • Tell learners to open their books at page 17 Activity H. • Describe the picture for them using familiar vocabulary, eg saying: <i>In this picture, I see a teacher. She is holding a boy and a girl ...</i> • Predict the content of the story based on the picture; eg saying: <i>I think the story will be about a fight in the classroom ...</i>
	<ul style="list-style-type: none"> • Guide learners to talk about the picture using these questions: <i>How many people do you see in the picture? Where do you think they are? What makes you think that they are at/in...? What are they doing?</i> • Guide learners to make predictions about the story, eg saying: <i>I said I think the story will be about a fight in the classroom ... What do you think the story will be about? Help the learners in making the predictions through probing.</i>
	<ul style="list-style-type: none"> • Ask learners to turn to their partner and share their predictions.

Activity 3.5.3

Read aloud: Listening to a story

(6 minutes)

Say: *Now, you will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about*

- Say: *The title of the story is 'The fight'.* Ask the learners to say the title with you.
- Introduce the characters in the picture on page 17 Activity H. The boy on the left is Dumi. The girl on the right is Amina. The woman in the middle is a teacher.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

The fight

One day there was a fight at school. It started when Amina and Dumi were going to get a book. Dumi pushed Amina. He wanted to get the book first. 'That is bad,' Amina said. Sshe does not like to be pushed. Dumi did not say sorry. Amina and Dumi fought. Amina cried.

Their teacher asked Amina. 'Why are you crying?'

Amina said 'Dumi pushed me'.

'Oh! Dumi say sorry to Amina,' the teacher told Dumi. Dumi said, 'I am sorry, I will not do it again'. The teacher told all learners to share with one another. After the fight, Amina and Dumi become friends. Now they share books. They also play together.

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.
- Talk about how the story matched your and the learners' predictions or not. Remind them that sometimes our thinking matches the story and sometimes not.

Activity 3.5.4

Comprehension: Answering questions

(6 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.



- Remind learners that the words *who*, *what* and *why* are used to ask questions. Who is used to ask about people, what is used to ask about things or actions and why is used to ask about reasons.
 - Ask: *Who was fighting?*
 - Answer: *Amina and Dumi were fighting.*



- Repeat the question to the learners. Answer it together with them.



- Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support.
 - 1 Who was fighting?
 - 2 Why were Amina and Dumi fighting?
 - 3 Who stopped the fight?
 - 4 What did the teacher tell all learners?

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of new words *fight* and *push*.




Teacher reflection


Write your observations in the evaluation section of your lesson plan.



- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 3	What I do with Friends: Oral language and phonics Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express approval • say the names and sounds of letters <i>i</i> and <i>b</i> • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>	

Introduction	(2 minutes)
Ask learners to show that they are happy or sad using facial expressions.	

Activity 3.6.1	Oral language: Expressing approval	(10 minutes)
<p>Say: <i>Today, we will learn what to say when our friend does something good. I will tell you what I say when someone does something good to me. We will say together what to say when someone does something good to us. Then, you will say to your friend what you have to say when our friend does something good to us.</i></p>		
	<ul style="list-style-type: none"> • Invite a learner to the front. Ask the learner to do any action that is good and can be approved. • Say: <i>That is good. Well done!</i> • Help the learner to say: <i>You are welcome.</i> • Repeat with several other learners. 	
	<ul style="list-style-type: none"> • Divide the class into two groups. Together with learners in group A, do any action that is good and can be approved. • Help learners in group B to say with you: <i>That is good. Well done!</i> • Help learners in group A to say with you: <i>You are welcome.</i> • Ask the groups to take turns approving good actions. • Watch and listen to the learners and help them to do it correctly. 	
	<ul style="list-style-type: none"> • Tell learners to be in pairs. • Ask learners to do any action that is good and can be approved by their partner. The one receiving the action says: <i>That is good. Well done!</i> The one who has done the action says: <i>You are welcome.</i> Then they change roles. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing. 	

Activity 3.6.2	Phonics: Saying names and sounds of letters <i>i</i> and <i>b</i>	(8 minutes)
<p>Say: <i>Now, we will say the names and sounds of the letters <i>i</i> and <i>b</i>. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.</i></p>		
	<ul style="list-style-type: none"> • Write capital letter <i>I</i> and small letter <i>i</i> on the chalkboard. • Point at <i>I</i> and say: <i>This is capital letter I.</i> • Point at <i>i</i> and say: <i>This is small letter i.</i> 	




	<ul style="list-style-type: none"> Point at I and say: <i>The name of the letter is i and the sound of the letter is /ai:/</i>
	<ul style="list-style-type: none"> Point at I and ask the learners to say with you: <i>This is capital letter I.</i> Point at I and ask the learners to say with you: <i>This is small letter i.</i> Point at I and ask the learners to say with you: <i>The name of the letter is i and the sound of the letter is /ai:/</i>
	<ul style="list-style-type: none"> Tell learners to open their books at page 18 Activity I. Ask them to point to I and i and say: <i>This is capital letter I. This is small letter i.</i> Ask them to point to i and say in groups, in pairs and individually: <i>The name of the letter is i and the sound of the letter is /i/.</i>
Do the same with the letter <i>Bb</i> .	

Activity 3.6.3

Reading decodable words

(8 minutes)

Say: *Now, we will read words with the letters i and b. I will read a word. We will read the word together. Then, you will read words on your own.*

	<ul style="list-style-type: none"> Write the letters b, i and g on the chalkboard separately. Write the word big beneath them, as on page 18 Activity J of the learner's book. Point to each letter one at a time and say /b/ ... /i/ ... /g/. Then swipe your finger under the word big and read it fast: <i>big</i>. Repeat.
	<ul style="list-style-type: none"> Tell learners to open their books at first word on page 18 Activity J. Ask them to point to each letter one at a time and say with you: /b/ ... /i/ ... /g/. Then, they swipe their fingers under the word as you read it together fast: <i>big</i>. Watch and listen to the learners and help them to do it correctly. Repeat the first word together. Then, continue with the remaining words.
	<ul style="list-style-type: none"> Ask learners to read the letter sounds and words again, this time on their own as a class, in pairs, or individually. Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention people's names or other words they know that begin with the letters *i* and *b*.




Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 3	What I do with friends: Listening comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) any materials for demonstrating a fight and push</p>		

Introduction	(2 minutes)
Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.	

Activity 3.7.1	Vocabulary: Using new words	(7 minutes)
Say: <i>Today, we will make sentences with the words fight and push. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.</i>		
	<ul style="list-style-type: none"> • Say the words <i>fight</i> and <i>push</i> one at a time. Repeat. • Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 3.5.1. • Use each word orally in a model sentence to show its meaning, eg <i>I do not fight with my friends. We should not push each other.</i> Repeat each sentence. • Use local language, if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences. 	
	<ul style="list-style-type: none"> • Ask learners to make their own sentences with the new words and share them with their partner or the whole class. 	

Activity 3.7.2	Read aloud: Listening to a story	(8 minutes)
Say: <i>Now, you will listen again to the story called The fight. Remember that listening to stories helps us to know things.</i>		
<ul style="list-style-type: none"> • Say: <i>The title of the story is The fight.</i> Ask the learners to say the title with you. • Introduce the characters in the picture on page 17 Activity H. The boy on the left is Dumi. The girl on the right is Amina. The woman in the middle is a teacher. • Read the story twice naturally and with expression, using the picture and gestures to aid comprehension • Use local language if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood. 		

The fight

One day there was a fight at school. It started when Amina and Dumi were going to get a book. Dumi pushed Amina. He wanted to get the book first. 'That is bad,' Amina said, she does not like to be pushed. Dumi did not say sorry. Amina and Dumi fought. Amina cried. Their teacher asked Amina. 'Why are you crying?'

Amina said 'Dumi pushed me'.

'Oh! Dumi say sorry to Amina,' the teacher told Dumi. Dumi said, 'I am sorry, I will not do it again'. The teacher told all learners to share with one another. After the fight, Amina and Dumi become friends. Now they share books. They also play together.

Activity 3.7.3

Comprehension: Answering questions

(10 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.



- Use local language, if necessary. Remind the learners that the word who is used to ask about people, what is used to ask about things or actions and why is used to ask about reasons.
- Ask: *What started the fight?*
- Answer: *The fight started when Dumi pushed Amina.*



- Say the question together with the learners. Answer it together with them.
- Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask the learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support.
 - 1 Why were Amina and Dumi fighting?
 - 2 Who stopped the fight?
 - 3 What did the teacher tell all learners?
 - 4 After the fight, what do Amina and Dumi do?

Conclusion

(2 minutes)

Ask learners to say what they do with their friends.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 3**What I do with friends: Oral language and phonics Lesson 8****Success criteria**

Learners must be able to:

- express disapproval
- read decodable words with understanding
- read decodable sentences
- complete sentences with the missing word

Suggested resources (in addition to the learner's book)

letter cards, word cards, sentence charts

Introduction

(2 minutes)

Show learners letter cards for *I* and *b*. Ask them to recall the names and sounds of the letters and to mention names or other words that begin with them.

Activity 3.8.1**Oral language: Expressing disapproval**

(8 minutes)

Say: *Today, we will learn what say when we do something wrong. I will tell you what I say when I do something wrong. We will say together what to say when we do something wrong. Then, you will say on your own what we have to say when we do something wrong.*



- Invite a learner to the front. Ask the learner to do any action that is bad and can be disapproved
- Say to the learner: *That is bad.*
- Help the learner say: *I am sorry.*
- Repeat with several other learners.



- Divide the class into two groups. Together with the learners in group A, do any action that is bad and can be disapproved.
- Help learners in group B to say with you: *That is bad.*
- Help learners in group A to say with you: *I am sorry.*
- Ask the groups to take turns disapproving bad actions.
- Watch and listen to the learners and help them to do it correctly.



- Ask learners to be in pairs.
- Ask learners to do any action that is bad and can be disapproved by their partner. The one receiving the action says: *That is bad.* The one who has done the action says: *I am sorry.* Then they switch roles.
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask some pairs to show the class what they were doing.



Activity 3.8.2**Reading decodable words with understanding**

(6 minutes)

Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*



- Write the word bag on the chalkboard. Point to and sound out each letter one at a time: /b/... /a/ ... /g/. Then, swipe your finger under the word and read it fast: *bag*. Repeat.
- Tell learners to open their books at page 19 Activity K.




	<ul style="list-style-type: none"> Point at the word bag and read: <i>bag</i>. Point at the picture next to the word bag. Use local language, if necessary. Talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. Do the same with the remaining words.
	<ul style="list-style-type: none"> Ask learners to point to and read the words on page 19 Activity K one at a time with you. Repeat. Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> Ask learners to read the words on their own as a class, in pairs, or individually. Go round the class to check if they are doing it correctly and help those who need support.

Activity 3.8.3

Reading decodable sentences

(10 minutes)

Say: *Now, we will read words and sentences. First, we will review the words. Then I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*



	<ul style="list-style-type: none"> Ask learners to read <i>big, bed, bat, bag, dig</i> and <i>bin</i> from word cards. Write this sentence on the chalkboard: The fan is big. Read the sentence pointing to each word one at a time.
	<ul style="list-style-type: none"> Tell learners to open their books at page 19 Activity L. Ask learners to read the first sentence with you, pointing to each word one at a time: The fan is big. Watch and listen to the learners and help them to do it correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulties with a sight word, remind them of that word. Use local language, if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return to English once the learners have understood. Repeat the first sentence then continue with the other sentences.
	<ul style="list-style-type: none"> Ask learners point to each word as they read the sentences on their own as a whole class, in pairs, or individually. Go round the class to check if they are reading correctly and help those who need support.


Activity 3.8.4

Completing sentences with the missing word

(8 minutes)

Say: *Now, we will complete sentences with words. I will complete a sentence. We will complete the sentence together. Then, you will complete a sentence on your own.*

	<ul style="list-style-type: none"> Tell learners to open their books at page 20 Activity M. Write on the chalkboard the first sentence: The mat is on the ____. Show the learners options. Explain that the best word to complete the sentence is bed. Fill in the word bed. Read the sentence: <i>The mat is on the bed.</i>
	<ul style="list-style-type: none"> Write the second sentence on the chalkboard from page 20 Activity M: I have a ____ dog.

	<ul style="list-style-type: none"> • Help learners to choose the best answer option to complete the sentence together with you: I have a <u>big</u> dog. • Read the sentence together with the learners: <i>I have a big dog.</i>
	<ul style="list-style-type: none"> • Ask learners to complete the third sentence in Activity M on their own. • Ask learners to write the three complete sentences in their exercise books. • Go round the class to check if they are doing it correctly and help those who need support. <ul style="list-style-type: none"> • Ask some learners to read the sentences they have completed to the class.

Conclusion

(2 minutes)

Ask the learners to read this unit's words from word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 3

What I do with friends: Reading for fluency

Lesson 9

Success criteria

Learners must be able to:

- read decodable words
- read a decodable story

Suggested resources (in addition to the learner's book)
story chart

Introduction

(2 minutes)

Ask learners to orally break these words into their sounds: *run, hill, plug* and *slim*

Activity 3.9.1

Reading words

(8 minutes)


Say: *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*



- Write the following words on the chalkboard: *plot, ran* and *mill*.
- Read the words to the learners. Point to each word as you read it.



- Add the remaining words from page 20 Activity N on the chalkboard.
- Ask learners read the words one at a time together with you.
- Watch and listen to the learners and help them to read correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds.




	<ul style="list-style-type: none"> Repeat, varying the order of the words.
	<ul style="list-style-type: none"> Ask learners to open their books at page 20 Activity N and read the words on their own as a class, in groups, in pairs and individually. Go round the class to check if they are reading correctly and help those who need support.

Activity 3.9.2

Reading a story

(12 minutes)

Say: *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.*




	<ul style="list-style-type: none"> Tell learners to open their books at page 20 Activity O. Use local language, if necessary. Explain that you are going to do <i>repeated reading</i>. Reading the same passage over and over again helps us to read it faster and with fewer errors. Demonstrate <i>repeated reading</i> by reading the story three times in a row in quick succession.
	<ul style="list-style-type: none"> Invite a learner to the front. Demonstrate <i>repeated reading</i> with the learner, reading the story together three times in a row in quick succession. When learners do this, they will likely start slowly and gradually increase their fluency and accuracy. Ask the rest of the class to read the story together with you in the same way. Use local language, if necessary. Talk about the meaning of the story and check and clarify the learners' understanding. Return to English once the learners have understood.
	<ul style="list-style-type: none"> Ask learners to take turns 'repeated reading' the story in pairs. One learner should read the story three times in a row while the other listens and follows along. Then, they switch roles. When the second learner finishes, the first learner starts again, and so on. Go round the class to check if they are reading correctly and help those who need support.

Activity 3.9.3

Comprehension: Answering a question

(6 minutes)

Say: *Now, we will answer a question about the story that we read. Answering questions helps us to understand stories. I will read the story again. When I finish, we will answer the question together.*

	<ul style="list-style-type: none"> Ask learners to open their books at page 20 Activity O and to follow along silently as you read the text aloud again.
	<ul style="list-style-type: none"> Read the question: <i>Who got in the bin?</i> Use local language if necessary, check and clarify the learners' understanding of the question. Return to English once the learners have understood. Help learners to answer the question correctly based on the story.
	<ul style="list-style-type: none"> Ask learners to read and answer the question on their own in pairs. Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *big, fan, man* and *bat*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 3**Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the *teacher reflections* for lessons 1 to 9 to plan review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 4**What I can do: Listening comprehension****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate an understanding of new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner's book)
materials for demonstrating *assist, solve* and *clean*

Introduction

(2 minutes)

Ask learners to say how they show respect to someone.



Activity 4.1.1**Vocabulary: Learning new words**

(8 minutes)

Say: *Now, we will learn new words. Learning new words help us to understand what people say. We will say the words together and learn their meanings.*



- Say the words *assist, solve* and *clean* one at a time.
- Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example:
 - a To teach *assist*, invite a learner to assist you in moving or carrying something heavy.
 - b To teach *solve*, put a mathematics problem on the board and solve it.
 - c To teach *clean*, demonstrate cleaning the chalkboard or a desk.

	<ul style="list-style-type: none"> Use local language, if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood.
	<ul style="list-style-type: none"> Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc.
	<ul style="list-style-type: none"> Ask learners to say the new words and demonstrate an understanding on their own.

Activity 4.1.2

Read aloud: Listening to a story

(6 minutes)

Say: *Now, we will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about.*

- Ask learners some questions to guide them in describing the picture on page 21 Activity A and in predicting the content of the story.
- Say: *The title of the story is Dalo the class leader.* Ask the learners to say the title with you.
- Introduce the characters: Dalo is the girl passing out the books.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension

Dalo the class leader

My name is Dalo. I am a girl. I am a class leader in Standard 2. I do many things to help my class. I lead my friends to clean the classroom. I help my teacher to control noise and share books. I also help my friends to read and write. We solve mathematics problems together. I am a role model to other learners. I like being a leader.



- With the aid of local language, if necessary, check and clarify the learners' understanding of the story. Return to English once the learners have understood.


Activity 4.1.3

Comprehension: Answering questions

(6 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.*

	<ul style="list-style-type: none"> Use local language, if necessary. Remind learners that the words who is used to ask questions about people and what is used to ask questions about things or actions. Ask: <i>Who is the class leader?</i> Answer: <i>Dalo is the class leader.</i>
	<ul style="list-style-type: none"> Repeat the question to the learners. Answer it together with them.




	<ul style="list-style-type: none"> Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> Ask learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> Who is the class leader? What does Dalo do to help her teacher? What does Dalo solve with the other learners?

Activity 4.1.4

Comprehension: Retelling a story

(8 minutes)

Say: *Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.*

	<ul style="list-style-type: none"> Use local language, explain to the learners that retelling a story means that they say everything they can remember of the story in order. Retell the story from Activity 4.1.2 in brief by using your own words.
	<ul style="list-style-type: none"> Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> Where does the story happen? Who is the story about? What does she do? Ask some learners to retell the story in brief using their own words. Help them by prompting.
	<ul style="list-style-type: none"> Ask learners to retell the story to one another in pairs. Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate understanding of the new words *assist*, *solve* and *clean*.




Teacher reflection



Write your observations in the evaluation section of your lesson plan.

- For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- Which success criteria are most difficult for learners?
- What will you do to address their difficulties?

UNIT 4	What I can do: Oral language and phonics	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about who they can be at school • give information about who they can be at school • say the names and sounds of letters <i>p</i> and <i>h</i> • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners to share activities that they do at school.	

Activity 4.2.1	Oral language: Asking for and giving information	(10 minutes)
Say: <i>Today, we will tell each other what we can be at school. I will tell you what I can be. We will tell each other what we can be at school. Then, you will tell each other what you can be at school.</i>		
	<ul style="list-style-type: none"> • Invite a learner to the front and ask: <i>What can you be at school?</i> • Help the learner to answer: <i>I can be a class monitor / head boy / head girl / (or any other position at school).</i> • Repeat with another learner. 	
	<ul style="list-style-type: none"> • Ask and answer together with the rest of the class: <i>What can you be at school? / I can be a class monitor/head boy/head girl.</i> • Take turns with learners to ask and answer. • Watch and listen to the learners and help them to do it correctly. 	
	<ul style="list-style-type: none"> • Let learners take turns asking one other in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing. 	

Activity 4.2.2	Phonics: Saying names and sounds of letters <i>p</i> and <i>h</i>	(8 minutes)
Say: <i>Now, we will say the names and sounds of the letters <i>p</i> and <i>h</i>. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.</i>		
	<ul style="list-style-type: none"> • Write capital letter <i>P</i> and smallletter <i>p</i> on the chalkboard. • Point at <i>P</i> and say: <i>This is capital letter P.</i> • Point at <i>p</i> and say: <i>This is small letter p.</i> • Point at <i>p</i> and say: <i>The name of the letter is <i>p</i> and the sound of the letter is /p/.</i> 	
	<ul style="list-style-type: none"> • Point at <i>P</i> and ask the learners to say with you: <i>This is capital letter P.</i> • Point at <i>p</i> and ask the learners to say with you: <i>This is small letter p.</i> • Point at <i>p</i> and ask the learners to say with you: <i>The name of the letter is <i>p</i> and the sound of the letter is /p/.</i> 	



- Tell learners to open their books at page 22 Activity B.
- Tell them to point at *P* and *p* and say: *This is capital letter P. This is small letter p.*
- Ask them to point at *p* and say in groups, in pairs and individually: *The name of the letter is p and the sound of the letter is /p/.*

Do the same with the letter *Hh*.

Activity 4.2.3

Reading decodable words

(8 minutes)

Say: *Now, we will read words using the letters p and h. I will read the word. We will read the word together. Then, you will read some words on your own.*



- Write the letters *h*, *o* and *t* on the chalkboard separately. Write the word *hot* beneath them, as on page 22 Activity C of the learner's book.
- Point at each letter one at a time and say: /h/ ... /o/ ... /t/. Then swipe your finger under the word *hot* and read it fast: *hot*. Repeat.
- Do the same with the word *pot*.



- Ask learners to open their books at the first word on page 22 Activity C.
- Ask them to point at each letter one at a time and say with you: /h/.../o/.../t/. Then, they swipe their fingers under the word as they read fast with you: *met*.
- Watch and listen to the learners and help them to do it correctly.
- Repeat the first word together then continue with the remaining words.



- Ask learners to read the letter sounds and the word again, this time on their own as a class, in pairs, or individually.
- Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention names or other words they know that begin with the letters *p* and *h*.




Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 4	What I can do: Listening comprehension	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • retell a story <p>Suggested resources (in addition to the learner’s book) any materials for demonstrating <i>assist</i>, <i>solve</i> and <i>clean</i></p>		

Introduction	(2 minutes)
Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.	

Activity 4.3.1	Vocabulary: Using new words	(8 minutes)
Say: <i>Today, we will make sentences with the words assist, solve and clean. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.</i>		
	<ul style="list-style-type: none"> • Say the words <i>assist</i>, <i>solve</i> and <i>clean</i> one at a time. Repeat. • Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 4.1.1. • Use each word orally in a model sentence to show its meaning, eg <i>I assist my mother with cooking. We solve mathematics problems with our teacher. I clean the chalkboard every morning.</i> Repeat each sentence. • Use local language, if necessary. Check and clarify the learners’ understanding of the sentences. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Tell learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences. 	
	<ul style="list-style-type: none"> • Tell learners to make their own sentences with the new words and share them with their partner or the whole class. 	

Activity 4.3.2	Read aloud: Listening to a story	(6 minutes)
Say: <i>Now, you will listen again to the story about Dalo the class leader. Remember that listening to stories helps us to know things.</i>		
<ul style="list-style-type: none"> • Tell learners to open their books at page 21 Activity A. • Say: <i>The title of the story is ‘Dalo the class leader’.</i> Ask the learners to say the title with you. • Read the story twice naturally and with expression, using the picture and gestures to aid Comprehension • Use local language, if necessary. Check and clarify the learners’ understanding of the story. Return to English once the learners have understood. 		

Dalo the class leader

My name is Dalo. I am a girl. I am a class leader in Standard 2. I do many things to help my class. I lead my friends to clean the classroom. I help my teacher to control noise and distribute books. I also help my friends to read and write. We solve mathematics problems together. I am a role model to other learners. I like being a leader.

Activity 4.3.3

Comprehension: Answering questions

(7 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.



- Remind learners that the words who, what and why are used to ask questions. *is* is used to ask questions about people. *What* is used to ask questions about things or actions. *Why* is used to ask questions about reasons.
- Ask: *Who is the class leader?*
- Answer: *Dalo is the class leader.*



- Repeat the question to the learners. Answer it together with them.
- Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support.
 - 1 Who is the class leader?
 - 2 What activities does Dalo do to help her teacher?
 - 3 Why does Dalo do these activities?

Activity 4.3.4

Comprehension: Retelling a story

(7 minutes)

Say: Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.



- Use local language, remind the learners that retelling a story means that they say everything they can remember of the story in order.
- Retell the story from 4.3.2 in brief by using your own words.



- Ask the following questions to guide learners in retelling the story:
 - 1 Where does the story happen?
 - 2 Who is the story about?
 - 3 What does she do?
- Ask some learners to retell the story in brief using their own words. Help them by prompting.



- Ask learners to retell the story to one another in pairs.
- Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask the learners to say what their class leaders do at school.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 4

What I can do: Oral language and phonics

Lesson 4

Success criteria

Learners must be able to:

- ask for information about what they can be at school
- give information about what they can be at school
- read decodable words with understanding
- read decodable sentences
- complete sentences with the missing word

Suggested resources (in addition to the learner's book)
letter cards, word cards, sentence charts

Introduction

(2 minutes)

Ask learners to recall the names and sounds of the letters *p* and *h* and to orally mention words that begin with them.

Activity 4.4.1

Oral language: Asking for and giving information

(6 minutes)

Say: Yesterday, we talked about what we can be at school. Today, we will tell each other what we can be at school again. I will tell you what I can be. We will tell each other what we can be at school. Then, you will tell each other what you can be at school.



- Invite a learner to the front and ask: *What can you be at school?*
- Help the learner to answer: *I can be a class monitor / head boy / head girl / (or any other position at school).*
- Repeat with another learner.



- Ask and answer together with the rest of the class: *What can you be at school? / I can be a class monitor/head boy/head girl.*
- Take turns with learners to ask and answer.
- Watch and listen to the learners and help them to do it correctly.






- Let learners take turns asking one other in pairs.
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask some pairs to show the class what they were doing.

Activity 4.4.2

Reading decodable words with understanding

(6 minutes)




Say: Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.

	<ul style="list-style-type: none"> • Write the word pig on the chalkboard. Point to and sound out each letter one at a time: /p/... /i/ ... /g/. Then swipe your finger under the word and read it fast: <i>pig</i>. Repeat. • Tell learners to open their books at page 22 Activity D. • Point at the word pig and read: <i>pig</i>. • Point at the picture next to the word pig. With aid from the local language, talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. • Do the same with the remaining words.
	<ul style="list-style-type: none"> • Tell learners to point at and read the words on pages 22 and 23 Activity D one at a time with you. Repeat. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Tell learners to read the words on their own as a whole class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 4.4.3
Reading decodable sentences

(6 minutes)




Say: *Now, we will read words and sentences. First we will review the words. Then, I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> • Ask learners to read the words pan, pot, pig, hat, hit and hot from word cards. • Write this sentence on the chalkboard: The pig is fat. Read the sentence pointing to each word one at a time.
	<ul style="list-style-type: none"> • Tell learners to open their books at page 23 Activity E. • Ask learners to read the first sentence with you, pointing to each word one at a time: The pig is fat. • Watch and listen to the learners and help them to do it correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulties with a sight word, remind them of that word. • Use local language, if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return to English once the learners have understood. • Repeat the first sentence then continue with the other sentences.
	<ul style="list-style-type: none"> • Ask learners point at each word as they read the sentences on their own as a whole class, in pairs, or individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 4.4.4
Completing sentences with a missing word

(8 minutes)

Say: *Now, we will complete sentences with words. I will complete a sentence. We will complete the sentence together. Then, you will complete a sentence on your own.*

	<ul style="list-style-type: none"> • Tell learners to open their books at page 23 Activity F. • Write on the chalkboard the example sentence: I have a ____. • Show learners the four answer options. Explain that the best word to complete the sentence is pan. Fill in the wordpan. (Note: The word pot is another possible answer.) • Read the sentence: <i>I have a pan.</i>
	<ul style="list-style-type: none"> • Write the first sentence on the chalkboard from page 23 Activity F: The lid is on the ____. • Help the learners to choose the best answer option to complete the sentence together with you: The lid is on the <i>pot</i>. • Read the sentence together with the learners: <i>The lid is on the pot.</i>
	<ul style="list-style-type: none"> • Tell learners to complete the rest of Activity F on their own. • Tell learners to write the complete sentences in their exercise books. • Go round the class to check if they are doing it correctly and help those who need support. • Tell some learners to read the sentences they have completed to the class.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 4

What I can do: Listening comprehension

Lesson 5

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner's book)

materials for teaching *airport, dream, pilot* and *fly*; word cards

Introduction

(2 minutes)




Ask learners how they show respect for someone.

Activity 4.5.1

Vocabulary: Learning new words

(8 minutes)

Say: *Now, we will learn new words. Learning new words help us to understand what people say. We will say the words together and learn their meanings.*

	<ul style="list-style-type: none"> • Say the words <i>airport</i>, <i>fly</i>, <i>pilot</i> and <i>dream</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> <i>a</i> To teach <i>airport</i>, show the learners a picture of an airport, or draw one on the chalkboard. <i>b</i> To teach <i>fly</i>, mimic flying like a bird or like an aeroplane. <i>c</i> To teach <i>pilot</i>, show the learners a picture of a pilot (eg on page 24 Activity G). • Use local language, if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Tell learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc.
	<ul style="list-style-type: none"> • Tell learners to say the new words and demonstrate an understanding on their own.

Activity 4.5.2

Read aloud: Listening to a story

(6 minutes)

Say: Now, you will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story was about

- Ask learners some questions to guide them in describing the picture on page 24 Activity G and predicting the content of the story.
- *Say: The title of the story is My dream.* Ask learners to say the title with you.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

My dream

My dream is to be a pilot. I want to fly big aeroplanes like aunt Maria. She looks good in her uniform. She is my role model. She tells me to listen to my teachers. My teachers tell me to work hard in class. My parents help me with homework. I have to do well in school to go to university. This gives me hope of a good future. I work hard to make my dream come true.


Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.



Activity 4.5.3

Comprehension: Answering questions

(6 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.

	<ul style="list-style-type: none"> • Remind learners that the word <i>who</i> is used to ask about people and the word <i>what</i> is used to ask about things or actions. • Ask: <i>What is my dream about?</i> • Answer: <i>My dream is to be a pilot.</i>
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------




	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them. • Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners the questions below. Let them answer on their own as a class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 What is my dream? 2 Who helps me with my homework? 3 What do my teachers tell me?

Activity 4.5.4

Comprehension: Retelling a story

(8 minutes)

Say: *Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.*

	<ul style="list-style-type: none"> • Use local language, remind learners that retelling a story means that they say everything they can remember of the story in order. • Retell the story from Activity 4.5.2 in brief using your own words.
	<ul style="list-style-type: none"> • Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> 1 What do I want to be? 2 What can make my dream come true? 3 Who is my role model? • Ask some learners to retell the story in brief using their own words. Help them by prompting.
	<ul style="list-style-type: none"> • Ask learners to retell the story to one another in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the new words *airport*, *fly*, *pilot* and *dream*.




Teacher reflection



Write your observations in the evaluation section of your lesson plan.


- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?




UNIT 4	What I can do: Oral language and phonics	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express their wants • say the names and sounds of letters <i>l</i> and <i>u</i> • read decodable words • read and write sight words <p>Suggested resources (in addition to the learner's book) pictures showing different professions, letter cards</p>		




Introduction	(2 minutes)
Ask learners to name their role models.	

Activity 4.6.1	Oral language: Expressing wants	(10 minutes)
<p>Say: <i>Today, we will talk about what we want to be in the future. I will tell you what I want to be in future. We will tell each other what we want to be in future. Then, you will tell each other what you want to be in future.</i></p>		
	<ul style="list-style-type: none"> • Ask yourself: <i>What do I want to be in the future?</i> • Show a picture of a driver or mime driving. Answer: <i>I want to be a driver.</i> • Repeat. • Invite a learner to the front. Ask: <i>What do you want to be in the future?</i> • Help the learner to choose a profession and say: <i>I want to be a ____.</i> • Repeat with another learner. 	
	<ul style="list-style-type: none"> • Use materials or actions to cue different professions. Ask and answer together with the rest of the class: <i>What do you want to be? / I want to be a ____.</i> • Take turns with learners to ask and answer. 	
	<ul style="list-style-type: none"> • Ask learners to take turns asking and answering in pairs: <i>What do you want to be? / I want to be a ____.</i> • Go round the class to check that they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing. 	

Activity 4.6.2	Phonics: Saying names and the sounds of letters and u	(6 minutes)
<p>Say: <i>Now, we will say the names and sounds of the letters l and u. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.</i></p>		
	<ul style="list-style-type: none"> • Write capital <i>L</i> and small <i>l</i> on the chalkboard. • Point at <i>L</i> and say: <i>This is capital letter L.</i> • Point at <i>l</i> and say: <i>This is small letter l.</i> • Point at <i>l</i> and say: <i>The name of the letter is l and the sound of the letter is /l/.</i> 	
	<ul style="list-style-type: none"> • Point at <i>L</i> and ask the learners to say with you: <i>This is capital letter L.</i> • Point at <i>l</i> and ask the learners to say with you: <i>This is small letter l.</i> 	

	<ul style="list-style-type: none"> Point at <i>l</i> and ask the learners to say with you: <i>The name of the letter is l and the sound of the letter is /l/.</i>
	<ul style="list-style-type: none"> Tell learners to open their books at page 25 Activity H. Ask them to point at <i>L</i> and <i>l</i> and say: <i>This is capital letter L. This is small letter l.</i> Ask them to point at <i>l</i> and say in groups, in pairs and individually: <i>The name of the letter is l and the sound of the letter is /l/.</i>
Do the same with the letter <i>Uu</i> .	

Activity 4.6.3	Reading decodable words	(6 minutes)
Say: <i>Now, we will read words with the letters l and u. I will read a word. We will read the word together. Then, you will read words on your own.</i>		
	<ul style="list-style-type: none"> Write the letters <i>l</i>, <i>e</i> and <i>g</i> on the chalkboard separately. Write the word leg beneath them, as on page 25 Activity I of the learner's book. Point to each letter one at a time and say /l/ ... /e/.../g/. Then, swipe your finger under the word <i>leg</i> and read it fast: <i>leg</i>. Repeat. 	
	<ul style="list-style-type: none"> Ask learners to open their books at the first word on page 25 Activity I. Ask them to point to each letter one at a time and say with you: /l/ ... /e/... /g/. Then, they swipe their fingers under the word as you read it together fast: <i>leg</i>. Watch and listen to the learners and help them to do it correctly. Repeat the first word together then continue with the remaining words. 	
	<ul style="list-style-type: none"> Ask learners to read the letter sounds and words again, this time on their own as a whole class, in pairs, or individually. Go round the class to check if they are doing it correctly and help those who need support. 	

Activity 4.6.4	Reading and writing sight words	(6 minutes)
Say: <i>Now, we will read some new words. I will read the words. We will read the words together. Then, you will read and write the words on your own.</i>		
	<ul style="list-style-type: none"> Use local language, if necessary, remind the learners that they are going to learn to recognise some English words by sight rather than by sounding them out letter by letter. These words are called 'sight words.' Write these words <i>my</i> and <i>and</i> on the chalkboard. Point to and read each word twice. Use local language, if necessary. Talk about the meanings of the words and check and clarify the learners' understanding. Return to English once the learners' have understood. 	
	<ul style="list-style-type: none"> Tell learners to open their books at page 25 Activity J and to point to and read the words with you. 	
	<ul style="list-style-type: none"> Ask learners point to and read each word on their own. Ask learners to copy the words in their exercise books. Go round the class to check their work and help those who need support. 	

Conclusion

(2 minutes)

Ask learners to mention people's names or other words they know that begin with the letters *l* and *u*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 4**What I can do: Listening comprehension****Lesson 7****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- retell a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *airport*, *fly*, *pilot* and *dream*

Introduction

(2 minutes)

Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 4.7.1**Vocabulary: Using new words**

(7 minutes)

Say: Today, we will make sentences with the words airport, fly, pilot and dream. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.



- Say the words *airport*, *fly*, *pilot* and *dream* one at a time. Repeat.
- Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction as in Activity 4.5.1.
- Use each word orally in a model sentence to show its meaning, eg, *I will visit Chileka Airport on Monday. I want to fly like a bird. My mother is a pilot. Dalo's dream is to become a teacher.* Repeat each sentence.
- Use local language, if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.



- Ask learners to say each word and each model sentence with you one at a time. Repeat.
- Invite some learners to make their own sentences with the new words and share them with the class. Help them to make correct sentences.



- Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 4.7.2**Read aloud: Listening to a story**

(6 minutes)

Say: *Now, you will listen again to the story called 'My dream.' Remember that listening to stories helps us to know things.*

- Tell learners to open their books at page 24 Activity G.
- Say: *The title of the story is 'My dream'.* Ask learners to say the title with you.
- Read the story twice naturally and with expression, using the picture and gestures to aid Comprehension

My dream

My dream is to be a pilot. I want to fly big aeroplanes like aunt Maria. She looks good in her uniform. She is my role model. She tells me to listen to my teachers. My teachers tell me to work hard in class. My parents help me with homework. I have to do well in school to go to university. This gives me hope of good future. I work hard to make my dream come true.

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Activity 4.7.3**Comprehension: Answering questions**

(6 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.*



- Use local language to remind the learners that the word *who* is used to ask about people, *what* is used to ask about things or actions, and *why* is used to ask about reasons.
- Ask: *What is my dream?*
- Answer: *My dream is to become a pilot.*



- Say the question together with the learners. Answer it together with them.
- Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.






- Ask learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support.
 - 1 What kind of aeroplanes do I want to fly?
 - 2 Who helps me with my homework?
 - 3 Why do I work hard in class?

Activity 4.7.4**Comprehension: Retelling a story**

(7 minutes)

Say: *Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.*

	<ul style="list-style-type: none"> • Use local language to remind the learners that retelling a story means that they say everything they can remember of the story in order. • Retell the story from Activity 4.7.2 in brief by using your own words.
	<ul style="list-style-type: none"> • Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> 1 What do I want to be? 2 What can make my dream come true? 3 Who is my role model? • Ask some learners to retell the story in brief using their own words. Help them by prompting.
	<ul style="list-style-type: none"> • Ask learners to retell the story to one another in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to say what they want to be in the future.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 4

What I can do: Oral language and phonics

Lesson 8

Success criteria

Learners must be able to:

- express wants
- read decodable words with understanding
- read decodable sentences
- make words from letters

Suggested resources (in addition to the learner's book)

letter cards, word cards, sentence charts

Introduction

(2 minutes)




Show learners letter cards for *l* and *u*. Ask them to recall the names and sounds of the letters and to mention names or other words that begin with them.

Activity 4.8.1

Oral language: Expressing wants

(8 minutes)




Say: *Today, we will talk about what we want to be in future again. I will tell you what I want to be in future. We will tell each other what we want to be in future. Then, you will tell each other what you want to be in future.*

	<ul style="list-style-type: none"> • Ask yourself: <i>What do I want to be in the future?</i> • Show a picture of a driver or mime driving. Answer: <i>I want to be a driver.</i> • Repeat. • Invite a learner to the front. Ask: <i>What do you want to be in the future?</i> • Help the learner to choose a profession and say: <i>I want to be a ____.</i> • Repeat with another learner.
	<ul style="list-style-type: none"> • Use materials or actions to cue different professions. Ask and answer together with the rest of the class: <i>What do you want to be? / I want to be a ____.</i> • Take turns with learners to ask and answer.
	<ul style="list-style-type: none"> • Ask learners to take turns asking and answering questions in pairs: <i>What do you want to be? / I want to be a ____.</i> • Go round the class to check that they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.

Activity 4.8.2
Reading decodable words with understanding

(6 minutes)



Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*


	<ul style="list-style-type: none"> • Write the word <i>leg</i> on the chalkboard. Point to and sound out each letter one at a time: /l/... /e/ ... /g/. Then, swipe your finger under the word and read it fast: leg. Repeat. • Tell learners to open their books at page 26 Activity K. • Point at the word <i>leg</i> and read: <i>leg</i>. • Point at the picture next to the word <i>leg</i>. Use local language, talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. • Do the same with the remaining words.
	<ul style="list-style-type: none"> • Ask learners to point at and read the words on page 26 Activity K one at a time with you. Repeat. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Ask learners to read the words on their own as a whole class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 4.8.3
Reading decodable sentences

(6 minutes)

Say: *Now, we will read sentences. I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> • Write this sentence on the chalkboard: <i>Mada put the lid on the pot.</i> Read the sentence pointing to each word one at a time.
	<ul style="list-style-type: none"> • Tell learners to open their books at page 26 Activity L. • Ask learners to read the first sentence with you, pointing to each word one at a time: <i>Mada put the lid on the pot.</i> • Watch and listen to the learners and help them to do it correctly. If they have difficulties with a decodable word, help them to sound it out using the




	<p>individual letter sounds. If they have difficulties with a sight word, remind them of that word.</p> <ul style="list-style-type: none"> • Use local language if necessary, talk about the meaning of the sentence and check and clarify the learners' understanding. Return to English once the learners have understood. • Repeat the first sentence then continue with the other sentences.
	<ul style="list-style-type: none"> • Ask learners point to each word as they read the sentences on their own as a class, in pairs, or individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 4.8.4

Making words from letters

(8 minutes)

Say: *Now, we will make words from letters. I will make words from letters. We will make words from letters together. Then, you will make words from letters on your own.*

	<ul style="list-style-type: none"> • Write the following table on the chalkboard. <table border="1" data-bbox="480 786 759 909"> <tr> <td>p</td> <td>t</td> <td>d</td> </tr> <tr> <td>e</td> <td>i</td> <td>o</td> </tr> <tr> <td>l</td> <td>u</td> <td>g</td> </tr> </table> • Say the names and sounds of the letters in the table. • Demonstrate how to make a word from the letters in the table by pointing to the letters <i>l</i>, <i>i</i>, and <i>d</i>, sounding out each letter as you point to it: /l/... /i/... /d/. Repeat. Say: <i>The word is lid.</i> • Write the word on the chalkboard: <i>lid</i>. Point to and read the word to the learners: <i>lid</i>. 	p	t	d	e	i	o	l	u	g
p	t	d								
e	i	o								
l	u	g								
	<ul style="list-style-type: none"> • Tell learners to open their books at page 26 Activity M. • Form the word pot from the table. Ask the learners to point to the letters in their books as you point to them on the board and to say their sounds with you: /p/ ... /o/ ... /t/. Repeat. Ask the learners to say with you: <i>The word is pot.</i> • Ask the learners to write the word <i>pot</i> in the air as you write it on the chalkboard. Ask them to point to and read the word together with you: <i>pot</i>. • Do the same for the word <i>dig</i>. 									
	<ul style="list-style-type: none"> • Ask learners to make other words (eg <i>pig</i>, <i>dog</i>, <i>got</i>) from the table. • Ask them to write the words in their exercise books. • Go round the class to check if they are doing it correctly and help those who need support. • Invite some learners to read the words they have made to the class. 									

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 4

What I can do: Reading for fluency lesson 9

Success criteria

Learners must be able to:

- read decodable words
- read a decodable story
- answer a question about a story they have read

Suggested resources (in addition to the learner's book)
word cards, story chart

Introduction

(2 minutes)

Ask learners to orally break these words into their sounds: *lab*, *pan* and *lid*.

Activity 4.9.1

Reading words

(6 minutes)

Say: *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*



- Write the following words on the chalkboard: *pot*, *lid*, and *lab*.
- Read the words to the learners. Point to each word as you read it.



- Add the remaining words from page 27 Activity N on the chalkboard.
- Tell learners read the words one at a time together with you.
- Watch and listen to the learners and help them to read correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds.
- Repeat, varying the order of the words.



- Tell learners to open their books at page 27 Activity N and read the words on their own as a class, in groups, in pairs and individually.
- Go round the class to check that they are reading correctly and help those who need support.

Activity 4.9.2



Reading a story

(14 minutes)

Say: *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.*



- Tell learners to open their books at page 27 Activity O.
- Use local language, if necessary. Explain that you are going to do 'repeated reading' again. Remind them that reading the same passage over and over again helps us to read it faster and with fewer errors.




	<ul style="list-style-type: none"> • Demonstrate ‘repeated reading’ by reading the story three times in a row in quick succession.
	<ul style="list-style-type: none"> • Invite a learner to the front. Demonstrate <i>repeated reading</i> with the learner, reading the story together three times in a row in quick succession. When learners do this, they are likely to start slowly and gradually increase their fluency and accuracy. • Ask the rest of the class to read the story together with you in the same way. • Use local language, if necessary. Talk about the meaning of the story and check and clarify the learners’ understanding. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners to take turns ‘repeated reading’ the story in pairs. One learner should read the story three times in a row while the other listens and follows along. Then, they switch roles. When the second learner finishes, the first learner starts again, and so on. • Go round the class to check if they are reading correctly and help those who need support.

Activity 4.9.3

Comprehension: Answering a question

(6 minutes)

Say: *Now, we will answer a question about the story that we read. Answering questions helps us to understand stories. I will read the story again. When I finish, we will answer the question together.*

	<ul style="list-style-type: none"> • Tell learners to open their books at Page 27 Activity O and to follow along silently as you read the text aloud again.
	<ul style="list-style-type: none"> • Read the question: <i>Who has the pot?</i> • Use local language, if necessary. Check and clarify the learners’ understanding of the question. Return to English once the learners have understood. • Help the learners to answer the question correctly based on the story.
	<ul style="list-style-type: none"> • Ask learners to read and answer the question on their own in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *pot, pig, lid* and *hat*.

Teacher reflection




Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today’s lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 4	Review	Lesson 10
<p>In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the <i>teacher reflections</i> for lessons 1 to 9 to plan review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.</p>		

UNIT 5	Let's do it again	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 1 of Units 1-4 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction	(2 minutes)
<p>Guide learners in describing the picture related to the story that has been selected for revision in 5.1.2.</p>	

Activity 5.1.1	Revising vocabulary	(8 minutes)
<p>Say: <i>Now, we are going to review some of the words we have learned. Reviewing words helps us to remember them so that we can use them.</i></p>		
	<ul style="list-style-type: none"> • Select for revision three or four vocabulary words that were difficult for learners in Lesson 1 of Units 1 to 4 (ie <i>new, happy, friend, hungry, wash, dirty, play, share, assist, solve</i> or <i>clean</i>). • Revise the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. • Use each word orally in a model sentence to show its meaning. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate understanding of their meanings, eg using gestures, miming, etc. • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate understanding on their own. • Ask learners to make their own sentences with the new words and share them with their partner or the whole class. 	

Activity 5.1.2	Read aloud: Listening to a story	(6 minutes)
<p>Say: <i>Now, we will listen to a story. I will read the story to you and you will listen.</i></p>		

- Select for revision one story from Lesson 1 of Units 1 to 4.
- Tell learners the title of the story. Ask the learners to say the title together with you.
- Ask the learners to look in their books at the picture while you read.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Activity 5.1.3

Comprehension: Answering questions

(6 minutes)

Say: *Now, we will answer questions. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.*



- Model how to answer one of the comprehension questions from the story read in Activity 5.1.2.



- Repeat the question to the learners. Answer it together with them.



- Ask learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support.

Activity 5.1.4

Comprehension: Retelling a story

(6 minutes)

Say: *Now, we will say what we remember about the story in our own words.*



- Retell the story from Activity 5.1.2 in brief using your own words.



- Ask the following questions to guide the learners in retelling the story:
 - 1 Where does the story happen?
 - 2 Who is the story about?
 - 3 What does he/she do?
- Ask some learners to retell the story in brief using their own words. Help them by prompting.



- Ask learners to retell the story to one another in pairs.
- Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of some of the words that they reviewed in the lesson.




Teacher reflection


Write your observations in the evaluation section of your lesson plan.



- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 5	Let's do it again	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 2 of Units 1-4 • say the names and sounds of the letters learnt in Lesson 2 of Units 1-4 • read decodable words learnt in Lesson 2 of Units 1-4 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask learners to orally break the words <i>mat</i> , <i>get</i> , <i>dam</i> and <i>sad</i> into their component sounds.	

Activity 5.2.1	Revising oral language structures	(10 minutes)
Use the lesson introduction for the oral language structure selected for revision.		
	<ul style="list-style-type: none"> • Select for revision one of the following oral language structures: <ol style="list-style-type: none"> 1 Introducing ourselves using <i>My name is ____</i>. <i>What is your name?</i> / <i>My name is ____</i>. / <i>I am happy to meet you, (name)</i>. (Activity 1.2.1) 2 Expressing likes using <i>What food do you like?</i> / <i>I like ____</i>. (Activity 2.2.1) 3 Expressing feelings <i>When I am happy, I smile or laugh</i>. / <i>When I am sad, I cry</i>. (Activity 3.2.1) or 4 Asking for and giving information using <i>What can you be at school?</i> / <i>I can be a class monitor/head boy/head girl</i>. (Activity 4.2.1) • Invite a learner to the front and demonstrate with him or her how to use the structure. Repeat with another learner. 	
	<ul style="list-style-type: none"> • Ask and answer using the structure together with the rest of the class. • Take turns with learners to ask and answer using the structure. • Watch and listen to the learners and help them to do it correctly. 	
	<ul style="list-style-type: none"> • Let learners take turns asking one another in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing. 	

Activity 5.2.2	Phonics: Saying names and sounds of letters	(8 minutes)
Say: <i>Now, we will say the names and sounds of the letters we have learnt. I will say the names and sounds of some letters. We will say the names and sounds together. Then, you will say the names and sounds of letters on your own.</i>		
	<ul style="list-style-type: none"> • Write <i>a</i>, <i>m</i>, and <i>t</i> on the chalkboard. • Point to <i>a</i> and say: <i>The name of the letter is a and the sound of the letter is /a/.</i> 	




	<ul style="list-style-type: none"> Do the same with <i>m</i> and <i>t</i>.
	<ul style="list-style-type: none"> Tell learners to open their books at page 28 Activity A. Beginning with <i>a</i>, ask them to point and say with you: <i>The name of the letter is a and the sound of the letter is /a/</i>. Watch and listen to the learners and help them to do it correctly. Do the same with the remaining letters on the first row.
	<ul style="list-style-type: none"> Ask learners to read the letter names and sounds again, this time on their own as a class, in pairs, or individually. Go round the class to check if they are doing it correctly and help those who need support.

Activity 5.2.3

Reading decodable words

(8 minutes)

Say: *Now, we will read words using the letters we have learnt. I will read a word. We will read the word together. Then, you will read some words on your own.*

	<ul style="list-style-type: none"> Write the words <i>mat</i>, <i>dog</i>, and <i>dam</i> on the chalkboard. Beginning with <i>mat</i>, point to each letter one at a time and say: <i>/m/ ... /a/ ... /t/</i>. Then swipe your finger under the word <i>mat</i> and read it fast: <i>mat</i>. Repeat. Do the same with the other words.
	<ul style="list-style-type: none"> Tell learners to open their books at page 28 Activity B. Beginning with <i>mat</i>, ask them to point at each letter one at a time and say with you: <i>/m/.../a/ .../t/</i>. Then they swipe their fingers under the word as they read fast with you: <i>mat</i>. Watch and listen to the learners and help them to do it correctly. Repeat the first word together then continue with the remaining words.
	<ul style="list-style-type: none"> Ask learners to read the letter sounds and the word again, this time on their own as a class, in pairs, or individually. Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.




Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- Which success criteria are most difficult for learners?
- What will you do to address their difficulties?

UNIT 5	Let's do it again	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lessons 1 of Units 1-4 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction	(2 minutes)
Guide learners in describing the picture related to the story that has been selected for revision in 5.3.2.	

Activity 5.3.1	Revising vocabulary	(8 minutes)
Say: <i>Now, we are going to review some of the words we have learnt. Reviewing words helps us to remember them so that we can use them.</i>		
	<ul style="list-style-type: none"> • Select for revision any additional vocabulary words that were difficult for learners in Lesson 1 of Units 1 to 4. • Revise the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. • Use each word orally in a model sentence to show its meaning. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc. • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate an understanding on their own. • Ask learners to make their own sentences with the new words and share them with their partner or the whole class. 	

Activity 5.3.2	Read aloud: Listening to a story	(6 minutes)
Say: <i>Now, we will listen to a story. I will read the story to you and you will listen.</i>		
<ul style="list-style-type: none"> • Select for revision another story from Lesson 1 of Units 1 to 4. • Tell learners the title of the story. Ask learners to say the title together with you. • Ask learners to look in their books at the picture while you read. • Read the story twice naturally and with expression, using the picture and gestures to aid comprehension. 		

Activity 5.3.3**Comprehension: Answering questions**

(6 minutes)

Say: Now, we will answer questions. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.



- Model how to answer one of the comprehension questions from the story read in 5.3.2.



- Repeat the question to the learners. Answer it together with them.



- Ask the learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support.

Activity 5.3.4**Comprehension: Retelling a story**

(6 minutes)

Say: *Now, we will say what we remember about the story in our own words.*



- Retell the story from Activity 5.3.2 in brief using your own words.



- Ask the following questions to guide the learners in retelling the story:
 - 1 Where does the story happen?
 - 2 Who is the story about?
 - 3 What does he/she do?
- Ask some learners to retell the story in brief using their own words. Help them by prompting.



- Ask learners to retell the story to one another in pairs.
- Go round the class to check that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate the understanding of the vocabulary words they have revised in the lesson.




Teacher reflection


Write your observations in the evaluation section of your lesson plan.



- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 5	Let's do it again	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 2 of Units 1-4 • read sight words that were learnt in Lesson 2 of Units 1-4 • read decodable sentences from Lesson 4 of Units 1-4 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask learners to orally spell these words: <i>dog, sad, gas</i> and <i>Sam</i> .	

Activity 5.4.1	Revising oral language structures	(10 minutes)
Use the lesson introduction for the oral language structure selected for revision.		
	<ul style="list-style-type: none"> • Select for revision another of the following oral language structures: <ol style="list-style-type: none"> 1 Introducing ourselves using <i>My name is ____</i>. <i>What is your name?</i> / <i>My name is ____</i>. / <i>I am happy to meet you, (Name)</i>. (Activity 1.2.1) 2 Expressing likes using <i>What food do you like?</i> / <i>I like ____</i>. (Activity 2.2.1) 3 Expressing feelings <i>When I am happy, I smile or laugh.</i> / <i>When I am sad, I cry.</i> (Activity 3.2.1) or 4 Asking for and giving information using <i>What can you be at school?</i> / <i>I can be a class monitor/head boy/head girl.</i> (Activity 4.2.1) • Invite a learner to the front and demonstrate with him or her how to use the structure. Repeat with another learner. 	
	<ul style="list-style-type: none"> • Ask and answer questions using the structure together with the rest of the class. • Take turns with learners to ask and answer using the structure. • Watch and listen to the learners and help them to do it correctly. 	
	<ul style="list-style-type: none"> • Let learners take turns asking one other in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing. 	

Activity 5.4.2	Reading and writing sight words	(6 minutes)
Say: <i>Now, we will revise some of our sight words.</i>		
	<ul style="list-style-type: none"> • Use local language, if necessary, remind the learners that they have learnt to recognise some English words by sight rather than by sounding them out letter by letter. These words are called 'sight words.' • Write the words <i>I, in, have, got, who, is, had</i> on the chalkboard. Point to and read each word twice. 	




	<ul style="list-style-type: none"> • Ask learners to point to and read the words with you. • Repeat, varying the order of the words.
	<ul style="list-style-type: none"> • Ask learners point to and read each word on their own as a class, in pairs, or individually.

Activity 5.4.3

Reading decodable sentences

(10 minutes)

Say: *Now, we will read sentences using the letters we have learnt. I will read a sentence. We will read the sentence together. Then, you will read some sentences on your own.*

	<ul style="list-style-type: none"> • Select for revision any decodable sentences that were difficult for learners in Lesson 4 of Units 1 to 4. • Write the first sentence on the chalkboard. • Model how to read the sentence, pointing to each word one at a time.
	<ul style="list-style-type: none"> • Ask learners to read the first sentence with you, pointing to each word one at a time. • Watch and listen to the learners and help them to do it correctly. • Repeat the first sentence then continue with other sentences.
	<ul style="list-style-type: none"> • Ask learners point to each word as they read the sentences on their own as a class, in pairs, or individually. • Go round the class to check if they are reading correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 5

Let's do it again

Lesson 5

Assessing learners

- Assess learners on what they have learnt in Lessons 1 to 4 of Units 1 to 4.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 1 to 4 of Units 1 to 4.

Below are the success criteria from Lessons 1 to 4 of Units 1 to 4. Check if learners are able to:

- Demonstrate an understanding and use of these words: *new, happy, friend, hungry, wash, dirty, play, share, assist, solve* and *clean*.
- Use these comprehension strategies:

- a* make predictions about a story
- b* answer questions about a story they have listened to
- c* retell a story
- Use these oral language structures:
 - a* introduce themselves using *My name is ____*. *What is your name?* / *My name is ____*. / *I am happy to meet you, (name)*.
 - b* express likes using *What food do you like?* / *I like ____*.
 - c* express feelings using *When I am happy, I smile or laugh.* / *When I am sad, I cry.*
 - d* asking for and giving information using *What can you be at school?* / *I can be a class monitor/head boy/head girl.*
- Say the names and sounds of these letters: *a, m, e, g, f, n, p* and *h*
- Read these decodable words with understanding: *am, met, gas, get, set, fat, fan, net, man, hot, hat, pig* and *pot*
- read and write these sight words: *I, is, had, in, have, got* and *who*
- complete a decodable sentence with their name: *I am ____*.
- read decodable sentences
- make words from letters
- complete sentences with the missing word.

Note: Let other learners read any decodable stories from Lesson 9 of Units 1 to 4 as some learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read.

UNIT 5	Let's do it again	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 5 of Units 1-4 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>	

Introduction

(2 minutes)




Guide learners in describing the picture related to the story that has been selected for revision in 5.6.2.

Activity 5.6.1

Revising vocabulary

(8 minutes)

Say: Now, we are going to review some of the words we have learned. Reviewing words helps us to remember them so that we can use them well.

	<ul style="list-style-type: none"> • Select for revision three or four vocabulary words that were difficult for learners in Lesson 5 of Units 1 to 4 (i.e. read, together, learn, vegetables, cover, boil, add, fight, push, airport, fly, pilot and dream). • Revise the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. • Use each word orally in a model sentence to show its meaning.
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, e.g. using gestures, miming, etc. • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate understanding on their own. • Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 5.6.2

Read aloud: Listening to a story
(6 minutes)

(6 minutes)

Say: *Now, we will listen to a story. I will read the story to you and you will listen.*




- Select for revision one story from Lesson 5 of Units 1 to 4.
- Tell learners the title of the story. Ask the learners to say the title together with you.
- Ask learners to open their books at the picture while you read.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Activity 5.6.3

Comprehension: Answering questions

(6 minutes)

Say: *Now, we will answer questions. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.*


	<ul style="list-style-type: none"> • Model how to answer one of the comprehension questions from the story read in 5.6.2.
	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them.
	<ul style="list-style-type: none"> • Ask the learners these questions. Let them answer on their own as a class, in groups or as individuals. Help those who need support.



Activity 5.6.4

Comprehension: Retelling a story

(6 minutes)

Say: *Now we will say what we remember about the story in our own words.*

	<ul style="list-style-type: none"> • Retell the story from Activity 5.6.2 in brief using your own words.
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> Where does the story happen? Who is the story about? What does he/she do? Ask some learners to retell the story in brief using their own words. Help them by prompting.
	<ul style="list-style-type: none"> Ask the learners to retell the story to one another in pairs. Go round the class to check that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners meanings of some of the new words they have learnt in the lesson.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- Which success criteria are most difficult for learners?
- What will you do to address their difficulties?

UNIT 5	Let's do it again	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> use one of the oral language structures that were learnt in Lesson 6 or 8 of Units 1-4 say the names and sounds of the letters learnt in Lesson 6 of Units 1-4 read decodable words learnt in Lesson 6 of Units 1-4 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction

(2 minutes)


Ask learners to orally break the words bin, log, hat and lid into their component sounds.



Activity 5.7.1

Revising oral language structures

(10 minutes)

Use the lesson introduction for the oral language structure selected for revision.




	<ul style="list-style-type: none"> Select for revision one of the following oral language structures: <ol style="list-style-type: none"> Expressing what they like to do using <i>I like to... What do you like to do?</i> (Activity 1.6.1) Expressing dislikes using <i>What food do you not like? / I do not like ____.</i> (Activity 2.6.1)
-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>3 Expressing approval using <i>That is good. Well done! / You are welcome.</i> (Activity 3.6.1) or</p> <p>4 Expressing disapproval using <i>That is bad. / I am sorry.</i>(Activity 3.8.1)</p> <p>5 Expressing wants using <i>What do you want to be? / I want to be a ____.</i> (Activity 4.6.1)</p> <ul style="list-style-type: none"> • Invite a learner to the front and demonstrate with him or her how to use the structure. Repeat with another learner.
	<ul style="list-style-type: none"> • Ask and answer questions using the structure together with the rest of the class. • Take turns with learners to ask and answer using the structure. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Let learners take turns asking one other in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.

Activity 5.7.2
Phonics: Saying the names and sounds of letters

(8 min)


Say: *Now, we will say the names and sounds of the letters we have learnt. I will say the names and sounds of some letters. We will say the names and sounds together. Then you will say the names and sounds of letters on your own.*



	<ul style="list-style-type: none"> • Write <i>f</i>, <i>n</i>, and <i>i</i> on the chalkboard. • Point to <i>f</i> and say: <i>The name of the letter is f and the sound of the letter is /f/.</i> • Do the same with <i>n</i> and <i>i</i>.
	<ul style="list-style-type: none"> • Ask learners to open their books at page 28 Activity A (second row). • Beginning with <i>f</i>, ask them to point and say with you: <i>The name of the letter is f and the sound of the letter is /f/.</i> • Watch and listen to the learners and help them to do it correctly. • Do the same with the remaining letters on the second row.
	<ul style="list-style-type: none"> • Ask learners to read the letter names and sounds again, this time on their own as a whole class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 5.7.3
Reading decodable words

(8 minutes)

Say: *Now, we will read words using the letters we have learnt. I will read a word. We will read the word together. Then, you will read some words on your own.*

	<ul style="list-style-type: none"> • Write the words <i>bin</i>, <i>pig</i> and <i>fat</i> on the chalkboard. • Beginning with <i>bin</i>, point to each letter one at a time and say: <i>/b/ ... /i/ ... /n/.</i> Then, swipe your finger under the word <i>bin</i> and read it fast: <i>bin</i>. Repeat. • Do the same with the other words.
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Ask learners to look in their books at page 29 Activity B. • Beginning with bin, ask them to point at each letter one at a time and say with you: /b/.../i/.../n/. Then, they swipe their fingers under the word as they read fast with you: <i>bin</i>. • Watch and listen to the learners and help them to do it correctly. • Repeat the first word together then continue with the remaining words.
	<ul style="list-style-type: none"> • Ask learners to read the letter sounds and the word again, this time on their own as a whole class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 5

Let's do it again

Lesson 8

Success criteria

Learners must be able to:

- use words learnt in Lesson 5 of Units 1-4
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner's book)

materials for demonstrating vocabulary words selected for revision

Introduction

(2 minutes)


Guide learners in describing the picture related to the story that has been selected for revision in 5.3.2.



Activity 5.8.1

Revising vocabulary

(8 minutes)

Say: Now, we are going to review some of the words we have learned. Reviewing words helps us to remember them so that we can use them.

	<ul style="list-style-type: none"> • Select for revision any additional vocabulary words that were difficult for learners in Lesson 5 of Units 1 to 4. • Revise the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. • Use each word orally in a model sentence to show its meaning.
-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc. • Ask learners to say each word and each model sentence with you one at a time. Repeat. • Invite some learners to make their own sentences with the new words and to share with the class. Help them to make correct sentences.
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate an understanding on their own. • Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 5.8.2
Read aloud: Listening to a story

(6 minutes)




Say: *Now, we will listen to a story. I will read the story to you and you will listen.*

- Select for revision another story from Lesson 5 of Units 1 to 4.
- Tell learners the title of the story. Ask learners to say the title together with you.
- Ask learners to open their books at the picture while you read.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.

Activity 5.8.3
Comprehension: Answering questions

(6 minutes)




Say: *Now, we will answer questions. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.*

	<ul style="list-style-type: none"> • Model how to answer one of the comprehension questions from the story read in 5.8.2.
	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them.
	<ul style="list-style-type: none"> • Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support.

Activity 5.8.4
Comprehension: Retelling a story

(6 minutes)

Say: *Now, we will say what we remember about the story in our own words.*

	<ul style="list-style-type: none"> • Retell the story from Activity 5.8.2 in brief using your own words.
	<ul style="list-style-type: none"> • Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> 1 Where does the story happen? 2 Who is the story about? 3 What does he/she do? • Ask some learners to retell the story in brief using their own words. Help them by prompting.
	<ul style="list-style-type: none"> • Ask learners to retell the story to one another in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners meanings of some of the new words they have learnt in the lesson.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 5**Let's do it again****Lesson 9****Success criteria**

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 6 or 8 of Units 1-4
- read sight words that were learnt in Lesson 6 of Units 1-4
- read a decodable story

Suggested resources (in addition to the learner's book)
word cards

Introduction

(2 minutes)

Ask learners to orally spell these words: *fat, pig, leg* and *met*.

Activity 5.9.1**Revising oral language structures**

(10 minutes)


Use the lesson introduction for oral language structure selected for revision.



- Select for revision another of the following oral language structures:
 - 1 Expressing what they like to do using *I like to What do you like to do?* (Activity 1.6.1)
 - 2 Expressing what they do not like using *What food do you **not** like? / I **do not** like ____.* (Activity 2.6.1)
 - 3 Expressing approval using *That is good. Well done! / You are welcome.* (Activity 3.6.1) or
 - 4 Expressing disapproval using *That is bad. / I am sorry.*(Activity 3.8.1)
 - 5 Expressing wants using *What do you want to be? / I want to be a ____.* (Activity 4.6.1)
- Invite a learner to the front and demonstrate with him or her how to use the structure. Repeat with another learner.





- Ask and answer questions using the structure together with the rest of the class.
- Take turns with learners to ask and answer using the structure.
- Watch and listen to the learners and help them to do it correctly.


	<ul style="list-style-type: none"> • Let learners take turns asking one other in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activity 5.9.2	Reading sight words	(6 minutes)
-----------------------	----------------------------	-------------

Say: *Now, we will revise some of our sight words.*


	<ul style="list-style-type: none"> • Use local language, if necessary. Remind the learners that they have learnt to recognise some English words by sight rather than by sounding them out letter by letter. These words are called ‘sight words.’ • Write the words <i>my, they, go, and, a, has, on, and the</i> on the chalkboard. Point to and read each word twice.
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


	<ul style="list-style-type: none"> • Ask learners to point to and read the words with you. • Repeat, varying the order of the words.
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------


	<ul style="list-style-type: none"> • Ask learners point at and read each word on their own as a class, in pairs, or individually.
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------

Activity 5.9.3	Reading a decodable story	(10 minutes)
-----------------------	----------------------------------	--------------

Say: *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.*

	<ul style="list-style-type: none"> • Tell learners to open their books at page 29 Activity C. • Use local language, if necessary, explain that you are going to do ‘shared reading’. Remind them that reading stories together is a way for us to help each other read better. • Invite a learner to the front. Demonstrate ‘shared reading’ with the learner: First, read the sentences together. Then read one sentence and help the learner to read the next sentence. Switch roles and repeat.
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Ask the rest of the class to read the story together with you in the same way. • Use local language, if necessary, talk about the meaning of the story and check and clarify the learners’ understanding. Return to English once the learners have understood.
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Ask learners to read the text in pairs. First, they read the sentences together. Then one learner reads one sentence, and the partner reads the next. They switch roles and repeat. • Go round the class to check if they are reading correctly and help those who need support.
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 5

Let's do it again

Lesson 10

Assessing learners

- Assess learners on what they have learnt in Lessons 5 to 9 of Units 1 to 4.
- Develop assessment items that will guide learners' achievement of the success criteria in Lessons 5 to 9 of Units 1 to 4.




Below are the success criteria from Lessons 5 to 9 of Units 1 to 4. Check if learners are able to:

- Demonstrate an understanding of and use these words: *read, together, learn, vegetables, cover, boil, add, fight, push, airport, fly, pilot and dream*.
 - use these comprehension strategies:
 - a make predictions about a story
 - b answer questions about a story they have listened to
 - c retell a story
 - use these oral language structures:
 - a express what they like to do using *I like to What do you like to do?*
 - b express they do not like using *What food do you **not** like? / I **do not** like ____.*
 - c express approval using *That is good. Well done! / You are welcome.*
 - d express disapproval using *That is bad. / I am sorry.*
 - e express wants using *What do you want to be? / I want to be a ____.*
 - say the names and sounds of these letters: *t, s, d, o, i, b, l* and *u*
 - read these decodable words with understanding: *Sam, mat, sat, dog, dam, dot, big, bad, bin, bed, dig, bat, leg, log, lid* and *put*
- read and write these sight words: *my, and, go, they, a, has, on* and *the*
- complete a decodable sentence with their name: *I am ____.*
- read decodable sentences
- read a decodable story
- answer a question about a story they have read
- make/write words from letters
- complete sentences with missing words

Note: Let the other learners read any decodable stories from Lesson 9 of Units 1 to 4 as some learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read.

UNIT 6	Doing well at school: Listening comprehension	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story they have listened to • retell a story they have listened to <p>Suggested resources (in addition to the learner's book) materials for teaching <i>early</i>, <i>inside</i>, <i>kneels</i> and <i>bows</i>.</p>		

Introduction	(2 minutes)
Ask learners to say what a good student does.	

Activity 6.1.1	Vocabulary: Learning new words	(8 minutes)
Say: <i>Now, we will learn new words. Learning new words helps us to understand what people say. We will say the words together and learn their meanings.</i>		
	<ul style="list-style-type: none"> • Say the words <i>early</i>, <i>inside</i>, <i>kneel</i> and <i>bow</i> one at a time. • Teach the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction. For example: <ul style="list-style-type: none"> <i>a</i> To teach <i>inside</i>, put a pencil or other object inside a box. <i>b</i> To teach <i>kneel</i>, demonstrate kneeling down. <i>c</i> To teach <i>bow</i>, demonstrate bowing. • Use local language, if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc. 	
	<ul style="list-style-type: none"> • Ask learners to say the new words and demonstrate an understanding on their own. 	

Activity 6.1.2	Read aloud: Listening to a story	(6 minutes)
Say: <i>Now, we will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story is about.</i>		
<ul style="list-style-type: none"> • Ask learners some questions to guide them in describing the picture on page 30 Activity A and predicting the content of the story. • Say: <i>The title of the story is Good children.</i> Ask learners to say the title with you. • Introduce the characters as Dalo and Yankho. • Read the story twice naturally and with expression, using the picture and gestures to aid comprehension. • Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood. 		

Good children

Dalo and Yankho are good children. They go to school early. Dalo and Yankho sweep inside and outside their class. Teachers like Dalo and Yankho. They work hard in class. They also read their books at home.

It is class time. Dalo wants to go to the toilet. She meets the teacher. She kneels down. She says, 'Teacher, may I go out?' The teacher tells her to go.

Yankho bows when collecting things from the teacher. Dalo and Yankho help teachers carry books to the office. They are good children. After school they run home.

- Talk about how the story matched your and the learners' predictions or not. Remind them that sometimes our thinking match the story and sometimes not.

Activity 6.1.3

Comprehension: Answering questions

(6 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.



- Ask: *Who are the good children in the story?*
- Answer: *Dalo and Yankho are the good children.*



- Repeat the question to the learners. Answer it together with them.
- Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support.
 - 1 What does Dalo do when she wants to go to the toilet?
 - 2 What do teachers like Dalo and Yankho?
 - 3 Do you think Dalo and Yankho will do well at school? Why or why not?

Activity 6.1.4

Comprehension: Retelling a story

(5 minutes)

Say: Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.



- Retell the story from 6.1.2 in brief by using your own words.



- Ask the following questions to guide the learners in retelling the story:
 - 1 Where does the story happen?
 - 2 Who is the story about?
 - 3 What do the people in the story do?
- Ask some learners to retell the story in brief using their own words. Help them by prompting.



- Ask learners to retell the story to one another in pairs.
- Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate their understanding of the words *early*, *inside*, *kneels* and *bows*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 6**Doing well at school: Oral language and phonics Lesson 2****Success criteria**

Learners must be able to:

- give commands
- follow commands
- say the names and sounds of letters *r* and *ll*
- read decodable words

Suggested resources (in addition to the learner's book)
materials for demonstrating commands; letter cards; word cards

Introduction

(2 minutes)

Ask learners to mention actions that their parents tell them to do.

Activity 6.2.1**Oral language: Giving and following commands** (10 minutes)


Say: *Today, we will give and follow commands. I will give and follow commands. We will give and follow commands together. Then, you will give and follow commands with your friends.*



- Say: *Close the door!* Demonstrate following the command by closing the door.
- Say: *Open your book!* Demonstrate by opening a book.
- Invite a learner to the front and give him/her commands like: *Open the window! Go to the chalkboard! Pick up your pencil!* Help the learner to demonstrate following each command.
- Repeat with another learner.





- Give commands to the rest of the class and demonstrate following them together with them.
- Take turns with learners to give and follow commands.
- Watch and listen to the learners and help them to do it correctly.


	<ul style="list-style-type: none"> • Ask learners to take turns giving and following commands with one other in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.
-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activity 6.2.2	Phonics: Saying names and sounds of letters <i>r</i> and <i>ll</i>	(8 minutes)
-----------------------	---------------------------------------------------------------------------	-------------

Say: *Now, we will say the names and sounds of the letters **r** and double **l**. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then, you will say the names and sounds of the letters on your own.*

	<ul style="list-style-type: none"> • Write capital letter R and small letter r on the chalkboard. • Point at R and say: <i>This is capital letter R.</i> • Point at r and say: <i>This is small letter r.</i> • Point at r and say: <i>The name of the letter is r and the sound of the letter is /r/.</i>
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


	<ul style="list-style-type: none"> • Point at R and ask the learners to say with you: <i>This is capital letter R.</i> • Point at r and ask the learners to say with you: <i>This is small letter r.</i> • Point at r and ask the learners to say with you: <i>The name of the letter is r and the sound of the letter is /r/.</i>
-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


	<ul style="list-style-type: none"> • Ask learners to open their books at page 31 Activity B. • Ask them to point to R and r and say: <i>This is capital letter R. This is small letter r.</i> • Ask them to point to r and say in groups, in pairs and individually: <i>The name of the letter is r and the sound of the letter is /r/.</i>
-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


Do the same with the double **l** (eg *The name of the letters is double **l** and the sound of the letters is /l/.*) Explain to the learners that the letter **l** is often doubled at the end of words (and sometimes in the middle), but that it is pronounced the same as the single letter **l**.

Activity 6.2.3	Reading decodable words	(8 minutes)
-----------------------	--------------------------------	-------------

Say: *Now, we will read words using the letters **r** and **ll**. I will read the word. We will read the word together. Then, you will read some words on your own.*

	<ul style="list-style-type: none"> • Write the letters r, a and t on the chalkboard separately. Write the word rat beneath them, as on page 31 Activity C of the learner's book. • Point to each letter one at a time and say: /r/ ... /a/ ... /t/. Then, swipe your finger under the word rat and read it fast: rat. Repeat. • Do the same with the word bell.
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Tell learners to open their books at the first word on page 31 Activity C. • Ask them to point at each letter one at a time and say with you: /r/.../a/ .../t/. Then, they swipe their fingers under the word as they read fast with you: met. • Watch and listen to the learners and help them to do it correctly. • Repeat the first word together then continue with the remaining words.
-------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Ask learners to read the letter sounds and the word again, this time on their own as a class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Conclusion

(2 minutes)

Ask learners to mention names or other words they know that begin with the letter *r* or end with the double *l*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 6**Doing well at school: Listening comprehension****Lesson 3****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- retell a story they have listened to

Suggested resources (in addition to the learner's book)
any materials for teaching early, inside, kneels and bows

Introduction

(2 minutes)

Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 6.3.1**Vocabulary: Using new words**

(7 minutes)

Say: Today, we will make sentences with the words early, inside, kneels and bows. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.



- Say the words *early, inside, kneels* and *bows* one at a time. Repeat.
- Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 6.1.1.
- Use each word orally in a model sentence to show its meaning, eg, *I go to school early in the morning. I sweep inside our classroom every Monday. Tadala bows to his teacher in class.* Repeat each sentence.
- Use local language, if necessary. Check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.



- Ask learners to say each word and each model sentence with you one at a time. Repeat.
- Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.



- Ask learners to make their own sentences with the new words and share them with their partner or the whole class.

Activity 6.3.2**Read aloud: Listening to a story**

(6 minutes)

Say: *Now, you will listen again to the story called 'Good children'. Remember that listening to stories helps us to know things.*

- Tell learners to open their books at page 30 Activity A.
- Say: *The title of the story is 'Good children'.* Ask the learners to say the title with you.
- Read the story twice naturally and with expression, using the picture and gestures to aid

Good children

Dalo and Yankho are good children. They go to school early. Dalo and Yankho sweep inside and outside their class. Teachers like Dalo and Yankho. They work hard in class. They also read their books at home.

It is class time. Dalo wants to go to the toilet. She meets the teacher. She kneels down. She says, 'Teacher, may I go out?' The teacher tells her to go.

Yankho bows when collecting things from the teacher. Dalo and Yankho help teachers carry books to the office. They are good children. After school they run home.

comprehension.

- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Activity 6.3.3**Comprehension: Answering questions**

(7 minutes)

Say: *Now, we will answer questions. Answering questions helps us to understand stories. Yesterday we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.*



- Ask: *Who are the good children in the story?*
- Answer: *Dalo and Yankho are the good children.*



- Repeat the question to the learners. Answer it together with them.
- Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.



- Ask learners these questions. Let them answer on their own as a whole class, in groups, or as individuals. Help those who need support.
 - 1 What does Yankho do when collecting things from the teacher?
 - 2 How does Dalo talk to her teacher?
 - 3 What do Dalo and Yankho do after school?
 - 4 Do you like the way Dalo talks to her teacher? Why?



Activity 6.3.4**Comprehension: Retelling a story**

(6 minutes)

Say: *Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.*



- Use local language, remind the learners that retelling a story means that they say everything they can remember of the story in order.
- Retell the story from Activity 6.1.2 in brief by using your own words.

	<ul style="list-style-type: none"> Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> Where does the story happen? Who is the story about? What do the people in the story do? Ask some learners to retell the story in brief in their own words. Help them by prompting.
	<ul style="list-style-type: none"> Ask learners to retell the story to one another in pairs. Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to say what they do to show that they are good children at school and at home.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- Which success criteria are most difficult for learners?
- What will you do to address their difficulties?

UNIT 6

Doing Well at School: Oral language and phonics Lesson 4

Success criteria

Learners must be able to:

- give commands
- follow commands
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)

materials for demonstrating various commands; letter cards, word cards, sentence charts

Introduction

(2 minutes)




Ask the learners to recall the names and sounds of the letters *r* and *ll* and to orally mention words that begin with **r** and end with *ll*.

Activity 6.4.1

Oral language: Giving and following commands

(10 minutes)




Say: Yesterday, we gave and followed commands. Today, we will give and follow commands again. I will give and follow commands. We will give and follow commands together. Then, you will give and follow commands with your friends.

	<ul style="list-style-type: none"> • Say: <i>Close the door!</i> Demonstrate following the command by closing the door. • Say: <i>Open your book!</i> Demonstrate by opening a book. • Invite a learner to the front and give him/her commands like: <i>Open the window! Go to the chalkboard! Pick up your pencil!</i> Help the learner to demonstrate following each command. • Repeat with another learner.
	<ul style="list-style-type: none"> • Give commands to the rest of the class and demonstrate following them together with them. • Take turns with learners to give and follow commands. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Ask learners to take turns giving and following commands with one other in pairs. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some pairs to show the class what they were doing.

Activity 6.4.2
Reading decodable words with understanding

(6 minutes)


Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*



	<ul style="list-style-type: none"> • Write the word <i>rat</i> on the chalkboard. Point to and sound out each letter one at a time: /r/ ... /a/ ... /t/. Then, swipe your finger under the word and read it fast: <i>rat</i>. Repeat. • Ask the learners to look in their books at page 31 Activity D. • Point at the word <i>rat</i> and read: <i>rat</i>. • Point at the picture next to the word <i>rat</i>. With aid from the local language, talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. • Do the same with the remaining words.
	<ul style="list-style-type: none"> • Ask learners to point to and read the words on pages 31 and 32 Activity D one at a time with you. Repeat. • Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> • Ask learners to read the words on their own as a whole class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Activity 6.4.3
Reading decodable sentences

(10 minutes)

Say: *Now, we will read words and sentences. First, we will review the words. Then, I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> • Ask learners to read the words <i>rat</i>, <i>hill</i>, <i>red</i> and <i>bell</i> from word cards. • Write this sentence on the chalkboard: <i>I ran up a hill</i>. Read the sentence pointing to each word one at a time.
-------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------




	<ul style="list-style-type: none"> • Tell learners to open their books at page 32 Activity E. • Ask learners to read the first sentence with you, pointing to each word one at a time: I ran up a hill. • Watch and listen to the learners and help them to do it correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulties with a sight word, remind them of that word. • Use local language, if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return to English once the learners have understood. • Repeat the first sentence then continue with the other sentences.
	<ul style="list-style-type: none"> • Ask learners point to each word as they read the sentences on their own as a whole class, in pairs, or individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 6.4.4

Completing words with *r* and *ll*

(8 minutes)

Say: Now, we will complete sentences with words missing *r* or *ll*. I will complete a sentence. We will complete the sentence together. Then, you will complete a sentence on your own.

	<ul style="list-style-type: none"> • Write on the chalkboard the example sentence: They go up the hi ___. • Explain that you are to choose between the letters <i>r</i> and <i>ll</i> to complete the word. Show the learners how to complete the word correctly with <i>ll</i>. • Fill in the missing letter on the chalkboard and read the sentence: <i>They go up the hill.</i>
	<ul style="list-style-type: none"> • Tell learners to open their books at page 32 Activity F. • Help learners to choose the best answer option to complete each sentence together with you. Read each sentence together.
	<ul style="list-style-type: none"> • Ask learners to write the complete sentences in their exercise books. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some learners to read the sentences they have completed to the class.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

Success criteria

Learners must be able to:

- Demonstrate an understanding of new words
- answer questions about the story they have listened to
- retell the story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *greet, help, bathe* and *ate*; word cards

Introduction

(2 minutes)

Ask learners what they do at home before school.

Activity 6.5.1**Vocabulary: Learning new words**

(8 minutes)

Say: *Now, we will learn new words. Learning new words help us to understand what people say. We will say the words together and learn their meanings.*



- Say the words *greet, help, bathe* and *ate* one at a time.
- Teach the meaning of each word, one at a time using appropriate strategies and materials for vocabulary instruction. For example:
 - a* To teach *greet*, mime greeting a learner.
 - b* To teach *bathe*, mime bathing.
 - c* To teach *ate*, mime eating. Explain in the local language the difference between *eat* (present tense) and *ate* (past tense).
- Use local language, if necessary. Check and clarify the learners' understanding of the words. Return to English once the learners have understood.



- Ask learners to say the new words with you and demonstrate an understanding of their meanings, eg using gestures, miming, etc.



- Ask learners to say the new words and demonstrate an understanding on their own.

Activity 6.5.2**Read aloud: Listening to a story**

(6 minutes)

Say: *Now, you will listen to a story. Listening to stories helps us to know things. I will read the story to you and you will listen. As you listen, think about what you have said the story was about*

- Ask the learners some questions to guide them in describing the picture on page 33 Activity G and predicting the content of the story.
- Say: *The title of the story is Yankho and Chisomo.* Ask the learners to say the title with you.
- Introduce the characters as Yankho and Chisomo.
- Read the story twice naturally and with expression, using the picture and gestures to aid comprehension.
- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Yankho and Chisomo

Yankho and Chisomo wake up early in the morning. Before they go to school, they greet their parents. They say, 'Good morning.' After that, they help their mother clean the house. Yankho cleans plates. Chisomo sweeps around the house. Then, they bathe. Yankho and Chisomo eat their breakfast. After eating, their mother says, 'Yankho and Chisomo, you can take bananas and mangoes to school. You can eat them at break.' Yankho and Chisomo say, 'Thank you mother'. Finally, they run to school. After classes, they go back home. They do not play when going back home. Yankho and Chisomo are good children.




- Talk about how the story matched your and the learners' predictions or not. Remind them that sometimes our predictions match the story and sometimes not.

Activity 6.5.3

Comprehension: Answering questions

(6 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. I will show you how to answer a question. We will answer a question together. Then, you will answer questions on your own.




	<ul style="list-style-type: none"> • Ask: <i>When do Yankho and Chisomo wake up?</i> • Answer: <i>They wake up early in the morning.</i>
	<ul style="list-style-type: none"> • Repeat the question to the learners. Answer it together with them. • Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask the learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 What do Yankho and Chisomo do when they wake up? 2 How do they help their mother? 3 What does their mother give Yankho and Chisomo to eat at school?

Activity 6.5.4

Comprehension: Retelling a story

(5 minutes)

Say: Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.

	<ul style="list-style-type: none"> • Use local language to remind the learners that retelling a story means that they say everything they can remember of the story in order. • Retell the story from Activity 6.5.2 in brief by using your own words.
	<ul style="list-style-type: none"> • Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> 1 Who is the story about? 2 Where is it happening? 3 What do the people in the story do? • Ask some learners to retell the story in brief using their own words. Help them by prompting.
	<ul style="list-style-type: none"> • Ask learners to retell the story to one another in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to turn to demonstrate understanding of the meanings of the words *greet*, *help*, *bathe* and *ate*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 6**Doing well at school: Oral language and phonics Lesson 6****Success criteria**

Learners must be able to:

- make requests
- accept requests
- say the sounds *pl* and *sl* together
- read decodable words

Suggested resources (in addition to the learner's book)
materials for teaching requests; letter cards

Introduction

(2 minutes)

Ask learners to mention things they sometimes borrow from or lend to their friends.

Activity 6.6.1**Oral language: Making and accepting requests politely** (10 minutes)

Say: *Today, we will make and accept requests politely. I will make and accept requests, We will make and accept requests together. Then, you will make and accept on your own.*



- Invite a learner to the front. Ask: *May I use your pencil, please?*
- Help the learner to say: *Yes, here it is.*
- Repeat with several other learners using various objects.






- Ask and answer questions together with the rest of the class: *May I use your pencil, please? / Yes, here it is.*
- Take turns with learners to ask and answer with various objects.



- Ask learners to take turns asking and answering in pairs: *May I use your pencil, please? / Yes, here it is.*
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask some pairs to show the class what they were doing.

Activity 6.6.2**Phonics: Saying the sounds of the letters pl and sl** (8 minutes)

Say: Now, we will say names and sounds of letters **pl** and **sl**. I will say the names and sounds of letters **pl** and **sl**. We will say the names and sounds of letters **pl** and **sl**. You will say the names and sounds of letters **pl** and **sl** on your own.




	<ul style="list-style-type: none"> • Write the letters <i>p</i> and <i>l</i> on the chalkboard. • Point at the letters <i>p</i> and <i>l</i> and say the names and sounds of the letters <i>p</i> and <i>l</i>. Then say the sound of the letters together as /<i>pl</i>/.
	<ul style="list-style-type: none"> • Point to the letter <i>l</i> and ask the learners to say with you the names and sounds of the letter <i>p</i> and <i>l</i>, first individually, then together.
	<ul style="list-style-type: none"> • Ask learners to open their books at page 34 Activity H. • Ask learners to say as a class, in groups, in pairs and individually the names and sounds of the letter <i>p</i> and <i>l</i>, first individually, then together.

Do the same with letters *sl*.

Activity 6.6.3**Reading decodable words**

(8 minutes)

Say: Now, we will read words with the letters **pl** and **sl**. I will read a word. We will read the word together. Then, you will read words on your own.

	<ul style="list-style-type: none"> • Write the letters <i>pl</i>, <i>o</i> and <i>t</i> on the chalkboard separately. Write the word <i>plot</i> beneath them, as on page 34 Activity I of the learner's book. • Point at each letter one at a time and say /<i>pl</i>/ .../<i>o</i>/.../<i>t</i>/. Then swipe your finger under the word <i>plot</i> and read it fast: <i>plot</i>. Repeat. • Do the same with the word <i>slim</i>.
	<ul style="list-style-type: none"> • Ask learners to open their books at the first word on page 34 Activity I. • Ask them to point to each letter one at a time and say with you: /pl/ ... /o/... /t/. Then, they swipe their fingers under the word as you read it together fast: <i>plot</i>. • Watch and listen to the learners and help them to do it correctly. • Repeat the first word together then continue with the second word.
	<ul style="list-style-type: none"> • Ask learners to read the letter sounds and words again, this time on their own as a class, in pairs, or individually. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to orally break these words into their sounds: *plan*, *slit*, *plug* and *slip*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

Success criteria

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- retell a story they have listened to

Suggested resources (in addition to the learner's book)

materials for teaching *greet, help, bathe* and *ate*

Introduction

(2 minutes)

Guide learners using simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 6.7.1**Vocabulary: Using new words**

(7 minutes)

Say: *Today, we will make sentences with the words greet, help, bathe and ate. I will make sentences. We will say the sentences together. Then, you will make sentences on your own.*



- Say the words *greet, help, bathe* and *ate* one at a time. Repeat.
- Review the meaning of each word one at a time using appropriate strategies and materials for vocabulary instruction, as in Activity 6.5.1.
- Use each word orally in a model sentence to show its meaning, eg, *I greet my teacher every morning. Dalo and Mwayi help the teacher in class. I bathe every day before I go to school.* Repeat each sentence.
- Use local language, if necessary, check and clarify the learners' understanding of the sentences. Return to English once the learners have understood.



- Ask learners to say each word and each model sentence with you one at a time. Repeat.
- Invite some learners to make their own sentences with the new words and to share them with the class. Help them to make correct sentences.



- Ask learners to make their own sentences using new words and share them with their partner or the whole class.

Activity 6.7.2**Read aloud: Listening to a story**

(6 minutes)

Say: *Now, you will listen again to the story called Yankho and Chisomo. Remember that listening to stories helps us to know things.*

- Ask learners to open their books at page 33 Activity G.
- Say: *The title of the story is 'Yankho and Chisomo'.* Ask learners to say the title with you.
- Read the story twice naturally and with expression, using the picture and gestures to aid Comprehension.
- Use local language, if necessary. Check and clarify the learners' understanding of the story. Return to English once the learners have understood.

Yankho and Chisomo




Yankho and Chisomo wake up early in the morning. Before they go to school, they greet their parents. They say, 'Good morning.' After that, they help their mother clean the house. Yankho cleans plates. Chisomo sweeps around the house. Then, they bathe. Yankho and Chisomo eat their breakfast. After eating, their mother says, 'Yankho and Chisomo, you can take bananas and mangoes to school. You can eat them at break.' Yankho and Chisomo say, 'Thank you mother'. Finally, they run to school. After classes, they go back home. They do not play when going back home. Yankho and Chisomo are good children.

Activity 6.7.3

Comprehension: Answering questions

(6 minutes)

Say: Now, we will answer questions. Answering questions helps us to understand stories. Yesterday, we answered some questions about the story. Today, I will show you how to answer a question again. We will answer one together. Then, you will answer some questions on your own.




	<ul style="list-style-type: none"> • Ask: <i>How do Yankho and Chisomo help their mother?</i> • Answer: <i>Yankho and Chisomo help their mother by cleaning the house / washing plates.</i>
	<ul style="list-style-type: none"> • Say the question together with the learners. Answer it together with them. • Use local language, if necessary. Check and clarify the learners' understanding of the question and answer. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners these questions. Let them answer on their own as a class, in groups, or as individuals. Help those who need support. <ol style="list-style-type: none"> 1 What does Yankho do when he wakes up? 2 What do Yankho and Chisomo after classes? • Ask more questions about the story.

Activity 6.7.4

Comprehension: Retelling a story

(7 minutes)

Say: Now, we will say what we remember about the story in our own words. Telling the story again in our own words helps us to understand what we hear or read.

	<ul style="list-style-type: none"> • Use local language, remind the learners that retelling a story means that they say everything they can remember of the story in order. • Retell the story from 6.5.2 in brief by using your own words.
	<ul style="list-style-type: none"> • Ask the following questions to guide the learners in retelling the story: <ol style="list-style-type: none"> 1 Who is the story about? 2 Where is it happening? 3 What do <i>the people in the story do</i>? • Ask some learners to retell the story in brief using their own words. Help them by prompting.
	<ul style="list-style-type: none"> • Ask learners to retell the story to one another in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to share what they do at home before school.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 6**Doing well at school: Oral language and phonics Lesson 8****Success criteria**

Learners must be able to:

- make polite requests
- accept requests politely
- read decodable words with understanding
- read decodable sentences
- complete sentences

Suggested resources (in addition to the learner's book)
letter cards, word cards, sentence charts

Introduction

(2 minutes)

Ask learners to recall the names and sounds of the letters *p*, *s* and *l* and to orally mention words that begin with them.

Activity 6.8.1**Oral language: Making and accepting requests politely** (10 minutes)

Say: Today, we will make and accept requests politely. I will make and accept requests, We will make and accept requests together. Then, you will make and accept on your own.



- Invite a learner to the front. Ask: *May I use your pencil, please?*
- Help the learner to say: *Yes, here it is.*
- Repeat with several other learners using various objects.



- Ask and answer together with the rest of the class: *May I use your pencil, please? / Yes, here it is.*
- Take turns with learners to ask and answer with various objects.






- Ask learners to take turns asking and answering in pairs: *May I use your pencil, please? / Yes, here it is.*
- Go round the class to check if they are doing it correctly and help those who need support.
- Ask some pairs to show the class what they were doing.

Activity 6.8.2**Reading decodable words with understanding**

(6 minutes)




Say: *Now, we will read the words we learned yesterday again and talk about their meanings. It is important to know what the words mean for us to use them.*

	<ul style="list-style-type: none"> Write the word <i>slim</i> on the chalkboard. Point to and sound out each letter one at a time: /s/... /l/ ... /m/. Then swipe your finger under the word and read it fast: <i>slim</i>. Repeat. Tell learners to open their books at page 34 Activity J. Point at the word <i>slim</i> and read: <i>slim</i>. Point at the picture next to the word <i>slim</i>. Use local language, talk about the meaning of the word and check and clarify the learners' understanding. Return to English once the learners have understood. Do the same with the remaining words.
	<ul style="list-style-type: none"> Ask learners to point to and read the words on page 34 Activity J one at a time with you. Repeat. Watch and listen to the learners and help them to do it correctly.
	<ul style="list-style-type: none"> Ask learners to read the words on their own as a whole class, in pairs, or individually. Go round the class to check if they are doing it correctly and help those who need support.

Activity 6.8.3**Reading decodable sentences**

(10 minutes)




Say: *Now, we will read words and sentences. First, we will review the words. Then I will read a sentence. We will read sentences together. Then, you will read the sentences on your own.*

	<ul style="list-style-type: none"> Ask learners to read the words <i>plot</i> and <i>slim</i> from word cards. Write this sentence on the chalkboard: <i>I am slim</i>. Read the sentence pointing to each word one at a time.
	<ul style="list-style-type: none"> Tell learners to open their books at page 34 Activity K. Ask learners to read the first sentence with you, pointing to each word one at a time: <i>I am slim</i>. Watch and listen to the learners and help them to do it correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. If they have difficulties with a sight word, remind them of that word. Use local language, if necessary. Talk about the meaning of the sentence and check and clarify the learners' understanding. Return to English once the learners have understood. Repeat the first sentence then continue with the other sentences.
	<ul style="list-style-type: none"> Ask learners point to each word as they read the sentences on their own as a whole class, in pairs, or individually. Go round the class to check if they are reading correctly and help those who need support.

Activity 6.8.4**Completing sentences with words**

(6 minutes)

Say: *Now, we will complete sentences with words. I will complete a sentence. We will complete the sentence together. Then, you will complete a sentence on your own.*

	<ul style="list-style-type: none"> • Tell learners to open their books at page 35 Activity L. • Write on the chalkboard the sentence: Tina is ____. • Show learners the two answer options: plot or slim. Explain that the best word to complete the sentence based on the meaning is slim. Fill in the word slim. • Read the sentence: <i>Tina is slim.</i>
	<ul style="list-style-type: none"> • Tell learners to open their books at page 35 Activity L. • Help learners to choose the best answer option to complete the sentence together with you. • Read the sentence together with the learners: <i>Tina is slim.</i>
	<ul style="list-style-type: none"> • Ask learners to complete the second sentence in Activity L on their own. • Go round the class to check if they are doing it correctly and help those who need support. • Ask some learners to read the sentences they have completed to the class.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 6

Doing well at school: Reading for fluency

Lesson 9

Success criteria

Learners must be able to:

- read decodable words
- read a decodable story
- answer a question about a story they have read

Suggested resources (in addition to the learner's book)

word cards; story chart

Introduction

(2 minutes)

Ask learners to orally break these words into their sounds: *ran*, *hill*, *slim* and *plot*

Activity 6.9.1



Reading words

(5 minutes)

Say: *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*



- Write the following words on the chalkboard: plotandran.
- Read the words to the learners. Point to each word as you read it.




	<ul style="list-style-type: none"> • Add the remaining words from page 35 Activity M on the chalkboard. • Ask learners read the words one at a time together with you. • Watch and listen to the learners and help them to read correctly. If they have difficulties with a decodable word, help them to sound it out using the individual letter sounds. • Repeat, varying the order of the words.
	<ul style="list-style-type: none"> • Ask learners to read the words on their own as a class, in groups, in pairs and individually. • Go round the class to check if they are reading correctly and help those who need support.

Activity 6.9.2

Reading a story

(15 minutes)

Say: *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.*


	<ul style="list-style-type: none"> • Ask learners to open their books at page 35 Activity N. • Use local language, if necessary, explain that you are going to do ‘chunk reading’. Reading a story in ‘chunks’ of words that go together naturally helps us to read more fluently and understand better. • Invite a learner to the front. Demonstrate ‘chunk reading’ with the learner: Read the story in chunks together with the learner. For example, break the story into the following chunks and pause very briefly at each marker before reading the next chunk. <div data-bbox="336 1088 1385 1167" style="border: 1px solid black; padding: 5px;"> <p><i>Mada had a big bull and a plot. Mada and the bull ran up the hill to the plot. Mada sat on a log.</i></p> </div>
	<ul style="list-style-type: none"> • Ask the rest of the class to read the story together with you in chunks in the same way. • Use local language, if necessary. Talk about the meaning of the story and check and clarify the learners’ understanding. Return to English once the learners have understood.
	<ul style="list-style-type: none"> • Ask learners to read the story as a class, in groups, in pairs, individually using chunk reading. • Go round the class to check if they are reading correctly and help those who need support. • Ask some learners to read the story for the rest of the class using chunk reading.



Activity 6.9.3

Comprehension: Answering a question

(5 minutes)

Say: *Now, we will answer a question about the story that we read. Answering questions helps us to understand stories. I will read the story again. When I finish, we will answer the question together.*

	<ul style="list-style-type: none"> • Tell learners to open their books at Page 35 Activity N and to follow along silently as you read the text aloud again.
-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Read the question: <i>Who had a big bull?</i> • Use local language, if necessary. Check and clarify the learners' understanding of the question. Return to English once the learners have understood. • Help learners to answer the question correctly based on the story.
	<ul style="list-style-type: none"> • Ask learners to read and answer the question on their own in pairs. • Go round the class to check if they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *rat, bull, log* and *hill*.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today's lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 6

Review

Lesson 10

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the *teacher reflections* for lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 7

Using the cell phone: Listening comprehension

Lesson 1

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- activate their background knowledge
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
a cellphone or picture or drawing of a cellphone

Introduction

(2 minutes)

Ask learners to share any words associated with cellphones that they already know.

Activity 7.1.1**Vocabulary: Learning new words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate understanding)to teach the following words using appropriate strategies and materials for vocabulary instruction:call, receive and press. Use local language, if learners do not understand.

Activity 7.1.2**Comprehension: Activating background knowledge**

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to think and talk about what they already know about using a cellphone to make and receive phone calls.

Activity 7.1.3**Read aloud: Listening to a story**

(7 minutes)

Refer learners to page 36 Activity A. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to aid comprehension.

The cellphone

Yankho wants to learn how to use a cell phone. His mother explains to him, ‘The phone has to be switched on. If you want to make a call, enter the phone number of the person you want to call. Then press the call button. Remember to cut the call after talking.’ ‘Is that all, mother?’ Yankho asks. ‘No, you can check time and send a message through a cell phone. You write a message. Then, you enter the number of the person who will receive the message. Then, you press the send button. Yankho wants to make a call. He calls his friend. He talks to his friend. Now, he is very happy. He is able to use a cell phone.

Activity 7.1.4**Comprehension: Answering questions**

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1. *What does Yankho want to learn?* 2. *Who teaches Yankho how to make a call?* 3. *What can Yankho can do with a cell phone?* 4. *Have you ever called a friend on the phone? Why did you them?* Use local language briefly if learners do not understand. Help those who need support in answering the questions correctly.

Conclusion

(2 minutes)

Ask learners to demonstrate understanding of call, receive and press.

Teacher reflection

Write your observations in the evaluation section of your lesson plan.

- 1 For each of the success criteria for today’s lesson, approximately find how many or what percentage of learners have achieved them?
- 2 Which success criteria are most difficult for learners?
- 3 What will you do to address their difficulties?

UNIT 7	Using the cell phone: Oral language and phonics	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the names and sounds of letters v and ss • read decodable words <p>Suggested resources (in addition to the learner’s book) a cell phone or picture or drawing of a cellphone; letter cards; word cards</p>		

Introduction	(2 minutes)
---------------------	-------------

Ask learners to share any questions they have about how to use a cellphone.

Activity 7.2.1	Oral language: Asking for and giving information	(10 minutes)
-----------------------	---------------------------------------------------------	--------------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to ask for and give information about using a cell phone with: *1. How do I make a phone call? / First, enter the number. 2. What do I do next? / Next, press the send button.* Check that they are doing it correctly and help those who need support.

Activity 7.2.2	Phonics: Saying names and sounds of v and ss	(7 minutes)
-----------------------	-----------------------------------------------------	-------------

Refer learners to page 37 Activity B. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *This is capital letter V. /This is small letter v. / The name of the letter is v and the sound of the letter is /v/. Do the same for double s. Note: Explain that s is often doubled in the middle or at the end of words, but that double s makes the same sound as single s (/s/).*

Activity 7.2.3	Reading decodable words	(9 minutes)
-----------------------	--------------------------------	-------------

Refer learners to page 37 Activity C. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs, or individually. Check that they are doing it correctly and help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to mention names or other words they know that begin with the letter **v** or end with double **s**.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress so far in achieving the success criteria of today’s lessons.

UNIT 7	Using the cell phone: Listening comprehension	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • relate the story to their personal experience <p>Suggested resources (in addition to the learner's book) a cell phone or picture or drawing of a cellphone</p>		

Introduction	(2 minutes)
Guide learners to recall and talk about the story that they listened to the previous day.	

Activity 7.3.1	Vocabulary: Using new words	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise ontheir own) to guide the learners to use these new words in sentences: <i>call</i> , <i>receive</i> , and <i>press</i> . For example: <i>I like to call my friends on the phone. I received a gift from my father. I press the buttons to make a call.</i> Use local language briefly if learners do not with understand.		

Activity 7.3.2	Read aloud: Listening to a story	(5 minutes)
Repeat Activity 7.1.3.		

Activity 7.3.3	Comprehension: Answering questions	(7 minutes)
Repeat Activity 7.1.4 using new questions.		

Activity 7.3.4	Comprehension: Relating to personal experience	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to make connections between the story and their own lives using questions like these: 1. <i>Who taught Yankho how to use a cell phone? Who taught you how to use a cell phone?</i> 2. <i>Who did Yankho call after learning how to use a cellphone? What did you do after learning how to use a cellphone?</i> 3. <i>Yankho is happy to use a cellphone. How did you feel when you learnt how to use a cell phone?</i> Use local language if learners do not understand.		

Conclusion	(2 minutes)
Ask learners to share who they would like to call on the phone.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 7	Using the cell phone: Oral language and phonics	Lesson 4
---------------	--------------------------------------------------------	-----------------

Success criteria
Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences
- complete words using *v* or *ss*

Suggested resources (in addition to the learner’s book)
word cards; sentence chart

Introduction	(2 minutes)
---------------------	-------------

Ask learners to recall the names and sounds of the letters *v* and double *s* and to orally mention words that begin with *v* and end with *ss*.

Activity 7.4.1	Oral language: Asking for and giving information	(7 minutes)
-----------------------	---------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practice on their own in pairs) to guide learners to ask for and give information about using a cell phone with: 1. *How do I make a phone call? / First, enter the number. 2. What do I do next? / Next, press the send button.*

Activity 7.4.2	Reading decodable words with understanding	(5 minutes)
-----------------------	---------------------------------------------------	-------------

Refer learners to pages 37 and 38 Activity D. Follow the *I Do–We Do–You Do* approach to guide learners to read and understand the words. Use pictures and local language, if necessary, talk about the meanings of the words, check and clarify the learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own as a whole class, in pairs or individually. Help those who need support.

Activity 7.4.3	Reading decodable sentences	(8 minutes)
-----------------------	------------------------------------	-------------

Refer learners to page 38 Activity E. Follow the *I Do–We Do–You Do* approach to guide learners read and understand the sentences. First ask them to read *boss, van, seven* and *bag* from word cards. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check and clarify the learners’ understanding. Ask them to read the sentences on their own as a whole class, in pairs or individually. Help those who need support.

Activity 7.4.4	Completing words with <i>v</i> or <i>-ss</i>	(6 minutes)
-----------------------	-----------------------------------------------------	-------------

Refer learners to page 38 Activity F. Follow the *I Do–We Do–You Do* approach to guide the learners to complete each word with either *v* or *ss*. Then ask them to copy the words in their exercise books. Ask some learners to read their answers to the class.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 7

Using the cellphone: Listening comprehension

Lesson 5

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- activate background knowledge
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
a cell phone or picture or drawing of a cell phone

Introduction

(2 minutes)

Ask learners to mention several uses of cell phones.

Activity 7.5.1

Vocabulary: Learning new words

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *explain*, *keypad* and *use*. Use local language briefly if learners do not understand.

Activity 7.5.2

Comprehension: Activating background knowledge

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to think and talk about what they already know about using a cell phone.

Activity 7.5.3

Read aloud: Listening to a story

(7 minutes)

Refer learners to page 39 Activity G. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to aid comprehension.

Dalo learns how to use a cellphone

Dalo wants to learn how to use a cell phone. She asks Mwayi to help her. Mwayi accepts to teach her. They meet at Mwayi's home. Mwayi starts explaining to Dalo. He shows her the keypad. He teaches her how to use each key. Dalo is now able to use the cell phone. She says, "Thank you Mwayi. You have done a good job. I am happy." Mwayi answers, "You are welcome, my friend". Dalo wants to use a cellphone. She enters a number. She calls her mother. The mother does not see it. She misses the call. Dalo is happy. She now knows how to use a cellphone.

Activity 7.5.4**Comprehension: Answering questions**

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1. *What does Dalo want to learn from Mwayi? / Answer: She wants to learn how to use a cell phone.* 2. *Where does Dalo learn how to use a cellphone?* 3. *What does Mwayi show Dalo?* 4. *Why is Dalo happy?* Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Conclusion

(2 minutes)

Ask learners to demonstrate their understanding of explain, keypad and use.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 7**Using the cell phone: Oral language and phonics****Lesson 6****Success criteria**

Learners must be able to:

- make requests politely
- respond to requests politely
- say the names and sounds of letters *j* and *w*
- read decodable words

Suggested resources (in addition to the learner's book)

letter cards; word cards

Introduction

(2 minutes)

Ask learners to share what they think they should say when making or receiving a call.

Activity 7.6.1**Oral language: Making and responding to requests**

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to make and respond politely to requests using: *Hello! This is [name]. May I speak to [name], please? / Yes, please hold on.* Ensure that they are doing it correctly and help those who need support.

Activity 7.6.2**Phonics: Saying names and sounds of *j* and *w***

(7 minutes)

Refer learners to page 39 Activity H. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *This is capital letter J. / This is small letter j. / The name of the letter is **j** and the sound of the letter is /j/. Do the same with *w*.*

Activity 7.6.3**Reading decodable words**

(9 minutes)

Refer learners to page 40 Activity I. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs, or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention people's names or other words they know that begin with the letters *j* and *w*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 7**Using the cellphone: Listening comprehension****Lesson 7****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- relate the story to personal experience

Suggested resources (in addition to the learner's book)
a cellphone or picture or drawing of a cell phone

Introduction

(2 minutes)

Guide learners to recall and talk about the story that they listened to the previous day.

Activity 7.7.1**Vocabulary : Using new words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences: *explain*, *keypad* and *use*. For example: *The teacher explains the lesson. I touch the buttons on the keypad. May I use your pencil?* Use local language if learners do not understand.

Activity 7.7.2**Read aloud: Listening to a story**

(5 minutes)

Repeat Activity 7.5.3.

Activity 7.7.3**Comprehension: Answering questions**

(7 minutes)

Repeat Activity 7.5.4 and add new questions.

Activity 7.7.4**Comprehension: Relating to personal experience**

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to make connections between the story and their own lives using questions like these: 1. *Dalo's friend, Mwayi knows how to use a cellphone. Do you have a friend who knows how to use a cellphone?* 2. *Dalo learnt how to use a cellphone at Mwayi's home. Where did you learn how to use a cellphone?* Use local language if learners do not understand.

Conclusion

(2 minutes)

Ask learners to explain how to use a cell phone.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 7**Using the cellphone: Oral language and phonics****Lesson 8****Success criteria**

Learners must be able to:

- make requests politely
- respond to requests politely
- read decodable words with understanding
- read decodable sentences
- complete words using *j* or *w*

Suggested resources (in addition to the learner's book)
letter cards; word cards; sentence charts

Introduction

(2 minutes)

Ask learners to recall the names and sounds of the letters *j* and *w* and to orally mention words that begin with them.

Activity 7.8.1**Oral language: Making and responding politely to requests**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide learners to make and respond politely to requests using: *Hello! This is [name]. May I speak to [name], please? / Yes, please hold on.* Check that they are doing it correctly and help those who need support.

Activity 7.8.2**Reading decodable words with understanding**

(5 minutes)

Refer learners to page 40 Activity J. Follow the *I Do–We Do–You Do* approach to guide the learners to read and understand the words. Use pictures, and local language, if necessary, talk about the meanings of the words and check and clarify the learners' understanding. After modelling for them and practising with them, ask them to read the words on their own as a whole class, in pairs or individually. Help those who need support.

Activity 7.8.3**Reading decodable sentences**

(8 minutes)

Refer learners to page 41 Activity K. Follow the *I Do–We Do–You Do* approach to guide the learners read and understand the sentences. First ask them to read *jam, jog, pot, wet* and *dog* from word cards. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check and clarify the learners' understanding. Ask them to read the sentences on their own as a whole class, in pairs, or individually. Help those who need support.

Activity 7.8.4 **Completing sentences with the missing word** (6 minutes)

Refer learners to page 41 Activity L. Follow the *I Do–We Do–You Do* approach to guide the learners in completing each sentence with the most appropriate word. Then ask them to copy the sentences in their exercise books. Ask some learners to read their answers to the class.

Conclusion (2 minutes)

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress so far in achieving the success criteria of today’s lesson.

UNIT 7 **The cell phone: Reading for fluency** **Lesson 9**

Success criteria

Learners must be able to:

- read and write sight words
- read a decodable story

Suggested resources (in addition to the learner’s book)
word cards; story chart

Introduction (2 minutes)

Ask learners to orally break these words into their sounds: **jet, jam, jog, wet**

Activity 7.9.1 **Reading and writing sight words** (7 minutes)

Follow the *I Do–We Do–You Do* approach to read, understand and write the sight words on page 41 Activity M: *there, are* and *where*. Remind the learners that we recognise ‘sight words’ by sight rather than by sounding them out letter by letter. Use local language, if necessary, talk about the meanings of the words and check and clarify the learners’ understanding.

Activity 7.9.2 **Reading decodable story** (14 minutes)

Follow the *I Do–We Do–You Do* approach and use the ‘chunk reading’ strategy (as in Activity 6.9.2) for reading the story on page 41 Activity N. Model ‘chunk reading’ the story for them and practise it with them. Use local language if necessary, talk about the meaning of the story and check and clarify the learners’ understanding. Ask them to ‘chunk read’ the story on their own as a whole class, in pairs, or individually. Check that they are doing it correctly and help those who need support.

Activity 7.9.3 **Answering a comprehension question** (5 minutes)

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the question on page 41 Activity N based on the story.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *jog*, *wet* and *jam*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 7**Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 8**Times of the year: Listening comprehension****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate an understanding of new words
- answer questions about a text they have listened to
- retell a text

Suggested resources (in addition to the learner's book)
materials for teaching *hot*, *cold* and *dry*.

Introduction

(2 minutes)

Ask learners to describe the weather today.

Activity 8.1.1**Vocabulary: Learning new words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *hot*, *cold* and *dry*. Use local language if learners do not understand.

Activity 8.1.2**Read aloud: Listening to a text**

(7 minutes)

Refer learners to page 42 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to aid comprehension.

Times of the year

In Malawi, there are three main times of the year. These are hot dry, rainy and cool. How do we know these times? In hot dry time, the weather is hot and the soil is dry. Trees lose most of their leaves to keep water until rainy times. When it is hot, people use shelters and umbrellas to cover themselves from the heat. During rainy time, it is wet. We use umbrellas and raincoats. The soil is wet too. We plant crops. Trees have more leaves, and water is all over. In cool times, it is cold. We wear jerseys to keep us warm. Hot dry times come between August and November. Rainy times come between November and April. Finally, cool times come between May and August.

Activity 8.1.3

Comprehension: Answering questions

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1. *What are the three times of the year in Malawi?* 2. *What do we do to protect ourselves from heat in hot, dry times?* 3. *What do we wear in cool times?* Use local language if learners do not understand. Help those who need support.

Activity 8.1.4

Comprehension: Retelling a text

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the text in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate understanding of *hot*, *cold* and *dry*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 8

Times of the year: Oral language and phonics

Lesson 2

Success criteria

Learners must be able to:

- ask for information
- give information
- say the names and sounds of letters **y** and **z**
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards; word cards

Introduction

(2 minutes)

Ask learners to name their favourite season.

Activity 8.2.1**Oral language: Asking for and giving information** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to ask for and give information about seasons using: 1 *What time of the year do you like? / I like the hot/cold/rainy time.* 2 *Why do you like hot/cold/rainy time? I like the hot/cold/rainy time because...* Ensure that they are doing it correctly and help those who need support.

Activity 8.2.2**Phonics: Saying names and sounds of y and z** (7 minutes)

Refer learners to page 43 Activity B. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *This is capital letter Y. /This is small letter y. / The name of the letter is y and the sound of the letter is /y/. Do the same for z.*

Activity 8.2.3**Reading decodable words** (9 minutes)

Refer learners to page 43 Activity C. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs, or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention names or other words they know that begin with the letters y or z.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 8**Times of the year: Listening comprehension****Lesson 3****Success criteria**

Learners must be able to:

- use new words
- answer questions about a text they have listened to
- retell a text

Suggested resources (in addition to the learner's book)
materials for teaching *hot, cold* and *dry*

Introduction

(2 minutes)

Guide learners to recall and talk about the text that they listened to the previous day.

Activity 8.3.1 **Vocabulary : Using new words** (7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences: *hot, cold* and *dry*. For example: *When I am hot, I shelter myself from the sun. When I am cold, I put on a jersey. My clothes are dry because I put them in the sun.* Use local language if learners do not understand.

Activity 8.3.2 **Read aloud: Listening to a text** (5 minutes)

Repeat Activity 8.1.2.

Activity 8.3.3 **Comprehension: Answering questions** (7 minutes)

Repeat Activity 8.1.3 and add more questions.

Activity 8.3.4 **Comprehension: Retelling a text** (7 minutes)

Repeat Activity 8.1.4.

Conclusion (2 minutes)

Ask learners to mime their feelings when they feel cold and when they feel hot.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 8 **Times of the year: Oral language and phonics** **Lesson 4**

Success criteria

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
word cards; sentence chart

Introduction (2 minutes)

Ask learners to recall the names and sounds of the letters **y** and **z** and to orally mention words that begin with **y** and **z**.

Activity 8.4.1 **Oral language: Asking for and giving information** (7 minutes)

Repeat Activity 8.2.1.

Activity 8.4.2**Reading decodable words with understanding**

(5 minutes)

Refer learners to page 44 Activity D. Follow the *I Do–We Do–You Do* approach to guide the learners to read and understand the words. Use pictures and local language, if necessary. Talk about the meanings of the words and check and clarify the learners' understanding. After modelling for them and practising with them, ask them to read the words on their own as a whole class, in pairs or individually. Help those who need support.

Activity 8.4.3**Reading decodable sentences**

(8 minutes)

Refer the learners to page 44 Activity E. Follow the *I Do–We Do–You Do approach* to guide the learners read and understand the sentences. First ask them to read *yam, zip, bag* and *bin* from word cards. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check and clarify the learners' understanding. Ask them to read the sentences on their own as a whole class, in pairs, or individually. Help those who need support.

Activity 8.4.4**Completing words with y or -z**

(6 minutes)

Refer learners to page 44 Activity F. Follow the *I Do–We Do–You Do* approach to guide the learners to complete each word with either y or z. Then ask them to copy the words in their exercise books. Ask some learners to read their answers to the class.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 8**Times of the year: Listening comprehension****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner's book)
materials for teaching outside, advise and shade

Introduction

(2 minutes)

Ask learners to mention what they do when it is hot outside.

Activity 8.5.1**Vocabulary: Learning new words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *outside*, *advise* and *shade*. Use local language, if learners do not understand.

Activity 8.5.2**Read aloud: Listening to a story**

(7 minutes)

Refer learners to page 45 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters and read the story twice with expression, using the picture and gestures to make learner understand.

Yankho plays outside with Ali

One day Yankho came home from school. It was hot. "Come inside, it's hot outside," his mother told him. "I want to play with Ali," he told his mother. She said, "If you are going to Ali's house, wear your hat. When you get there, play in the shade." Yankho did as his mother advised. When he got to Ali's house they found a big tree with lots of shade. They played marbles and bawo. After a while Ali's mother called to the boys, "Come inside and drink some water. It is hot today." The boys did as they were told. They then went back to the tree and played until it was time for dinner.

Activity 8.5.3**Comprehension: Answering questions**

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1. *What did Yankho's mother tell him to wear?* 2. *Where did Yankho and Ali play?* 3. *What did Yankho and Ali play at Ali's house?* Use local language, if learners do not understand. Help those who need support in answering the questions correctly.

Activity 8.5.4**Comprehension: Retelling a story**

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story in their own words.

Conclusion

(2 minutes)

Ask learners to demonstrate their understanding of *outside*, *advise* and *shade*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 8	Times of the year: Oral language and phonics	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for advice • give advice • say the names and sounds of letters k and s • read decodable words <p>Suggested resources (in addition to the learner’s book) letter cards; word cards</p>		

Introduction	(2 minutes)
Ask learners to share what they use to cover themselves from the rain.	

Activity 8.6.1	Oral language: Asking for and giving advice	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to ask for and give advice using: <i>What can I do if it rains? / If it rains, you can stay at home or If it rains, you can carry an umbrella.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 8.6.2	Phonics: Saying names and sounds of k and s	(7 minutes)
Refer learners to page 46 Activity H. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter and say: <i>This is capital letter K. /This is small letter k. / The name of the letter is k and the sound of the letter is /k/. Do the same withs. Note: Tell the learners that at the end of words the letter s sometimes makes the sound /s/ and sometimes /z/.</i>		

Activity 8.6.3	Reading decodable words	(9 minutes)
Refer learners to page 46 Activity I. Follow the <i>I Do–We Do–You Do approach</i> to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs or individually. Check that they are doing it correctly and help those who need support.		

Conclusion	(2 minutes)
Ask learners to mention people’s names or other words they know that begin with the letters <i>k</i> and <i>s</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners’ progress so far in achieving the success criteria of today’s lesson.

UNIT 8	Times of the year: Listening comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • retell a story <p>Suggested resources (in addition to the learner’s book) materials for teaching outside, advise and shade</p>		

Introduction	(2 minutes)
Guide learners to recall and talk about the story that they listened to the previous day.	

Activity 8.7.1	Vocabulary : Using new words	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practice with learners, support as learners practise on their own) to guide the learners to use these new words in sentences: <i>outside, advise</i> and <i>shade</i> . For example: <i>I like to play outside when the weather is good. My mother advises me to wear a hat. The children play in the shade of tree.</i> Use local language, if learners do not understand.		

Activity 8.7.2	Read aloud: Listening to a story	(5 minutes)
Repeat Activity 8.5.2.		

Activity 8.7.3	Comprehension: Answering questions	(7 minutes)
Repeat Activity 8.5.3 and add more questions.		

Activity 8.7.4	Comprehension: Retelling a story	(7 minutes)
Repeat Activity 8.5.4.		

Conclusion	(2 minutes)
Ask learners to mention some of the activities they like to do during hot, rainy or cold season.	

Teacher reflection
Write your observations in a lesson notebook about your learners’ progress so far in achieving the success criteria of today’s lesson.

UNIT 8	Times of the year: Oral language and phonics	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for advice • give advice • read decodable words with understanding • read decodable sentences • identify words that are spelled correctly <p>Suggested resources (in addition to the learner’s book) letter cards; word cards; sentence charts</p>		

Introduction	(2 minutes)
Ask learners to recall the names and sounds of the letters <i>k</i> and <i>s</i> and to orally mention words that begin with them.	

Activity 8.8.1	Oral language: Asking for and giving advice	(7 minutes)
Repeat Activity 8.6.1.		

Activity 8.8.2	Reading decodable words with understanding	(5 minutes)
Refer learners to page 47 Activity J. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to read and understand the words. Use pictures, and local language, if necessary, talk about the meanings of the words and check and clarify the learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own as a whole class, in pairs or individually. Help those who need support.		

Activity 8.8.3	Reading decodable sentences	(8 minutes)
Refer learners to page 47 Activity K. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners read and understand the sentences. First ask them to read <i>man, bag, big</i> and <i>there</i> from word cards. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check and clarify the learners’ understanding. Ask them to read the sentences on their own as a whole class, in pairs, or individually. Help those who need support.		

Activity 8.8.4	Identifying correct spellings	(6 minutes)
Refer learners to page 48 Activity L. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners in identifying the words that are spelled correctly.		

Conclusion	(2 minutes)
Ask learners to read this unit’s words from word cards.	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 8**Times of the year: Reading for fluency Lesson 9****Success criteria**

Learners must be able to:

- read decodable words
- read a decodable story

Suggested resources (in addition to the learner's book)

word cards; story chart

Introduction

(2 minutes)

Ask learners to orally break these words into their sounds: bag, net, hat, zip

Activity 8.9.1**Reading decodable words**

(5 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practice on their own as a whole class, in pairs, or individually) to read the words on page 48 Activity M. If they have difficulty, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 8.9.2**Reading decodable story**

(16 minutes)

Follow the *I Do–We Do–You Do* approach and use the 'choral reading' strategy for reading the story on page 48 Activity N. Invite a learner to the front and model 'choral reading' (reading aloud in unison together). Then practise 'choral reading' with the whole class. Use local language, if necessary, talk about the meaning of the story and check and clarify the learners' understanding. Ask them to 'choral read' the story on their own in groups or pairs. Ensure that they are doing it correctly and help those who need support.

Activity 8.9.3**Answering a comprehension question**

(5 minutes)

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the question on page 48 Activity N based on the story.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *hats, nets* and *bag*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 8	Review	Lesson 10
<p>In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.</p>		

UNIT 9	The crops we grow: Listening comprehension	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story they have listened to • relate the story to personal experience <p>Suggested resources (in addition to the learner’s book) materials for teaching crops and grow</p>		

Introduction	(2 minutes)
Ask learners to mention what a farmer does.	

Activity 9.1.1	Vocabulary: Learning new words	(7 minutes)
<p>Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>crops</i> and <i>grow</i>. Use local language if learners do not understand.</p>		

Activity 9.1.2	Read aloud: Listening to a text	(7 minutes)
<p>Refer learners to page 49 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Chisomo’s aunt and uncle), and read the story twice with expression, using the picture and gestures to aid comprehension.</p>		
The crops we grow		
<p><i>My name is Chisomo. I have an aunt and uncle who live in Chinsewu. Chinsewu Village is close to Chisesa area. Chimsewu Village is very big. The village is near the forest. The forest provides people with firewood and good rainfall. Many people in this village are farmers. My aunt and uncle are farmers too. They grow many crops. Some of the crops are cassava, maize, tobacco, rice and groundnuts. They put on hats when farming. They wear hats to protect their heads from the sun. Some farmers use cans to water their crops. They water crops daily. They also cover small crops. They protect the crops from animals.</i></p>		

Activity 9.1.3**Comprehension: Answering questions**

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What crops do farmers grow in Chimsewu Village?* 2 *Why do farmers wear hats when farming?* 3 *What crop from the story do you like? Why?* Use local language if learners do not understand. Help those who need support.

Activity 9.1.4**Comprehension: Relating to personal experience**

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to make connections between the story and their own lives using questions like these: *What crops do the farmers grow in the story? What crops do farmers grow in your area?* Use local language if learners do not understand.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of *crop* and *grow*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 9**The crops we grow: Oral language and phonics****Lesson 2****Success criteria**

Learners must be able to:

- ask for information
- give information
- say the names and sounds of letters **ck** and **c**
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards; word cards

Introduction

(2 minutes)

Ask learners to name some crops that farmers grow in their area.

Activity 9.2.1**Oral language: Asking for and giving information**

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to ask for and give information about seasons using: 1. *What crops do you grow at home? / At home we grow ... (cassava, yam, tobacco, etc.).* 2. *What do you use the crops for? / We use the crops for food/sale.* Ensure that they are doing it correctly and help those who need support.

Activity 9.2.2 **Phonics: Saying names and sounds of ck and c** (7 minutes)

Refer learners to page 50 Activity B. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *These are the letters ck. / The names of the letters are c and k and the sound of the letters is /k/. Note: Explain that the two letters together make one sound (/k/). They are used in the middle or end of words. Do the same for c (/k/).*

Activity 9.2.3 **Reading decodable words** (9 minutes)

Refer learners to page 50 Activity C. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs, or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (2 minutes)

Ask learners to mention names or other words they know that begin with the letter **c** or end with the letters *ck*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 9 **The crops we grow: Listening comprehension** **Lesson 3**

Success criteria

Learners must be able to:

- use new words
- answer questions about a text they have listened to
- relate the story to personal experience

Suggested resources (in addition to the learner's book)
materials for teaching *crops* and *grow*.

Introduction (2 minutes)

Guide learners to recall and talk about the text that they listened to the previous day.

Activity 9.3.1 **Vocabulary : Using new words** (7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences: *crops* and *grow*. Use local language if learners do not understand.

Activity 9.3.2 **Read aloud: Listening to a text** (5 minutes)

Repeat Activity 9.1.2.

Activity 9.3.3	Comprehension: Answering questions	(7 minutes)
-----------------------	-------------------------------------------	-------------

Repeat Activity 9.1.3 and add new questions.

Activity 9.3.4	Comprehension: Relating to personal experience	(7 minutes)
-----------------------	-------------------------------------------------------	-------------

Repeat Activity 9.1.4.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to mention crops they grow for food.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 9	The crops we grow: Oral language and phonics	Lesson 4
---------------	-----------------------------------------------------	-----------------

Success criteria

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)

word cards; sentence chart

Introduction	(2 minutes)
---------------------	-------------

Ask learners to recall the names and sounds of the letters *ck* and *c* and to orally mention words that begin with *ck* and *c*.

Activity 9.4.1	Oral language: Asking for and giving information	(7 minutes)
-----------------------	---------------------------------------------------------	-------------

Repeat Activity 9.2.1.

Activity 9.4.2	Reading decodable words with understanding	(5 minutes)
-----------------------	---------------------------------------------------	-------------

Refer learners to pages 50 and 51 Activity D. Follow the *I Do–We Do–You Do* approach to guide the learners to read and understand the words. With the aid of pictures and use local language if necessary, talk about the meanings of the words and check and clarify the learners' understanding. After modelling for the learners and practising with them, ask them to read the words on their own as a class, in pairs, or individually. Help those who need support.

Activity 9.4.3	Reading decodable sentences (minutes)	(8
-----------------------	-------------------------------------------------	----

Refer learners to page 51 Activity E. Follow the *I Do–We Do–You Do* approach to guide the learners read and understand the sentences. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check and clarify the learners’ understanding. Ask them to read the sentences on their own as a whole class, in pairs or individually. Help those who need support.

Activity 9.4.4	Sorting words	(6 minutes)
-----------------------	----------------------	-------------

Refer learners to page 51 Activity F. Follow the *I Do–We Do–You Do* approach to guide the learners to sort the words under *c* or *ck*. Then ask them to copy the words in their exercise books. Ask some learners to read their answers to the class.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 9	The crops we grow: Listening comprehension	Lesson 5
---------------	---------------------------------------------------	-----------------

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- relate the story to personal experience

Suggested resources (in addition to the learner’s book)

pictures of various crops; materials for teaching *cash*, *cassava* and *sell*

Introduction	(2 minutes)
---------------------	-------------

Shows the learners pictures of various crops and ask them to identify each crop.

Activity 9.5.1	Vocabulary: Learning new words (minutes)	(7
-----------------------	----------------------------------------------------	----

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *cash*, *cassava* and *sell*. Use local language if learners do not understand.

Activity 9.5.2	Read aloud: Listening to a story (minutes)	(7
-----------------------	------------------------------------------------------	----

Refer learners to page 52 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to make learners understand.

Anaphiri the farmer

Anaphiri is Dalo’s grandmother. She is a farmer. One day, Dalo and her friends visited Anaphiri at her farm. They wanted to know the crops she grows at the farm. “I grow a lot of crops,” Anaphiri said. “I grow maize and groundnuts for food. I also grow tobacco and cotton. I get cash when I sell these crops at the market. This year I want to grow cassava. I will not grow tobacco. Dalo and her friends want to become farmers when they grow up.

Activity 9.5.3	Comprehension: Answering questions	(7 minutes)
-----------------------	-------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *Where do Dalo and her friends visit Anaphiri?* 2 *Why do Dalo and her friends visit Anaphiri?* 3 *What crops does Anaphiri grow for food?* 4 *What crops does Anaphiri grow for cash?* Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 9.5.4	Comprehension: Relating to personal experience	(5 minutes)
-----------------------	-------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to make connections between the story and their own lives using questions like these: *What crops does Dalo’s grandmother grow? Does your grandmother grow any crops? If so, what crops does she grow?* Use local language if learners do not understand.

Conclusion		(2 minutes)
-------------------	--	-------------

Ask learners to demonstrate their understanding of cash, cassava and sell.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 9	The crops we grow: Oral language and phonics	Lesson 6
---------------	-----------------------------------------------------	-----------------

Success criteria

Learners must be able to:

- ask for information
- give information
- say the names and sounds of letters *ch*
- read decodable words
- read and write sight words

Suggested resources (in addition to the learner’s book)

letter cards; word cards

Introduction

(2 minutes)

Ask learners to mention different crops that they know.

Activity 9.6.1**Oral language: Asking for and giving information**
(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to ask for and give information using: *Why do people grow crops? / People grow crops for food/sale*. Help those who need support.

Activity 9.6.2**Phonics: Saying name and sound of ch**
(6 minutes)

Refer learners to page 53 Activity H. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *This is /ch/. The name of the letters is c-h and the sound of the letters is /ch/*. Note: Explain that the two letters together make one sound (/ch/).

Activity 9.6.3**Reading decodable words**

(6 minutes)

Refer learners to page 53 Activity I. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs, or individually. Help those who need support.

Activity 9.6.4**Reading and writing sight words**
(6 minutes)

Follow the *I Do–We Do–You Do* approach to read, understand and write the sight words on page 53 Activity J: *she, this*. Remind the learners that we recognise ‘sight words’ by sight rather than by sounding them out letter by letter. Use local language, if necessary, talk about the meanings of the words and check and clarify the learners’ understanding.

Conclusion

(2 minutes)

Ask learners to mention people’s names or other words they know that begin with the letters *ch*.

Teacher Reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lessons.

UNIT 9	The crops we grow: Listening comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • relate the story to personal experience <p>Suggested resources (in addition to the learner's book) materials for teaching <i>cash</i>, <i>cassava</i> and <i>sell</i></p>		

Introduction	(2 minutes)
Guide learners to recall and talk about the story that they listened to the previous day.	

Activity 9.7.1	Vocabulary: Using new words (7 minutes)	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences: <i>cash</i> , <i>cassava</i> and <i>sell</i> . Use local language if learners do not understand.		

Activity 9.7.2	Read aloud: Listening to a story (5 minutes)	(5 minutes)
Repeat Activity 9.5.2.		

Activity 9.7.3	Comprehension: Answering questions (7 minutes)	(7 minutes)
Repeat Activity 9.5.3 and add more questions.		

Activity 9.7.4	Comprehension: Relating to personal experience (7 minutes)	(7 minutes)
Repeat Activity 9.5.4.		

Conclusion	(2 minutes)
Ask learners to mention some of the crops that people sell for cash in their area.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 9	The crops we grow: Oral language and phonics	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards; word cards; sentence charts</p>		

Introduction	(2 minutes)
Ask learners to recall the name and sound of the letters ch and to orally mention words that begin with them.	

Activity 9.8.1	Oral language: Asking for and giving information	(8 minutes)
Repeat Activity 9.6.1.		

Activity 9.8.2	Reading decodable words with understanding	(8 minutes)
Refer learners to page 54 Activity K. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to read and understand the words. Use pictures, and local language, if necessary, talk about the meanings of the words and check and clarify the learners' understanding. After modelling for them and practising with them, ask them to read the words on their own as a whole class, in pairs, or individually. Ensure that they are doing it correctly and help those who need support.		

Activity 9.8.3	Reading decodable sentences	(10 minutes)
Refer learners to page 54 Activity L. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners read and understand the sentences. First ask them to read <i>van, my, they</i> and <i>this</i> from word cards. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check and clarify the learners' understanding. Ask them to read the sentences on their own as a whole class, in pairs, or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(2 minutes)
Ask learners to read this unit's words from word cards.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 9	The crops we grow: Reading for fluency	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read decodable words • read a decodable story <p>Suggested resources (in addition to the learner’s book) word cards, story chart</p>		

Introduction	(2 minutes)
Ask learners to orally break these words into their sounds: <i>cat, chat, chop</i> and <i>chin</i>	

Activity 9.9.1	Reading decodable words	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own as a whole class, in pairs or individually) to read the words on page 54 Activity M. If they have difficulties, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.		

Activity 9.9.2	Reading decodable story	(12 minutes)
Follow the <i>I Do–We Do–You Do</i> approach and use the ‘choral reading’ strategy for reading the story on page 55 Activity N. Invite a learner to the front and model ‘choral reading’ (reading aloud in unison together). Then practise ‘choral reading’ with the whole class. Use local language, if necessary, talk about the meaning of the story and check and clarify the learners’ understanding. Ask them to ‘choral read’ the story on their own in groups or pairs. Ensure that they are doing it correctly and help those who need support.		

Activity 9.9.3	Answering a comprehension question	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to help learners understand and correctly answer the questions on page 55 Activity N based on the story.		

Conclusion	(2 minutes)
Ask learners to orally spell these words: <i>chin, licks</i> and <i>ticks</i> .	

Teacher reflection	
Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.	

UNIT 9	Review	Lesson 10
<p>In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the <i>teacher reflections</i> for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.</p>		

UNIT 10	Let's do it again	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 1 of Units 6-9 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction	(2 minutes)
<p>Guide learners in describing the picture related to the story that has been selected for revision in Activity 10.1.2.</p>	

Activity 10.1.1	Revising vocabulary	(8 minutes)
<p>Select for revision three or four vocabulary words that were difficult for learners in Lesson 1 of Units 6 to 9 (ie early, inside, kneels, bows, call, receive, press, hot, cold, dry, crops, grow). Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.</p>		

Activity 10.1.2	Read aloud: Listening to a story	(6 minutes)
<p>Select for revision one story from Lesson 1 of Units 6 to 9. Refer learners to the page with the picture for the story. Say the title, introduce the characters and read the story twice with expression, using the picture and gestures to aid comprehension.</p>		

Activity 10.1.3	Comprehension: Answering questions	(6 minutes)
<p>Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 10.1.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.</p>		

Activity 10.1.4	Comprehension: Retelling a story	(6 minutes)
<p>Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to retell the story from Activity 10.1.2 in their own words. Help those who need support.</p>		

Conclusion

(2 minutes)

Ask learners to demonstrate understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 10**Let's do it again****Lesson 2****Success criteria**

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 2 of Units 6-9
- say the names and sounds of the letters learnt in Lesson 2 of units 6-9
- read decodable words learnt in Lesson 2 of Units 6-9

Suggested resources (in addition to the learner's book)
word cards

Introduction

(2 minutes)

Ask learners to orally break the words *red*, *bell*, *miss*, *yoyo* and *kick* into their component sounds.

Activity 10.2.1**Revising oral language structures**

(10 minutes)

Select for revision one of the following oral language structures:

- 1 Giving and following commands like *Close the door! Open your book! Open the window! Go to the chalkboard! Pick up your pencil!*(Activity 6.2.1)
- 2 Asking for and giving information using: 1 *How do I make a phone call? / First, enter the number. 2 What do I do next? / Next, press the send button.* (Activity 7.2.1)
- 3 Asking for and giving information using 1 *What time of the year do you like? / I like the hot/cold/rainy time. 2 Why do you like hot/cold/rainy time? I like the hot/cold/rainy time because ...* (Activity 8.2.1)
- 4 Asking for and giving information using 1 *What crops do you grow at home? / At home we grow ... (cassava, yam, tobacco, etc.). 2 What do you use the crops for? / We use the crops for food/sale.*(Activity 9.2.1)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to use the chosen structure. Ensure that they are doing it correctly and help those who need support.

Activity 10.2.2 **Phonics: Saying names and sounds of letters** (8 minutes)

Refer learners to page 56 Activity A. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter in the first row and say: *The name of the letter is ... and the sound of the letter is /.../.*

Activity 10.2.3 **Reading decodable words** (10 minutes)

Refer learners to page 56 Activity B. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs, or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 10 **Let's do it again** **Lesson 3**

Success criteria

Learners must be able to:

- use words learnt in Lessons 1 of Units 6-9
- answer comprehension questions about a story they have heard
- relate a story to personal experience

Suggested resources (in addition to the learner's book)

materials for demonstrating vocabulary words selected for revision

Introduction (2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 10.3.2.

Activity 10.3.1 **Revising vocabulary** (8 minutes)

Select for revision any additional vocabulary words that were difficult for learners in Lesson 1 of Units 6 to 9 (ie *early, inside, kneels, bows, call, receive, press, hot, cold, dry, crops* and *grow*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 10.3.2**Read aloud: Listening to a story**

(6 minutes)

Select for revision one story from Lesson 1 of Units 6 to 9. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to make learners understand.

Activity 10.3.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 10.3.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 10.3.4**Comprehension: Relating to personal experience**

(6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to make connections between the story from Activity 10.3.2 and their own lives. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 10**Let's do it again****Lesson 4****Success criteria**

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 2 of Units 6-9
- read decodable words that were learnt in Lesson 2 of Units 6-9
- read decodable sentences from Lesson 4 of Units 6-9

Suggested resources (in addition to the learner's book)

word cards, sentence charts

Introduction

(2 minutes)

Ask learners to orally spell these words: *rat, hill, van, miss, yam, zip* and *kick*.

Activity 10.4.1**Revising oral language structures**

(10 minutes)

Select one of the following oral language structures for revision:

- 1 Giving and following commands like *Close the door! Open your book! Open the window! Go to the chalkboard! Pick up your pencil!* (Activity 6.2.1)
- 2 Asking for and giving information using: 1 *How do I make a phone call? / First, enter the number.* 2 *What do I do next? / Next, press the send button.* (Activity 7.2.1)
- 3 Asking for and giving information using 1 *What time of the year do you like? / I like the hot/cold/rainy time.* 2 *Why do you like hot/cold/rainy time? I like the hot/cold/rainy time because ...* (Activity 8.2.1)
- 4 Asking for and giving information using 1. *What crops do you grow at home? / At home we grow ... (cassava, yam, tobacco, etc.).* 2 *What do you use the crops for? / We use the crops for food/sale.* (Activity 9.2.1)

Follow the *I Do–We Do–You Do* approach to guide the learners to use the chosen structure.

Activity 10.4.2**Reading decodable words**

(8 minutes)

Select for revision any decodable words that were difficult for learners in Lesson 2 of Units 6-9: *rat, red, hill, bell, van, seven, miss, boss, yam, yoyo, zip, zigzag, lick, tick, pick, cat, camera* and *kick*. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, as a class, in pairs or individually. Help those who need support.

Activity 10.4.3**Reading decodable sentences**

(8 minutes)

Select for revision any decodable sentences that were difficult for learners in Lesson 4 of Units 6-9. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to read the sentences. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check and clarify the learners' understanding. Ask them to read the sentences on their own, as a class, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 10**Let's do it again****Lesson 5****Assessing learners**

- Assess learners on what they have learnt in Lessons 1 to 4 of Units 6 to 9.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 1 to 4 of Units 6 to 9.

Below are the success criteria from Lessons 1 to 4 of Units 6 to 9. Check if learners are able to:

- demonstrate understanding of and use these words: *early, inside, kneels, bows, call, receive, press, hot, cold, dry, crops* and *grow*.
- Use these comprehension strategies:
 - activate background knowledge
 - answer questions about a story they have listened to
 - retell a story they have listened to
 - relate the story to personal experience
- Use these oral language structures:
 - giving and following commands like *Close the door! Open your book! Open the window! Go to the chalkboard! Pick up your pencil!*
 - asking for and giving information using 1 *What time of the year do you like? / I like the hot/cold/rainy time.* 2 *Why do you like hot/cold/rainy time? I like the hot/cold/rainy time because ...*
 - asking for and giving information using 1 *What crops do you grow at home? / At home we grow ...(cassava, yam, tobacco, etc.).* 2 *What do you use the crops for? / We use the crops for food/sale*
 - say the names and sounds of these letters: *r, ll, v, ss, y, z, ck, c*
 - read these decodable words with understanding: *rat, red, hill, bell, van, seven, miss, boss, yam, yoyo, zip, zigzag, lick, tick, pick, cat, camera, kick*
- Read decodable sentences

Note: Let some learners read any decodable stories from Lesson 9 of Units 6 to 9 as some learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 10	Let's do it again	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 5 of Units 6-9 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction

(2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 10.6.2.

Activity 10.6.1**Revising vocabulary**

(8 minutes)

Select for revision three or four vocabulary words that were difficult for learners in Lesson 5 of Units 6 to 9 (ie *greet, help, bathe, ate, explain, keypad, use, cash, cassava, sell, outside, advise* and *shade*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practice on their own) to guide the learners to use these new words in sentences.

Activity 10.6.2**Read aloud: Listening to a story**

(6 minutes)

Select for revision one story from Lesson 5 of Units 6 to 9. Refer the learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to aid comprehension.

Activity 10.6.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in 10.6.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 10.6.4**Comprehension: Retelling a story**

(6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from 10.6.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 10**Let's do it again****Lesson 7****Success criteria**

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 6 of Units 6-9
- say the names and sounds of the letters learnt in Lesson 6 of units 6-9
- read decodable words learnt in Lesson 6 of Units 6-9

Suggested resources (in addition to the learner's book)
word cards

Introduction

(2 minutes)

Ask learners to orally break the words *plot*, *slim*, *jam*, *nets*, *pots* and *chat* into their component sounds.

Activity 10.7.1**Revising oral language structures**

(10 minutes)

Select one of the following oral language structures for revision:

- 1 Making and accepting requests politely using *May I use your ... please? / Yes, here it is?* (Activity 6.6.1)
- 2 Making and responding to requests politely using *Hello! This is [Name]. May I speak to [Name], please? / Yes, please hold on.* (Activity 7.6.1)
- 3 Asking for and giving advice using *What can I do if it rains? / If it rains, you can stay at home.* or *If it rains, you can carry an umbrella.* (Activity 8.6.1)
- 4 Asking for and giving information using *Why do people grow crops? / People grow crops for food/sale.* (Activity 9.6.1)

Follow the *I Do–We Do–You Do* approach to guide the learners to use the chosen structure.

Activity 10.7.2**Phonics: Saying names and sounds of letters**

(8 minutes)

Refer learners to page 56 Activity A. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter in the second row and say: *The name of the letter is ... and the sound of the letter is /.../.*

Activity 10.7.3**Reading decodable words**

(8 minutes)

Select for revision any decodable words that were difficult for learners in Lesson 6 of Units 6–9: *plot*, *slim*, *jam*, *jet*, *jog*, *wet*, *outside*, *advise*, *shade*, *kids*, *nets*, *rats*, *pots*, *mats*, *hats*, *chop*, *chin*, *chat* and *rich*. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 10	Let's do it again	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 5 of Units 6-9 • answer comprehension questions about a story they have heard • relate a story to personal experience <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction	(2 minutes)
Guide learners in describing the picture related to the story that has been selected for revision in Activity 10.8.2.	

Activity 10.8.1	Revising vocabulary	(8 minutes)
Select for revision any additional vocabulary words that were difficult for learners in Lesson 5 of units 6 to 9 (ie <i>greet, help, bathe, ate, explain, keypad, use, cash, cassava</i> and <i>sell</i>). Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.		

Activity 10.8.2	Read aloud: Listening to a story	(6 minutes)
Select for revision another story from Lesson 5 of Units 6 to 9. Refer learners to the page with pictures for the story. Say the title, introduce the characters, and read the story twice with expression, using pictures and gestures to aid comprehension.		

Activity 10.8.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to orally ask and answer comprehension questions from the story read in 10.8.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.		

Activity 10.8.4	Comprehension: Relating to personal experience	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to make connections between the story from 10.8.2 and their own lives. Help those who need support.		

Conclusion	(2 minutes)
Ask learners meanings of some of the new words they have learnt in the lesson.	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 10	Let's do it again	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 6 of Units 6-9 • read sight words that were learnt in Lesson 6 or 9 of Units 6-9 • read a decodable story <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask learners to orally spell these words: <i>plot, slim, jog, wet, kids, hats</i> and <i>chin</i> .	

Activity 10.9.1	Revising oral language structures	(10 minutes)
<p>Select one of the following oral language structures for revision:</p> <ol style="list-style-type: none"> 1 Making and accepting requests politely using <i>May I use your ... please? / Yes, here it is?</i> (Activity 6.6.1) 2 Making and responding to requests politely using <i>Hello! This is [name]. May I speak to [name], please? / Yes, please hold on.</i> (Activity 7.6.1) 3 Asking for and giving advice using <i>What can I do if it rains? / If it rains, you can stay at home.</i> or <i>If it rains, you can carry an umbrella.</i> (Activity 8.6.1) 4 Asking for and giving information using <i>Why do people grow crops? / People grow crops for food/sale.</i> (Activity 9.6.1) <p>Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to use the chosen structure.</p>		

Activity 10.9.2	Reading sight words	(6 minutes)
Write on the chalkboard: <i>there, are, where, she</i> and <i>this</i> . Follow the <i>I Do–We Do–You Do</i> approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs, or individually. Help those who need support.		

Activity 10.9.3	Reading a decodable story	(10 minutes)
Refer learners to page 57 Activity C. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to read the story and answer the questions. Model reading for them and practise reading with them. Use local language, if necessary, talk about the meanings of the story and questions and check and clarify the learners' understanding. Ask them to read the story on their own as a class, in pairs or individually. Help those who need support.		

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 10**Let's do it again****Lesson 10****Assessing learners**

- Assess learners on what they have learnt in Lessons 5 to 9 of Units 6 to 9.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 5 to 9 of Units 6 to 9.

Below are the success criteria from Lessons 5 to 9 of Units 6 to 9. Check if learners are able to:

- demonstrate understanding of and use these words: *greet, help, bathe, ate, explain, keypad, use, cash, cassava, sell, outside, advise* and *shade*.
- use these comprehension strategies:
 - answer questions about a story they have listened to
 - retell a story they have listened to
 - relate a story to personal experience
- use these oral language structures:
 - making and accepting requests politely using *May I use your ... please? / Yes, here it is?*
 - making and responding to requests politely using *Hello! This is [Name]. May I speak to [Name], please? / Yes, please hold on.*
 - asking for and giving advice using *What can I do if it rains? / If it rains, you can stay at home.* or *If it rains, you can carry an umbrella.*
 - asking for and giving information using *Why do people grow crops? / People grow crops for food/sale*
 - say the names and sounds of these letters: *pl, sl, j, w, k, s, ch.*
 - read these decodable words with understanding: *plot, slim, jam, jet, jog, wet, kids, nets, rats, pots, mats, hats, chop, chin, chat* and *rich*.
- read and write these sight words: *there, are, where, she* and *this*.
- read decodable sentences
- read a decodable story
- answer a question about a story they have read
- complete sentences with missing words

Note: Let the other learners read any decodable stories from Lesson 9 of Units 6 to 9 as some learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read.

UNIT 11	Beautiful home: Listening comprehension	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • form mental images • answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) materials for teaching <i>beautiful</i>, <i>watering can</i> and <i>grass</i></p>		

Introduction	(2 minutes)
Ask learners to talk about their home.	

Activity 11.1.1	Vocabulary: Learning new words	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>beautiful</i> , <i>watering can</i> and <i>grass</i> . Use local language if learners do not understand.		

Activity 11.1.2	Comprehension: Forming mental images	(5 minutes)
Guide learners to form the mental image of a beautiful home. Ask the learners to close their eyes and think of a beautiful and clean home. Ask them to describe what the home they have visualized looks like. Use local language if learners do not understand.		

Activity 11.1.3	Read aloud: Listening to a text	(7 minutes)
Refer learners to page 58 Activity A. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Yankho and Ali), and read the story twice with expression, using the picture and gestures to aid comprehension.		
Beautiful home		
Yankho and Ali are cousins. They like to keep their home beautiful. They plant flowers around their house. Every day they work in their flower garden. They use a watering can to water their flower garden. They trim the flowers. They also take care of the ground and the green grass. They plant grass. They use a grass cutter to cut the grass. They sweep around their house with a broom. Yankho and Ali sweep and mop inside their house too. They remove the cobwebs. When they eat sweets, biscuits and bananas, they put the litter in a bin. They put their toys in a carton after using them. They sing a song as they work. They like singing. Their mother is happy.		

Activity 11.1.4	Comprehension: Answering questions	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to ask and answer these questions orally: 1 <i>What do Yankho and Ali plant in their gardens?</i> 2 <i>What do they use to cut the grass short?</i> 3 <i>How do you take care of your home?</i> Use local language if learners do not understand. Help those who need support.		

Conclusion

(2 minutes)

Ask the learners to demonstrate understanding of *beautiful*, *watering can* and *grass*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 11**Beautiful home: Oral language and phonics****Lesson 2****Success criteria**

Learners must be able to:

- ask for information
- give information
- say the names and sounds of letters **ng** and **nd**
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards; word cards

Introduction

(2 minutes)

Ask the learners to name some plants found in their homes or at school.

Activity 11.2.1**Oral language: Asking for and giving information**

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to ask for and give information about keep one's home beautiful using *How do you keep your home beautiful?* / *We keep our home beautiful by...* (*sweeping the ground, planting flowers, etc*). Ensure that they are doing it correctly and help those who need support.

Activity 11.2.2**Phonics: Saying names and sounds of ng and nd**

(7 minutes)

Refer the learners to page 59 Activity B. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letters and say: *These are the letters ng. / The names of the letters are n and g and the sound of the letters is /ng/*. Note: Explain that the two letters together make one sound (/ng/). They are used in the middle or end of words. Do the same for *nd*.

Activity 11.2.3**Reading decodable words**

(9 minutes)

Refer learners to page 59 Activity C. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a class, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention names or other words they know that end with the letters *ng* and *nd*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 11**Beautiful home: Listening comprehension****Lesson 3****Success criteria**

Learners must be able to:

- use new words
- form mental images
- answer questions about a text they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching beautiful, watering can and grass

Introduction

(2 minutes)

Guide learners to recall and talk about the text that they listened to the previous day.

Activity 11.3.1**Vocabulary: Using new words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences: *beautiful*, *watering can* and *grass*. Use local language if learners do not understand.

Activity 11.3.2**Comprehension: Forming a mental image**

(5 minutes)

Repeat Activity 11.1.2.

Activity 11.3.3**Read aloud: Listening to a text**

(7 minutes)

Repeat Activity 11.1.3

Activity 11.3.4**Comprehension: Answering questions**

(7 minutes)

Repeat Activity 11.1.4 and add new questions.

Conclusion

(2 minutes)

Ask learners to mention what they do at home to keep their home beautiful.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 11	Beautiful home: Oral language and phonics	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences • write words from dictation <p>Suggested resources (in addition to the learner’s book) word cards; sentence chart</p>		

Introduction	(2 minutes)
Ask learners to recall the names and sounds of the letters ng and nd and to orally mention words that end with them.	

Activity 11.4.1	Oral language: Asking for and giving information	(7 minutes)
Repeat Activity 11.2.1.		

Activity 11.4.2	Reading decodable words with understanding	(5 minutes)
Refer the learners to page 60 Activity D. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to read and understand the words. Use pictures, and local language, if necessary, talk about the meanings of the words and check and clarify the learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own as a class, in pairs or individually. Help those who need support.		

Activity 11.4.3	Reading decodable sentences	(8 minutes)
Refer learners to page 60 Activity E. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners read and understand the sentences. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check and clarify the learners’ understanding. Ask them to read the sentences on their own as a whole class, in pairs, or individually. Help those who need support.		

Activity 11.4.4	Writing words from dictation	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to correctly write the words that you dictate orally. Use these words: <i>king, sand, band</i> and <i>hang</i> .		

Conclusion	(2 minutes)
Ask learners to read this unit’s words from word cards.	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 11**Beautiful home: Listening comprehension****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- form mental images
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching dirty, grass cutter and forest

Introduction

(2 minutes)

Ask learners to make predictions about the story based on the picture on page 61 Activity F.

Activity 11.5.1**Vocabulary: Learning new words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *dirty*, *grass cutter* and *chief*. Use local language if learners do not understand.

Activity 11.5.2**Comprehension: Forming mental images**

(5 minutes)

Guide the learners to form the mental image of a clean village. Ask the learners to close their eyes and picture a clean village in their minds. Ask them to describe what they have visualized. Use the local language if learners do not understand.

Activity 11.5.3**Read aloud: Listening to a story**

(7 minutes)

Refer the learners to page 61 Activity F. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Dalo, Chisomo, children), and read the story twice with expression, using the picture and gestures to aid comprehension.

Keeping the village clean

Dalo keeps her home beautiful. She does not like to live in dirty places. Their village looks dirty. Dalo wants it to look clean. She meets Chisomo. They agree to clean the village. Dalo and Chisomo gather all the children in the village. They tell them that they have to clean the village. The following morning all children start to work in the village. They cut all the grass using grass cutters. They plant flowers around the village. They sing songs as they clean the village. Finally, the village looks beautiful. The village chief is happy. He gives all the children gifts.

Activity 11.5.4**Comprehension: Answering questions**

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *Why was Dalo not happy?* 2 *Why did Dalo and Chisomo gather the children in the village?* 3 *What did Dalo, Chisomo, and the children do in the village?* 4 *Who gives the children gifts?* Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Conclusion

(2 minutes)

Ask learners to demonstrate their understanding of *dirty*, *grass cutter* and *chief*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 11**Beautiful home: Oral language and phonics****Lesson 6****Success criteria**

Learners must be able to:

- name natural things near the home
- say the names and sounds of letters *er*
- read decodable words
- read and write sight words

Suggested resources (in addition to the learner's book)

letter cards; word cards

Introduction

(2 minutes)

Ask learners to mention different plants that they know.

Activity 11.6.1**Oral language: Asking for and giving information**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to ask for and give information using: *What natural things are found near your home? Near our home, there is a... (eg river, tree, flowers, etc).* Help those who need support.

Activity 11.6.2**Phonics: Saying name and sound of er**

(6 minutes)

Refer learners to page 62 Activity G. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letters and say: *This is er. / The name of the letters is e-r and the sound of the letters is /er/.* Note: Explain that the two letters together make one sound.

Activity 11.6.3	Reading decodable words (minutes)	(6)
------------------------	---------------------------------------------	-----

Refer learners to page 62 Activity H. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs or individually. Help those who need support.

Activity 11.6.4	Reading and writing sight words (minutes)	(6)
------------------------	-----------------------------------------------------	-----

Follow the *I Do–We Do–You Do* approach to read, understand and write the sight words on page 62 Activity H: *he* and *with*. Remind the learners that we recognise ‘sight words’ by sight rather than by sounding them out letter by letter. Use local language, if necessary, talk about the meanings of the words and check and clarify the learners’ understanding.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to mention words they know that end with the letters *er*.

Teacher Reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 11	Beautiful home: Listening comprehension	Lesson 7
----------------	------------------------------------------------	-----------------

Success criteria

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner’s book)
materials for teaching *dirty*, *grass cutter* and *chief*.

Introduction	(2 minutes)
---------------------	-------------

Guide learners to recall and talk about the story that they listened to the previous day.

Activity 11.7.1	Vocabulary: Using new words	(7 minutes)
------------------------	------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences: *dirty*, *grass cutter* and *chief*. Use local language if learners do not understand.

Activity 11.7.2	Read aloud: Listening to a story	(5 minutes)
------------------------	-----------------------------------------	-------------

Repeat Activity 11.5.3.

Activity 11.7.3 **Comprehension: Answering questions** (7 minutes)

Repeat Activity 11.5.4 and add more questions.

Activity 11.7.4 **Comprehension: Retelling a story** (7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 11.7.2 (ie 11.5.3) in their own words.

Conclusion (2 minutes)

Ask learners to state some of the good things Dalo has done.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 11 **Beautiful home: Oral language and phonics** **Lesson 8**

Success criteria

Learners must be able to:

- name natural things near the home
- read decodable words with understanding
- read decodable sentences
- complete sentences

Suggested resources (in addition to the learner's book)
letter cards; word cards; sentence charts

Introduction (2 minutes)

Ask learners to recall the name and sound of the letters **er** and to orally mention words that end with them.

Activity 11.8.1 **Oral language: Asking for and giving information** (7 minutes)

Repeat Activity 11.6.1.

Activity 11.8.2 **Reading decodable words with understanding** (7 minutes)

Refer learners to page 63 Activity J. Follow the *I Do–We Do–You Do* approach to guide the learners to read and understand the words. Use pictures and local language, if necessary, talk about the meanings of the words and check and clarify the learners' understanding. After modelling for them and practising with them, ask them to read the words on their own as a class, in pairs or individually. Help those who need support.

Activity 11.8.3**Reading decodable sentences**

(7 minutes)

Refer learners to page 63 Activity K. Follow the *I Do–We Do–You Do* approach to guide the learners read and understand the sentences. Model reading the sentences for them and practise reading with them. With aid from the local language if necessary, talk about the meanings of the sentences and check and clarify the learners’ understanding. Ask them to read the sentences on their own as a class, in pairs, or individually. Help those who need support.

Activity 11.8.4**Completing sentences with the missing word**

(5 minutes)

Refer learners to page 64 Activity L. Follow the *I Do–We Do–You Do* approach to guide the learners in completing each sentence with the most appropriate word. Then, ask them to copy the sentences in their exercise books. Ask some learners to read their answers to the class.

Conclusion

(2 minutes)

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 11**Beautiful home: Reading for fluency****Lesson 9****Success criteria**

Learners must be able to:

- read decodable words
- read a decodable story

Suggested resources (in addition to the learner’s book)

word cards, story chart

Introduction

(2 minutes)

Ask learners to orally break these words into their sounds: *king*, *sing* and *song*.

Activity 11.9.1**Reading decodable words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own as a whole class, in pairs or individually) to read the words on page 64 Activity M. If they have difficulties, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 11.9.2**Reading decodable story**

(12 minutes)

Follow the *I Do–We Do–You Do* approach and use the ‘shared reading’ strategy (see Activity 1.9.2) for reading the story on page 64 Activity N. Invite a learner to the front and model ‘shared reading’. Then, practise ‘shared reading’ with the whole class. Use local language, if necessary, talk about the meaning of the story and check and clarify the learners’ understanding. Ask them to do ‘shared reading’ on their own in pairs. Check that they are doing it correctly and help those who need support.

Activity 11.9.3**Answering comprehension question**

(7 minutes)

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the question on page 64 Activity N based on the story.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *singer* and *seller*.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 11**Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 12**Keeping friends****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- make predictions about a story
- answer questions about a story they have listened to

Suggested resources (in addition to the learner’s book)
materials for teaching *angry*, *apologise* and *hug*

Introduction

(2 minutes)

Ask the learners to mention some activities that they do with their friends.

Activity 12.1.1**Vocabulary: Learning new words**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *angry*, *apologise* and *hug*. Use local language if learners do not understand.

Activity 12.1.2**Read aloud: Listening to a story**
minutes)

(10

Refer the learners to page 65 Activity A. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Wezi and Dalo), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Keeping friends

Dalo and Wezi are best friends. They are in the same class at Chisesa primary school. During break time, they play together. They share food. Sometimes, Wezi and Dalo become angry with each other. When this happens, they apologise to each other. Then they smile and hug each other. Dalo and Wezi are best friends again. After classes Dalo and Wezi go home together. At home, they play different games with other friends.

Activity 12.1.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What is the name of Dalo's friend?* 2 *Which school do Dalo and her friend go to?* 3 *What do Dalo and her friend do when they make each other angry?* 4 *What do you do to show that you love your friends?* Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to turn to their partner and share what they have learned.

UNIT 12	Keeping Friends	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • make an apology • accept an apology • say the name and sounds of the letter s as /z/ • read decodable words with the letter s as /z/ <p>Suggested resources (in addition to the learner’s book) letter <i>cards</i>, word <i>cards</i></p>		

Introduction	(2 minutes)
Ask learners: <i>What do you say when you have done something wrong to a friend?</i>	

Activity 12.2.1	Oral Language: Making and accepting apologies	(8 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to make and accept apologies. A: <i>I am sorry that I made you angry (or hurt your feelings, or something similar etc)</i> . B: <i>That’s okay. I forgave you</i> . Ensure that they are doing it correctly and help those who need support.		

Activity 12.2.2	Phonics: Saying name and sound of the letter s as /z/	(5 minutes)
Refer the learners to page 66 Activity B. Use local language if necessary. Explain that <i>sometimes</i> when the letter s comes at the end of a word, it makes the sound /z/ instead of /s/. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter and say: <i>This letter is s and sometimes the sound of the letter is /z/</i> .		

Activity 12.2.3	Reading: Decodable words	(8 minutes)
Refer learners to page 66 Activity C. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own in pairs or individually. Ensure that they are doing correctly and help those who need support.		

Activity 12.2.4	Reading and writing sight words	(5 minutes)
Refer the learners to page 67 Activity D. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to and read the words by sight. Use appropriate gestures to show meaning of the word. Use local language, if necessary, check and clarify the learners’ understanding. After modelling for them and practising with them, let them point to and read the words on their own in pairs or individually. Ask learners to copy the words in their exercise books. Check that they are doing correctly and help those who need support.		

Conclusion

(2 minutes)

Ask learners to mention other words they know that end with the letter *s* as /z/.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 12**Keeping friends****Lesson 3****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *angry*, *apologise*, and *hug*

Introduction

(2 minutes)

Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 12.3.1**Vocabulary: Using new words**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *angry*, *apologies* and *hug*. Use local language if learners do not understand.

Activity 12.3.2**Read aloud: Listening to a story**

(10 minutes)

Refer learners to page 65 Activity A. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Wezi and Dalo), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Keeping friends

Dalo and Wezi are best friends. They are in the same class at Chisesa primary school. During break time, they play together. They share food. Sometimes, Wezi and Dalo become angry with each other. When this happens, they apologise to each other. Then they smile and hug each other. Dalo and Wezi are best friends again. After classes Dalo and Wezi go home together. At home, they play different games with other friends.

Activity 12.3.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What is the name of Dalo's friend?* 2 *Which school do Dalo and her*

friend go to? 3 What do Dalo and her friend do when they make each other angry? 4 What do you do to show that you love your friends? Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 12

Keeping friends

Lesson 4

Success criteria

Learners must be able to:

- make an apology
- accept an apology
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)

letter cards, word cards

Introduction

(2 minutes)

Ask learners to recall the name and sound of the letter s as /z/ at the end of some words, and to read the words yams, pens, hens, and dogs from word cards.

Activity 12.4.1

Oral language: Making and accepting apologies

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to make and accept apologies A: *I am sorry that I made you angry (or hurt your feelings, or something similar etc)*. B: *That's okay. I forgave you.* Ensure that they are doing it correctly and help those who need support.

Activity 12.4.2

Reading: Decodable words

(8 minutes)

Refer learners to page 67 Activity E. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check the learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 12.4.3

Reading: Decodable sentences

(8 minutes)

Refer learners to page 67 Activity F. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the

meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 12

Keeping Friends

Lesson 5

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- make predictions about a story
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *birthday*, *invite* and *tomorrow*

Introduction

(2 minutes)

Ask learners to say what they do with friends during celebrations.

Activity 12.5.1

Vocabulary: Learning new words

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *birthday*, *invite* and *tomorrow*. Use local language if learners do not understand.

Activity 12.5.2

Read aloud: Listening to a story

minutes)

(10

Refer learners to page 68 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Wezi and Dalo) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Wezi misses Dalo's birthday

Tomorrow is Dalo's birthday. Dalo meets Wezi on the road. 'Will you come to my birthday party tomorrow?' Dalo asks. Wezi answers, 'No. Thank you for your invitation. I will go to the village with my father.' Dalo says, 'I would love to see you at the party.' Wezi is sorry to miss Dalo's party. A week later, Wezi visits Dalo. Wezi apologises to Dalo. She says, 'I am sorry for missing your birthday party.' Dalo says, 'It is okay'. They hug. Wezi's birthday party is next month, she will invite Dalo. She prays that Dalo will come.

Activity 12.5.3 **Comprehension: Answering questions** (8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *How does Wezi answer to the invitation by Dalo?* 2 *Where will Wezi go on Dalo’s birthday party?* 3 *Why is Wezi sorry? What does Wezi pray about?* Use local language if learners do not understand. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of the new words they have learnt.

UNIT 12 **Keeping Friends** **Lesson 6**

Success criteria

Learners must be able to:

- make invitations
- accept invitations
- say the name and sound of the letters th
- read decodable words

Suggested resources (in addition to the learner’s book)
letter cards, word cards

Introduction (2 minutes)

Ask the learners to mention what they say when they want their friends to come to their home.

Activity 12.6.1 **Oral language: Making and accepting invitations** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate understanding on their own) to make and accept invitations. Say: *Would you please come to my birthday party on Saturday?/ Yes, please. Thank you!* Ensure that they are doing it correctly and help those who need support.

Activity 12.6.2 **Phonics: Saying names and sounds of letters th** (6 minutes)

Refer learners to page 69 Activity H. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letters and say: *These letters are t and h and the sound of the letters is /th/.*

Activity 12.6.3 **Reading: Decodable words** (10 minutes)

Refer learners to page 69 Activity I. Follow the *I Do–We Do–You Do* approach to guide the learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention people's names or other words they know that begin with the letters *th*.

UNIT 12**Keeping friends****Lesson 7****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *birthday*, *invite* and *tomorrow*

Introduction

(2 minutes)

Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 12.7.1**Vocabulary: Using new words**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *birthday*, *invite* and *tomorrow*. Use local language if learners do not understand.

Activity 12.7.2**Read aloud: Listening to a story**
minutes)

(10

Refer the learners to page 68 Activity G. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Wezi and Dalo), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Wezi misses Dalo's birthday

Tomorrow is Dalo's birthday. Dalo meets Wezi on the road. 'Will you come to my birthday party tomorrow?' Dalo asks. Wezi answers, 'No. Thank you for your invitation. I will go to the village with my father.' Dalo says, 'I would love to see you at the party.' Wezi is sorry to miss Dalo's party. A week later, Wezi visits Dalo. Wezi apologises to Dalo. She says, 'I am sorry for missing your birthday party.' Dalo says, 'It is okay'. They hug. Wezi's birthday party is next month, she will invite Dalo. She prays that Dalo will come.

Activity 12.7.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *How does Wezi answer to the invitation by Dalo?* 2 *Where will Wezi go on Dalo's birthday party?* 3 *Why is Wezi sorry? What does Wezi pray about?* Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate the meanings of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 12**Keeping friends****Lesson 8****Success criteria**

Learners must be able to:

- make invitations
- accept invitations
- read decodable words with understanding
- read decodable sentences
- write words

Suggested resources (in addition to the learner's book)
sentence charts, letter cards, word cards

Introduction

(2 minutes)

Show learners letter cards for **th**. Ask them to recall the names and sounds of the letters and to mention names or other words that begin with them.

Activity 12.8.1**Oral language: Making and accepting invitations**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to make and accept invitations. Say: *Would you please come to my birthday party on Saturday?/ Yes, please. Thank you!* Ensure that they are doing it correctly and help those who need support.

Activity 12.8.2**Reading with understanding: Decodable words**

(4 minutes)

Refer learners to page 69 Activity J. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 12.8.3**Reading: Decodable sentences**

(8 minutes)

Refer learners to page 70 Activity K. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 12.8.4 **Dictation: Writing words** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to listen and write words as the teacher dictates to the learners the following words: *path, thin, yams* and *dogs*. Ask some learners to write the words they have written in their notebooks on the chalkboard/word card. Help those who need support.

Conclusion (2 minutes)

Ask learners to read words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 12 **Keeping friends** **Lesson 9**

Success criteria

Learners must be able to:

- read decodable words
- read a decodable story

Suggested resources (in addition to the learner's book)
word cards, story chart

Introduction (2 minutes)

Ask learners to orally break these words into their component sounds: *path, thin, pens* and *yams*.

Activity 12.9.1 **Reading: Decodable words** (5 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own in pairs or individually) to read words on page 70 Activity L. If they have difficulties, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 12.9.2 **Reading: Decodable story** (10 minutes)

Follow the *I Do–We Do–You Do* approach and use the choral reading strategy for reading the story on page 70 Activity M. Invite a learner to the front and model choral reading (reading aloud in unison together). Then practise choral reading with the whole class. Use local language, if necessary, talk about the meaning of the story and check and clarify the learners' understanding. Ask them to choral read the story on their own.

Activity 12.9.3 **Comprehension: Answering questions** (7 minutes)

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the questions on page 70 Activity M based on the story.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

Unit 12**Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the *teacher reflections* for Lessons 1 to 9 to plan the review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 13**Good eating habits****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- make predictions about a story
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *wash, brush* and *teeth*

Introduction

(2 minutes)

Ask learners to say what they do before and after eating.

Activity 13.1.1**Vocabulary: Learning new words**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *wash, brush* and *teeth*. Use local language if learners do not understand.

Activity 13.1.2**Read aloud: Listening to a story**

(10 minutes)

Refer learners to page 71 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Dalo and her mother), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Good eating habits

Dalo eats different types of food at home. She eats nsima with fish and vegetables. Sometimes, she eats rice with chicken. Dalo eats fruits such as bananas and mangoes. She washes her hands before eating anything. Dalo does not talk a lot nor laugh when eating. She eats the food slowly. Dalo sits well on her chair. After eating she washes her hands again. She also cleans her teeth soon after eating. Her mother tells her to clean the table after eating. Dalo obeys to her mother.

Activity 13.1.3

Comprehension: Answering questions

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What does Dalo do before eating?* Answer: *Dalo washes her hands before she eats* 2 *How does Dalo eat food?* 3 *Why is it important to clean the table after eating?* Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the new words they have learned.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 13

Good eating habits

Lesson 2

Success criteria

Learners must be able to:

- ask for information
- give information
- say the names and sound of the letters **sh**
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards, word cards

Introduction

(2 minutes)

Ask learners to mention what they eat at different times of the day.

Activity 13.2.1

Oral language: Asking for and giving information

(10minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information using: 1 *What do you do before eating?* / *I wash my hands.* 2 *Why do you wash hands?* / *To remove dirt.* Ensure that they are doing it correctly and help those who need support.

Activity 13.2.2 **Phonics: Saying names and sound of letters sh** (6 minutes)

Refer learners to page 72 Activity B. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letters and say: *These letters are s and h and the sound of the letters is /sh/.*

Activity 13.2.3 **Reading: Decodable words** (10 minutes)

Refer learners to page 72 Activity C. Follow the *I Do–We Do–You Do* approach to guide the learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (2 minutes)

Ask learners to mention names or other words they know that begin with the letters *sh*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 13 **Good eating habits** **Lesson 3**

Success criteria

Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *wash, brush* and *teeth*

Introduction (2 minutes)

Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 13.3.1 **Vocabulary: Using new words** (7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *wash, brush* and *teeth*. Use local language if learners do not understand.

Activity 13.3.2**Read aloud: Listening to a story**
(minutes)

(10)

Refer learners to page 71 Activity A. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Dalo and her mother), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Good eating habits

Dalo eats different types of food at home. She eats nsima with fish and vegetables. Sometimes, she eats rice with chicken. Dalo eats fruits such as bananas and mangoes. She washes her hands before eating anything. Dalo does not talk a lot nor laugh when eating. She eats the food slowly. Dalo sits well on her chair. After eating she washes her hands again. She also cleans her teeth soon after eating. Her mother tells her to clean the table after eating. Dalo obeys to her mother.

Activity 13.3.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What does Dalo do before eating?* Answer: *Dalo washes her hands before she eats* 2 *How does Dalo eat food?* 3 *Why is it important to clean the table after eating?* Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to say what they do when eating food.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 13**Good eating habits****Lesson 4****Success criteria**

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
letter cards, word *cards*, *sentence charts*

Introduction

(2 minutes)

Ask learners to recall the names and sounds of the letters *sh* and to orally mention words that begin with them.

Activity 13.4.1**Oral language: Asking for and giving information**

(10minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information using: 1 *What do you do before eating? / I wash my hands.* 2 *Why do you wash hands? / To remove dirt.* Ensure that they are doing it correctly and help those who need support.

Activity 13.4.2**Reading with understanding: Decodable words**

(7 minutes)

Refer learners to page 73 Activity D. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own in pairs or individually. Help those who need support.

Activity 13.4.3**Reading: Decodable sentences**

(7 minutes)

Refer learners to page 73 Activity E. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word *cards*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 13**Good eating habits****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- make predictions about a story
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *fight*, *bath* and *supper*

Introduction

(2 minutes)

Ask learners to mention activities that they do with their friends.

Activity 13.5.1**Vocabulary: Learning new words**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *fight*, *bath* and *supper*. Use local language if learners do not understand.

Activity 13.5.2**Read aloud: Listening to a story**
minutes)

(10

Refer learners to page 74 Activity F. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Yankho and his mother), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Good boy

Yankho plays well with his friends. He does not say bad words to them. He does not fight with friends. He likes to play fish-fish more than swing. Yankho and his friends go back to their homes late in the afternoon. When Yankho gets home, he takes a bath. His mother prepares food for supper. Yankho likes chips. After eating, Yankho helps his mother wash the plates. Then he plays games on his mother's phone.

Activity 13.5.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What games does Yankho play?* 2 *What does he do after playing the games?* 3 *What games do you like to play at home?* 4 *Why do you like the games you play?* Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 13	Good eating habits	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the names and sounds of the letters th (as in the) • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards, word <i>cards</i></p>		

Introduction	(2 minutes)
Ask learners to say what they do before and after eating.	

Activity 13.6.1	Oral language: Asking for and giving information	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Ask: <i>What do you do when eating?</i> Answers: <i>I eat slowly. / I do not speak. / I sit up straight.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 13.6.2	Phonics: Saying names and sound of letters th	(8 minutes)
Refer the learners to page 74 Activity G. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter and say: <i>These letters are t and h and the sound of the letters is /th/ (as in the).</i>		

Activity 13.6.3	Reading: Decodable words	(10 minutes)
Refer learners to page 75 Activity H. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own in pairs or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(2 minutes)
Ask the learners to mention people's names or other words they know that begin with the letters <i>th</i> .	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 13	Good eating habits	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to <p>Suggested resources (in addition to the learner's book) materials for teaching <i>fight</i>, <i>bath</i> and <i>supper</i></p>		

Introduction	(2 minutes)
Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.	

Activity 13.7.1	Vocabulary: Using new words	(8 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: <i>fight</i> , <i>bath</i> and <i>supper</i> . Use local language if learners do not understand.		

Activity 13.7.2	Read aloud: Listening to a story	(10 minutes)
Refer learners to page 74 Activity F. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Yankho and his mother), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.		
Good boy		
<p><i>Yankho plays well with his friends. He does not say bad words to them. He does not fight with friends. He likes to play fish-fish more than swing. Yankho and his friends go back to their homes late in the afternoon. When Yankho gets home, he takes a bath. His mother prepares food for supper. Yankho likes chips. After eating, Yankho helps his mother wash the plates. Then he plays games on his mother's phone.</i></p>		

Activity 13.7.3	Comprehension: Answering questions	(8 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to ask and answer these questions orally: 1 <i>What games does Yankho play?</i> 2 <i>What does he do after playing the games?</i> 3 <i>What games do you like to play at home?</i> 4 <i>What else do you do at home in the evening?</i> Use local language if learners do not understand. Help those who need support.		

Conclusion	(2 minutes)
Ask learners to demonstrate an understanding of the new words they have learnt.	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 13**Good eating habits****Lesson 8****Success criteria**

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences
- make words from a table

Suggested resources (in addition to the learner's book)

letter cards, word *cards*, *sentence charts*

Introduction

(2 minutes)

Show learners letter card for *th*. Ask them to recall the names and sounds of the letters and to mention names or other words that begin with them.

Activity 13.8.1**Oral language: Asking for and giving information**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Ask: *What do you do when eating?* Answers: *I eat slowly. / I do not speak. / I sit up straight.* Ensure that they are doing it correctly and help those who need support.

Activity 13.8.2**Reading with understanding: Decodable words**

(2 minutes)

Refer learners to page 75 Activity J. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own in pairs or individually. Help those who need support.

Activity 13.8.3**Reading: Decodable sentences**

(8 minutes)

Refer learners to page 76 Activity K. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 13.8.4 **Reading: Making words from a table** (8 minutes)

Refer learners to page 76 Activity L. Follow the *I Do–We Do–You Do* approach to guide the learners to make words from the table. Ask learners to copy the words in their exercises books. Ask some learners to read their answers to the class.

Conclusion (2 minutes)

Ask learners to read this unit’s words from word *cards*.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 13	Good eating habits	Lesson 9
----------------	---------------------------	-----------------

Success criteria

Learners must be able to:

- read decodable words
- read a decodable story
- answer a question about a story they have read

Suggested resources (in addition to the learner’s book)
story chart, word *cards*

Introduction (2 minutes)

Ask learners to orally break these words into their sounds: *shop, dish* and *gather*.

Activity 13.9.1 **Reading: Decodable words** (8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate understanding on their own in pairs or individually) to read words on page 77 Activity M. If they have difficulties, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 13.9.2 **Reading: Decodable story** (10 minutes)

Follow the *I Do–We Do–You Do* approach and use the choral reading strategy for reading the story on page 77 Activity N. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners’ understanding. Ask them to read the story repeatedly on their own in pairs.

Activity 13.9.3	Comprehension: Answering questions (7 minutes)	(7 minutes)
------------------------	-------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the questions on page 77 Activity N based on the story.

Conclusion	(3 minutes)
-------------------	-------------

Spread ten cards on a desk. Each card has one of these words: shop, ship, shot, push, finish, wish, fish and mesh. Ask learners to come to the desk in turns and pick one card. Ask learner to read aloud the word on the card to the class. Do the same with the rest of the cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

Unit 13	Review	Lesson 10
----------------	---------------	------------------

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 14	Dalo’s class	Lesson 1
----------------	---------------------	-----------------

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner’s book)
materials for teaching *dirt*, *slash* and *mop*

Introduction	(2 minutes)
---------------------	-------------

Ask learners to name all the objects in the classroom.

Activity 14.1.1	Vocabulary: Learning new words (8 minutes)	(8 minutes)
------------------------	---------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach (ie. model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *dirty*, *sweep* and *mop*. Use local language if learners do not understand.

Activity 14.1.2**Read aloud: Listening to a story**
(minutes)

(8)

Refer learners to page 78 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Dalo and her classmates), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Dalo's class

Dalo and other learners come to school in good time. The class is dirty. The learners sweep and mop. They clean the chairs and desks. They clean the windows. The learners are happy to sit in the classroom. They want to learn to read. The teacher teaches them. They are happy. They learn well. The headteacher comes to the classroom. The headteacher says, "It is good to take care of school items. It is good to learn to read. You are good learners." Both teachers and parents are happy.

Activity 14.1.3**Comprehension: Answering questions**

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What does Dalo clean?* Answer: *She cleans chairs and desks.* 2 *What do the learners want to learn?* Answer: *They want to learn to read.* Use local language if learners do not understand. Help those who need support.

Activity 14.1.4**Comprehension: Retelling a story**

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 14.1.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners demonstrate an understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lesson.

UNIT 14	Dalo's class	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express feelings • say the name and sound of the letter <i>u</i> • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards, word <i>cards</i></p>		

Introduction	(2 minutes)
Ask learners to say what they eat at different times of the day.	

Activity 14.2.1	Oral language: Expressing feelings	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to express feelings. 1 <i>Why do you look sad? / I am sad because I have lost my pen/because I am hungry.</i> 2 <i>Why are you happy? / I am happy because I have passed the test/because I found the lost money.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 14.2.2	Phonics: Saying name and sound of the letter <i>u</i>	(6 minutes)
Refer learners to page 78 Activity B. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter and say: <i>The name of this letter is u and the sound of the letter is /a/.</i>		

Activity 14.2.3	Reading: Decodable words	(10 minutes)
Refer learners to page 79 Activity C. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(2 minutes)
Ask learners to mention names or other words they know that begin with or contain the letter u .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 14	Dalo's class	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating <i>dirty</i> and <i>break</i></p>		

Introduction	(2 minutes)
Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.	

Activity 14.3.1	Vocabulary: Using new words	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: sweep, mop, dirty. Use local language if learners do not understand.		

Activity 14.3.2	Read aloud: Listening to a story	(6 minutes)
Refer learners to page 78 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Dalo and her classmates) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.		
Dalo's class		
<p><i>Dalo and other learners come to school in good time. The class is dirty. The learners sweep and mop. They clean the chairs and desks. They clean the windows. The learners are happy to sit in the classroom. They want to learn to read. The teacher teaches them. They are happy. They learn well. The headteacher comes to the classroom. The headteacher says, "It is good to take care of school items. It is good to learn to read. You are good learners." Both teachers and parents are happy.</i></p>		

Activity 14.3.3	Comprehension: Answering questions	(8 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to ask and answer these questions orally: 1 <i>What does Dalo clean?.</i> 2 <i>What do the learners want to learn?.</i> 3 <i>Why do you think the learners are happy?.</i> 4 <i>Why do you think the headteacher comes to the class?.</i> Use local language if learners do not understand. Help those who need support.		

Activity 14.3.4	Comprehension: Retelling a story	(6 minutes)
Repeat Activity 14.1.4.		

Conclusion

(2 minutes)

Ask learners to say how they take care of their classroom.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lessons.

UNIT 14**Dalo's class****Lesson 4****Success criteria**

Learners must be able to:

- express feelings
- read decodable words with understanding
- read decodable sentences
- complete sentences

Suggested resources (in addition to the learner's book)

sentence charts, letter cards, word *cards* and *sentence charts*

Introduction

(2 minutes)

Ask learners to recall the name and sound of the letter **u** and to orally mention words that begin with letter *u*.

Activity 14.4.1**Oral language: Expressing feelings**

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to express feelings. 1 *Why do you look sad? / I am sad because I have lost my pen/because I am hungry.* 2 *Why are you happy? / I am happy because I have passed the test/because I found the lost money.* Ensure that they are doing it correctly and help those who need support.

Activity 14.4.2**Reading with understanding: Decodable words**

(4 minutes)

Refer learners to pages 79 and 80 Activity D. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 14.4.3**Reading: Decodable sentences**

(6 minutes)

Refer learners to page 80 Activity E. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 14.4.4**Writing: Completing sentences****(8 minutes)**

Refer learners to page 80 Activity F. Follow the *I Do–We Do–You Do* approach to guide the learners to complete sentences using the given words. Model completing the sentences for them and practise completing with them. Ask them to read the sentences they have completed. Help those who need support.

Conclusion**(2 minutes)**

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lessons.

UNIT 14**Dalo’s class****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner’s book)
materials for teaching *health, surrounding* and *subjects*

Introduction**(2 minutes)**

Ask learners to say how they keep the school clean.

Activity 14.5.1**Vocabulary: Learning new words****(8 minutes)**

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: health, surrounding and subjects. Use local language if learners do not understand.

Activity 14.5.2**Read aloud: Listening to a story****(8 minutes)**

Refer learners to page 81 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (teachers and learners) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

A good school

Chisesa is a beautiful school. It has clean walls and windows. It also has chairs and desks. Teachers tell learners to keep the school clean. Learners mop the classrooms. They sweep the surroundings and keep the grass short. Teachers make lessons interesting. They make sure that all subjects are taught. Learners respect their teachers. They work hard in class. They do not run away from classes. They always do their homework. The learners keep the school clean. They also keep their homes clean. Both teachers and learners are healthy and happy.

Activity 14.5.3 **Comprehension: Answering questions** (5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What is the name of the beautiful school?* 2 *What does the school have?* 3. *How do learners keep the school clean?* Use local language if learners do not understand. Help those who need support.

Activity 14.5.4 **Comprehension: Retelling a story** (5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 14.5.2 in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of the new words.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 14	Dalo's class	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • say the names and sound of lettersoo • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction (2 minutes)

Ask learners to say what good learners do at school.

Activity 14.6.1 **Oral language: Giving and taking advice** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and take advice, using: 1 *Is it good to break windows?/No, it is not good to break windows.* 2 *Is it good to come to school early? / Yes, it is good to come to school early.* Ensure that they are doing it correctly and help those who need support.

Activity 14.6.2 **Phonics: Saying names and sound of letters oo** (8 minutes)

Refer learners to page 82 Activity H. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *The name of these letters are o and o and the sound of the letters is /u/.*

Activity 14.6.3 **Reading: Decodable words** (8 minutes)

Refer learners to page 82 Activity I. Follow the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.

Conclusion (2 minutes)

Ask learners to mention people’s names or other words they know that contain the letters *oo*.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 14	Dalo’s class	Lesson 7
---------	--------------	----------

Success criteria

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner’s book)
materials for teaching *surrounding, healthy* and *subjects*

Introduction (2 minutes)

Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 14.7.1**Vocabulary: Using new words**

(6 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *surrounding*, *healthy* and *subjects*. Use local language if learners do not understand.

Activity 14.7.2**Read aloud: Listening to a story**
minutes)

(6

Refer learners to page 81 Activity G. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (teachers and learners) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

A good school

Chisesa is a beautiful school. It has clean walls and windows. It also has chairs and desks. Teachers tell learners to keep the school clean. Learners mop the classrooms. They sweep the surroundings and keep the grass short. Teachers make lessons interesting. They make sure that all subjects are taught. Learners respect their teachers. They work hard in class. They do not run away from classes. They always do their homework. The learners keep the school clean. They also keep their homes clean. Both teachers and learners are healthy and happy.

Activity 14.7.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *How do learners keep the school clean?* 2 *What do the teachers do?* 3 *Why do learners do well in class?* Use local language if learners do not understand. Help those who need support.

Activity 14.7.4**Comprehension: Retelling a story**

(6 minutes)

Repeat Activity 14.5.4.

Conclusion

(2 minutes)

Ask learners to say how they keep their school clean.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 14	Dalo's class	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards, word cards and sentence charts</p>		

Introduction	(2 minutes)
Show learners letter cards for oo . Ask them to recall the name and sound of the letters and to mention words that contain them.	

Activity 14.8.1	Oral language: Giving and taking advice	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and take advice, using: 1 <i>Is it good to break windows?/No, it is not good to break windows.</i> 2 <i>Is it good to come to school early? / Yes, it is good to come to school early.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 14.8.2	Reading with understanding: Decodable words	(6 minutes)
Refer learners to page 83 Activity J. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to read the words with understanding. Use pictures and local language if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own in pairs or individually. Help those who need support.		

Activity 14.8.3	Reading: Decodable sentences	(10 minutes)
Refer learners to page 83 Activity K. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Conclusion	(2 minutes)
Ask learners to read this unit's words from word cards.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 14	Dalo's class	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read decodable words • read a decodable story <p>Suggested resources (in addition to the learner's book) story chart</p>		

Introduction

(2 minutes)

Ask learners to orally break these words into their sounds: *hug, sun, food* and *book*

Activity 14.9.1

Reading: Decodable words

(4 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own, in pairs or individually) to read words on page 84 Activity L. If they have difficulties, help them to sound the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 14.9.2

Reading: Decodable story

(14 minutes)

Follow the *I Do–We Do–You Do* approach and use the choral reading strategy for reading the story on page 84 Activity M. Invite a learner to the front and model repeated reading (reading three to four times). Then practise repeated reading with the whole class. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own.

Activity 14.9.3

Comprehension: Answering a question

(8 minutes)

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the questions on page 84 Activity M based on the story.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *mug, bun, look* and *zoo*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

Unit 14	Review	Lesson 10
<p>In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.</p>		

UNIT 15	Let's do it again	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 1 of Units 11-14 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction	(2 minutes)
<p>Guide learners in describing the picture related to the story that has been selected for revision in Activity 15.1.2.</p>	

Activity 15.1.1	Revising vocabulary (8 minutes)	(8 minutes)
<p>Select for revision three or four vocabulary words that were difficult for learners in Lesson 1 of Units 11 to 14 (ie watering cane, beautiful, brush, grass, angry, hug). Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.</p>		

Activity 15.1.2	Read aloud: Listening to a story (6 minutes)	(6 minutes)
<p>Select for revision one story from Lesson 1 of Units 11 to 14. Refer learners to the page with the picture for the story. Say the title, introduce the characters and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.</p>		

Activity 15.1.3	Comprehension: Answering questions (6 minutes)	(6 minutes)
<p>Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 15.1.2. Use local language if</p>		

learners do not understand. Help those who need support in answering the questions correctly.

Activity 15.1.4

Comprehension: Retelling a story
(6 minutes)

(6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 15.1.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15

Let's do it again

Lesson 2

Success criteria

Learners must be able to:

- use one of the oral language structures learnt in Lesson 2 of Units 11-14
- say the names and sounds of the letters learnt in Lesson 2 of Units 11-14
- read decodable words learnt in Lesson 2 of Units 11-14

Suggested resources (in addition to the learner's book)

word cards

Introduction

(2 minutes)

Ask learners to orally break the words *king, fish, hens, thick, sun, food* and *father* into their component sounds.

Activity 15.2.1

Revising oral language structures
(10 minutes)

(10 minutes)

Select one of the following oral language structures for revision:

- 1 Explaining how to do things using: *How do you keep your home beautiful? We keep our home beautiful by sweeping the ground.* (Activity 11.2.1)
- 2 Making and accepting apologies using: *1 What do you say when you have done something wrong to a friend? / I am sorry. 2 Why do I say sorry? / I say sorry because the friend is not happy.* (Activity 12.2.1)
- 3 Asking for and giving information using: *1 What do you do before eating? / I wash hands. 2 Why do you wash hands? / To remove dirt.* (Activity 13.2.1)

- 4 Expressing feelings using: *1 Why do you look sad? / I am sad because I have lost my pen/because I am hungry. 2 Why are you happy? / I am happy because I have passed the test/because I found the lost money.* (Activity 14.2.1)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own, in pairs) to guide the learners to use the chosen structure. Check that they are doing it correctly and help those who need support.

Activity 15.2.2 **Phonics: Saying names and sounds of letters** (6 minutes)

Refer learners to page 85 Activity A. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter in the first row and say: *The name of the letter is ... and the sound of the letter is /.../.*

Activity 15.2.3 **Reading: Decodable words** (10 minutes)

Refer learners to page 85 Activity B. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15 **Let's do it again** **Lesson 3**

Success criteria

Learners must be able to:

- use words learnt in Lessons 3 of Units 11-14
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner's book)

materials for demonstrating vocabulary words selected for revision

Introduction (2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 15.3.2.

Activity 15.3.1 **Vocabulary: Revising new words** (8 minutes)

Select for revision three or four vocabulary words that were difficult for learners in Lesson 3 of Units 11 to 14 (ie *watering cane, beautiful, brush, grass, angry* and *hug*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 15.3.2 **Read aloud: Listening to a story** (6 minutes)

Select for revision one story from Lesson 3 of Units 11 to 14. Refer the learners to the page with the picture for the story. Say the title, introduce the characters and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Activity 15.3.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 15.3.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 15.3.4 **Comprehension: Retelling a story** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 15.3.2 in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of the vocabulary words they have revised in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15	Let's do it again	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 4 of Units 11-14 • read sight words that were learnt in Lesson 4 of Units 11-14 • read decodable sentences from Lesson 4 of Units 11-14 <p>Suggested resources (in addition to the learner's book) word cards, sentence charts</p>		

Introduction	(2 minutes)
Ask learners to orally spell these words: <i>king, fish, hens, thick, sun, food</i> and <i>father</i> .	

Activity 15.4.1	Revising oral language structures	(10 minutes)
<p>Select one of the following oral language structures for revision:</p> <ol style="list-style-type: none"> 1 Explaining how to do things using: <i>How do you keep your home beautiful? We keep our home beautiful by sweeping the ground.</i> (Activity 11.4.1) 2 Making and accepting apologies using: <i>1 What do you say when you have done something wrong to a friend? / I am sorry. 2 Why do I say sorry? / I say sorry because the friend is not happy.</i> (Activity 12.4.1) 3 Asking for and giving information using: <i>1 What do you do before eating? / I wash hands. 2 Why do you wash hands? / To remove dirt.</i> (Activity 13.4.1) 4 Expressing feelings using: <i>1 Why do you look sad? / I am sad because I have lost my pen/because I am hungry. 2 Why are you happy? / I am happy because I have passed the test/because I found the lost money.</i> (Activity 14.4.1) <p>Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own, in pairs) to guide the learners to use the chosen structure. Ensure that they are doing it correctly and help those who need support.</p>		

Activity 15.4.2	Reading: Decodable words	(8 minutes)
<p>Select for revision any decodable words that were difficult for learners in Lesson 4 of Units 11 to 14: <i>band, hang, letter, yams, path, shop, gather, mug</i> and <i>tooth</i>. Write them on the chalkboard. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.</p>		

Activity 15.4.3	Reading: Decodable sentences	(8 minutes)
<p>Select any decodable sentences that were difficult for learners in Lesson 4 of Units 11-14 for revision. Write them on the chalkboard. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to read the sentences. Model reading the sentences for them and practice</p>		

reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check and clarify the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read the following decodable words from the word cards: *band, hang, letter, yams, path, shop, gather, mug and tooth*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15

Let's do it again

Lesson 5

Assessing learners

- Assess learners on what they have learnt in Lessons 1 to 4 of Units 11 to 14.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 1 to 4 of Units 11 to 14.

Below are the success criteria from Lessons 1 to 4 of Units 1 to 4. Check if learners are able to:

- demonstrate understanding of and use these words: *watering cane, beautiful, brush, grass, angry and hug*
- use these comprehension strategies:
 - make predictions about a story
 - answer questions about a story they have listened to
 - retell a story they have listened to
- use these oral language structures:
 - Explaining how to do things using: *How do you keep your home beautiful? We keep our home beautiful by sweeping the ground.* (Activity 21.4.1)
 - Making and accepting apologies using: *1 What do you say when you have done something wrong to a friend? / I am sorry. 2 Why do I say sorry? / I say sorry because the friend is not happy.* (Activity 12.4.1)
 - Asking for and giving information using: *1 What do you do before eating? / I wash hands. 2 Why do you wash hands? / To remove dirt.* (Activity 13.4.1)
 - Expressing feelings using: *1 Why do you look sad? / I am sad because I have lost my pen / because I am hungry. 2 Why are you happy? / I am happy because I have passed the test / because I found the lost money.* (Activity 14.4.1)
- say the names and sounds of these letters: *nd, ng, er, s /z/, th, (thin) th (the), u /a/, oo*
- read these decodable words with understanding: *band, hang, letter, yams, path, shop, gather, mug and tooth*
- read decodable sentences
- complete sentences with the missing word

Note: Let some learners read any decodable stories from Lesson 9 of Units 11 to 14 as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 15	Let's do it again	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 5 of Units 11-14 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction

(2 minutes)

Guide the learners in describing the picture related to the story that has been selected for revision in Activity 15.6.2.

Activity 15.6.1

Vocabulary: Revising new words
(8 minutes)

(8 minutes)

Select three or four vocabulary words that were difficult for learners in Lesson 5 of Units 11 to 14 for revision (ie *dirty, grass cutter, invite, surrounding, birthday* and *supper*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practice with learners, support as learners practice on their own) to guide the learners to use these new words in sentences.

Activity 15.6.2

Read aloud: Listening to a story(6 minutes)

Select for revision one story from Lesson 5 of Units 11 to 14. Refer the learners to the page with the picture for the story. Say the title, introduce the characters and read all the way through the story twice with expression using the picture and gestures to aid comprehension.

Activity 15.6.3

Comprehension: Answering questions
(6 minutes)

(6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 15.6.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 15.6.4	Comprehension: Retelling a story (6 minutes)	(6 minutes)
------------------------	--------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 15.6.2 in their own words. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to demonstrate understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15	Let's do it again	Lesson 7
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 6 or 8 of Units 11-14
- say the names and sounds of the letters learnt in Lesson 6 of Units 11-14
- read decodable words learnt in Lesson 6 of Units 11-14

Suggested resources (in addition to the learner's book)
word cards

Introduction	(2 minutes)
---------------------	-------------

Ask learners to orally break the **words**: *sand, pens, sing, locker, thin, shade, gather* and *look* into their component sounds.

Activity 15.7.1	Revising oral language structures (10 minutes)	(10 minutes)
------------------------	----------------------------------------------------------	--------------

Select one of the following oral language structures for revision:

- 1 Asking for and giving information using: *What natural things are found near your home? /Near our home there is a river/mountain/road.* (Activity 11.6.1)
- 2 Making and accepting invitations using: *Would you please come to my birthday party on Saturday?/Yes, please. Thank you!* (Activity 12.6.1)
- 3 Asking for and giving information using: *What do you do when eating? / I eat slowly/I do not speak/I sit up straight.* (Activity 13.6.1)
- 4 Giving and taking advice using: *Is it good to break windows?/No, it is not good to break windows. Is it good to come to school early?/Yes, it is good to come to school early.* (Activity 14.6.1)

Follow the *I Do–We Do–You Do* approach to guide the learners to use the chosen structure.

Activity 15.7.2**Phonics: Saying names and sounds of letters**

(8 minutes)

Refer learners to page 85 Activity A. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter in the second row and say: *The name of the letter is... and the sound of the letter is /.../.*

Activity 15.7.3**Reading: Decodable words**
(8 minutes)

(8 minutes)

Select any decodable words that were difficult for learners in Lesson 6 of Units 11-14 for revision: sand, singer, dogs, rash, plug, pool. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15**Let's do it again****Lesson 8****Success criteria**

Learners must be able to:

- use words learnt in Lesson 7 of Units 11-14
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner's book)

materials for demonstrating vocabulary words selected for revision

Introduction

(2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 15.8.2.

Activity 15.8.1**Vocabulary: Revising new words**
(8 minutes)

(8 minutes)

Select three or four vocabulary words that were difficult for learners in Lesson 7 of Units 11 to 14 for revision (ie *dirty, grass cutter, invite, surrounding, birthday* and *supper*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 15.8.2	Read aloud: Listening to a story (6 minutes)	(6 minutes)
------------------------	-----------------------------------------------------	-------------

Select for revision another story from Lesson 7 of Units 11 to 14. Refer the learners to the page with the picture for the story. Say the title, introduce the characters and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Activity 15.8.3	Comprehension: Answering questions (6 minutes)	(6 minutes)
------------------------	-------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 15.8.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 15.8.4	Comprehension: Retelling a story (6 minutes)	(6 minutes)
------------------------	-----------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 15.8.2. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners meanings of some of the new words they have learnt in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15	Let's do it again	Lesson 9
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 8 of Units 11-14
- read sight words that were learnt in Lesson 6 of Units 11-14
- read a decodable story

Suggested resources (in addition to the learner's book)
word cards

Introduction	(2 minutes)
---------------------	-------------

Ask learners to orally spell these words: *fat, pig, leg* and *met*.

Activity 15.9.1**Revising oral language structures**
(minutes)

(8)

Select one of the following oral language structures for revision:

- 1 Asking for and giving information using: *What natural things are found near your home? /Near our home there is a river/mountain/road.* (Activity 21.6.1)
- 2 Making and accepting invitations using: *Would you please come to my birthday party on Saturday?/Yes, please. Thank you!* (Activity 12.6.1)
- 3 Asking for and giving information using: *What do you do when eating?/I eat slowly/I do not speak/I sit up straight.* (Activity 13.6.1)
- 4 Giving and taking advice using: *Is it good to break windows?/No, it is not good to break windows. Is it good to come to school early? / Yes, it is good to come to school early.* (Activity 14.6.1)

Follow the *I Do–We Do–You Do* approach to guide the learners to use the chosen structure.

Activity 15.9.2**Revising sight words**
(minutes)

(6)

Write on the chalkboard: *he, with, does, his* and *from*. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.

Activity 15.9.3**Reading: Decodable story**
(minutes)

(12)

Refer learners to page 86 Activity C. Follow the *I Do–We Do–You Do* approach to guide learners to read the story and answer the questions. Model reading for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the story and questions and check and clarify the learners' understanding. Ask them to read the story on their own, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 15**Let's do it again****Lesson 10****Assessing learners**

- Assess learners on what they have learnt in Lessons 5 to 9 of Units 1 to 4.

- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 5 to 9 of Units 1 to 4.

Below are the success criteria from Lessons 5 to 9 of Units 1 to 4. Check if learners are able to:

- demonstrate understanding of and use these words: dirty, grass cutter, invite, surrounding, birthday, supper
- use these comprehension strategies:
 - make predictions about a story
 - answer questions about a story they have listened to
 - retell a story
- use these oral language structures:
 - Asking for and giving information using *What natural things are found near your home?/Near our home there is a river/mountain/road.* (Activity 11.6.1)
 - Making and accepting invitations using *Would you please come to my birthday party on Saturday?/ Yes, please. Thank you!* (Activity 12.6.1)
 - Asking for and giving information using *What do you do when eating?/I eat slowly/I do not speak/I sit up straight.* (Activity 13.6.1)
 - Giving and taking advice using *Is it good to break windows?/No, it is not good to break windows. Is it good to come to school early?/Yes, it is good to come to school early.* (Activity 14.6.1)
- say the names and sounds of these letters: *nd, ng, er, s /z/, th, (thin) th (the), u /a/, oo*
- read these decodable words with understanding: *sand, pens, sing, locker, thin, shade, gather and look*
- read and write these sight words: *he, with, does, his and from*
- read decodable sentences
- read a decodable story
- answer a question about a story they have read
- make/write words from letters
- complete sentences with missing words

Note: Let some learners read any decodable stories from Lesson 9 of Units 11 to 14 as some learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 16	Bad habits	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story they have listened to • retell a story they have listened to <p>Suggested resources (in addition to the learner’s book) materials for teaching <i>advice</i>, <i>roadside</i> and <i>early</i></p>		

Introduction	(2 minutes)
Ask learners to say what a good student does.	

Activity 16.1.1	Vocabulary: Learning new words	(8 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>advice</i> , <i>roadside</i> and <i>early</i> . Use local language if learners do not understand.		

Activity 16.1.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 87 Activity A. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Lucy, Thoko and Uncle Pensulo) and read all the way through the story twice with expression, using the picture and gestures to make learners understand,		
Bad habits		
<p><i>Lucy and Thoko are going to school. They are late. Lucy sees a man standing on the roadside. ‘Who is that man?’ She asks. ‘He is my uncle. His name is Mr Pensulo. He is going to the lake,’ Thoko answers. Uncle Pensulo calls Thoko. ‘Why are you going to school late?’ He asks. ‘We woke up late and we had to do some work at home,’ Lucy answers. ‘As school children, you must wake up early and go to school in time. It is not good to go to school late. You will miss lessons,’ Uncle Pensulo advises them. He then gives Thoko some money to use at school. Lucy and Thoko thank uncle Pensulo for the advice and the money. They start running as they go to school. They will never be late again.</i></p>		

Activity 16.1.3	Comprehension: Answering questions	(5 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide learners to ask and answer these questions orally: 1 Ask: <i>Where were Thoko and Lucy going?</i> Answer: <i>Thoko and Lucy were going to school.</i> 2 <i>Why did they go to school late?</i> 3 <i>What advice did their uncle give them?</i> Use local language if learners do not understand. Help those who need support.		

Activity 16.1.4 **Comprehension: Retelling a story** (5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 16.1.2 in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate their understanding of the new words they have learned.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16 **Bad habits** **Lesson 2**

Success criteria

Learners must be able to:

- ask for information using *can*
- give information using *can*
- say the name and sound of the silent letter *e* as in *bone*
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards; word cards

Introduction (2 minutes)

Ask learners to give examples of some bad habits.

Activity 16.2.1 **Oral language: Asking for and giving information using the modal verb *can*** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information using the modal verb *can*, eg *1 Can you be on the first position? Yes I can. 2 Can you drive...? No, I cannot drive.* Ensure that they are doing it correctly and help those who need support.

Activity 16.2.2 **Phonics: Saying name and sound of silent letter *e*** (8 minutes)

Refer learners to page 88 Activity B. Use local language, if necessary, explain that sometimes the letter *e* is silent at the end of a word. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *The name of this letter is e and the sound of the letter is silent e.*

Activity 16.2.3 **Reading: Decodable words** (8 minutes)

Refer learners to page 88 Activity C. Explain that in these words, because of the silent *e* on the end, the letter *o* makes the sound of its name. Follow the *I Do–We Do–You Do*

approach to guide the learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to read the following words: bone, nose, robe and home from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16

Bad habits

Lesson 3

Success criteria

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner's book)
any materials for teaching *dirty* and *break*

Introduction

(2 minutes)

Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 16.3.1

Vocabulary: Using new words

(6 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *advice*, *roadside* and *early*. Use local language if learners do not understand.

Activity 16.3.2

Read aloud: Listening to a story
(6 minutes)

(6 minutes)

Refer learners to page 87 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Lucy, Thoko and Uncle Pensulo) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Bad habits

Lucy and Thoko are going to school. They are late. Lucy sees a man standing on the roadside. 'Who is that man?' She asks. 'He is my uncle. His name is Mr Pensulo. He is going to the lake,' Thoko answers. Uncle Pensulo calls Thoko. 'Why are you going to school late?' He asks. 'We woke up late and we had to do some work at home,' Lucy answers. 'As school children, you must wake up early and go to school in time. It is not

good to go to school late. You will miss lessons,' Uncle Pensulo advises them. Lucy and Thoko thank uncle Pensulo for the advice. They start running as they go to school. They will never be late again.

Activity 16.3.3 **Comprehension: Answering questions** (8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 Ask: *Where were Thoko and Lucy going?* Answer: *Thoko and Lucy were going to school.* 2 *Why did they go to school late?* 3 *What advice did their uncle give them?* 4 *What will happen to you if you go to school late?* 5 *What can you do to be at school on time?* Use local language if learners did not understand. Help those who need support.

Activity 16.3.4 **Comprehension: Retelling a story** (6 minutes)

Repeat Activity 16.1.4.

Conclusion (2minutes)

Ask learners to retell the story without asking questions.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16	Bad habits	Lesson 4
----------------	-------------------	-----------------

Success criteria

Learners must be able to:

- ask for information using can
- give information using can
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)

letter cards, word cards, sentence charts

Introduction (2 minutes)

Ask learners to recall the name and sound of the silent letter e and to orally mention words that they learned that end with the silent letter e.

Activity 16.4.1 **Oral language: Asking for and giving information using the modal verb can** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information using the modal verb can, eg 1 *Can you be on the first position?* *Yes I can.* 2

Can you drive...? No, I cannot drive. Ensure that they are doing it correctly and help those who need support.

Activity 16.4.2 **Reading with understanding: Decodable words** (6 minutes)

Refer learners to page 89 Activity D. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use the pictures and local language, if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 16.4.3 **Reading: Decodable sentences** (10 minutes)

Refer learners to page 89 Activity E. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion (2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16	Bad habits	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• demonstrate understanding of new words• answer questions about a story they have listened to• retell a story they have listened to <p>Suggested resources (in addition to the learner's book) materials for teaching <i>bad</i>, <i>lazy</i> and <i>habit</i></p>	

Introduction (2 minutes)

Ask learners to mention examples of bad habits they should not do.

Activity 16.5.1 **Vocabulary: Learning new words** (8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following

words using appropriate strategies and materials for vocabulary instruction: *bad, lazy* and *habit*. Use local language if learners do not understand.

Activity 16.5.2

Read aloud: Listening to a story
(minutes)

(8

Refer learners to page 90 Activity F. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Chikondi, Thoko and the headteacher) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

Effects of bad habits

Chikondi and Thoko arrive late at school. The headteacher asks them why they are late. Chikondi and Thoko tell the headteacher that they stopped to play on their way to school. The headteacher says that coming late to school is a bad habit. Thoko asks, "Why is it a bad habit?" The headteacher says that in Standard 2 they learn English in the morning. "When you are late you miss learning new words and listening to new stories. Your teacher and parents may think that you don't want to learn. They may think you are lazy," the headteacher says. Chikondi and Thoko say that they want to learn. They will come to school in time. The headteacher tells them that coming to school in time is a good habit.

Activity 16.5.3

Comprehension: Answering questions

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 Ask: *Why are Chikondi and Thoko late to school?* Answer: *Chikondi and Thoko stopped to play.* 2 *What do learners who are late miss?* 3 *Why is coming to school in time a good habit?* Use local language if learners do not understand. Help those who need support.

Activity 16.5.4

Comprehension: Retelling a story

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 16.5.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to turn to meanings of new words.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16	Bad habits	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the name and sound of the letter a (/ei/) when it occurs with silent e as in lake • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction	(2 minutes)
Ask learners to mention some of the effects of bad habits.	

Activity 16.6.1	Oral language: Asking for and giving information	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information, using: <i>Why is smoking /drinking bad / Smoking/drinking is bad because it causes sickness</i> . Ensure that they are doing it correctly and help those who need support.		

Activity 16.6.2	Phonics: Saying name and sound of a /ei/	(8 minutes)
Refer learners to page 91 Activity G. Use local language, if necessary, explain that sometimes the letter a makes the sound /ei/ like its name. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter and say: <i>The name of this letter is a and the sound of the letter is /ei/</i> .		

Activity 16.6.3	Reading: Decodable words	(8 minutes)
Refer learners to page 91 Activity H. Use local language, if necessary, remind the learners that sometimes the letter e is silent at the end of a word. Remind them that when a word ends in a silent e , the other vowel says its name, like the letter o in bone, home, etc. Explain that in these words, because of the silent e on the end, the letter a makes the sound of its name (/ei/). Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.		

Conclusion	(2 minutes)
Ask learners to mention words that contain the sound /ei/.	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16**Bad habits****Lesson 7****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *bad*, *lazy* and *habit*

Introduction

(2 minutes)

Guide learners with simple questions to help them remember and talk about the story that they listened to the previous day.

Activity 16.7.1**Vocabulary: Using new words**

(6 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practice with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: bad, mad and sickness. Use local language if learners do not understand.

Activity 16.7.2**Read aloud: Listening to a story**
minutes)

(6

Refer learners to page 90 Activity F. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Lucy, Thoko and the teacher) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Effects of bad habits

Lucy and Thoko arrive late at school. Their teacher asks them why they are late. Lucy and Thoko tell the teacher that uncle Mzloni sent them to buy eggs and bread. Their teacher says that they should not arrive late to school. "Arriving late is a bad habit," their teacher says. Thoko asks, "What is a habit?" The teacher says that a habit is something that you do again and again. "If you are late to school again and again, it is a bad habit. You will not learn," the teacher says. Lucy and Thoko say that they don't want to keep bad habits. Their teacher tells them that they must work hard to come to school in good time. Lucy and Thoko say that they will work hard. "We will come to school early tomorrow," Thoko says. Their teacher says, "Coming to school early every day is a good habit."

Activity 16.7.3 **Comprehension: Answering questions** (8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *Why are Lucy and Thoko late to school?* 2 *What is a habit?* 3 *Why is their teacher happy?* 4 *Do you think Lucy and Thoko will be late again? Why or why not?* Use local language if learners do not understand. Help those who need support.

Activity 16.7.4 **Comprehension: Retelling a story** (6 minutes)

Repeat Activity 16.5.4.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of the new words they have learned.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16 **Bad habits** **Lesson 8**

Success criteria

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences
- complete sentences

Suggested resources (in addition to the learner's book)

letter cards, word cards, sentence charts

Introduction (2 minutes)

Ask learners to recall the name and sound of the silent letter **e**, and **a** as in /ei/.

Activity 16.8.1 **Oral language: Asking for and giving information** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information, using: *Why is smoking /drinking bad?/ Smoking/drinking is bad because it causes sickness.* Ensure that they are doing it correctly and help those who need support.

Activity 16.8.2 **Reading with understanding: Decodable words** (6 minutes)

Refer learners to page 91-92 Activity I. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language if necessary. Talk about the meaning of the words and check learners' understanding. After

modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 16.8.3 **Reading: Decodable sentences** (10 minutes)

Refer learners to page 92 Activity J. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. With the aid of local language if necessary, talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 16.8.4 **Completing sentences with words** (6 minutes)

Refer learners to page 92 Activity K. Follow the *I Do–We Do–You Do* approach to guide the learners to complete sentences by choosing the correct word. Model completing the sentences for them and practise completing with them. Ask them to read the sentences they have completed. Help those who need support.

Conclusion (2 minutes)

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 16	Bad habits	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read decodable words• read a decodable story• answer a question about a story they have read <p>Suggested resources (in addition to the learner’s book) word cards, story chart</p>	

Introduction (2 minutes)

Ask learners to orally break these words into their sounds: *home, robe, lake* and *cave*.

Activity 16.9.1 **Reading: Decodable words** (6 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own in pairs or individually) to read words on page 93 Activity L. If they have difficulties, help them to sound the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 16.9.2**Reading: Decodable story(14 minutes)**

Follow the *I Do–We Do–You Do* approach and use the choral reading strategy for reading the story on page 93 Activity M. Invite a learner to the front and model repeated reading (reading three to four times). Then practise repeated reading with the whole class. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own.

Activity 16.9.3**Comprehension: Answering a question(6 minutes)**

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the question on page 93 Activity M based on the story.

Conclusion

(2 minutes)

Ask learners to orally spell these words: *nose, bone, tape and cane*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 16**Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners do not understand. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 17**A visit to the village****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- activate their background knowledge
- answer questions about a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *grandparent, okra* and *holiday*

Introduction

(2 minutes)

Ask learners to mention what food they like to eat on special occasions.

Activity 17.1.1 **Vocabulary: Learning new words** (6 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: grandparent, okra and holiday. Use local language if learners do not understand.

Activity 17.1.2 **Read aloud: Listening to a story** (6 minutes)

Refer learners to page 94 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Yankho, Chisomo and grandmother) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

A visit to the village

Yankho and his sister Chisomo, live in the city. During the holiday, they visit their grandparents in the village. In the village, people like many things. They like local foods such as okra, figs, sweet potatoes and baobab fruit. After the holiday, Yankho and Chisomo go back to the city. Their grandparents give them some local foods like local eggs and okra. Yankho likes figs. He asks his grandmother to give him some figs, ‘May I take these figs to the city?’ he asks. ‘Oh! Fine. You can.’ Grandmother answers. Yankho carries some figs for his friends, Lucy and Ken.

Activity 17.1.3 **Comprehension: Answering questions** (8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *Where do Yankho and Chisomo go for holiday?* 2 *What are the foods that Yankho likes in the village?* 3 *Why does Yankho do for his friends?* Use local language if learners do not understand. Help those who need support.

Activity 17.1.4 **Comprehension: Retelling a story** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 17.1.2 in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of the new words they have learned.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 17	A visit to the village	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express likes • say the name and sound of letter i (/ai/) as in pipe • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction	(2 minutes)
Ask learners to say the food they eat at their home.	

Activity 17.2.1	Oral language: Asking for and giving information	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to express likes, using: <i>What local food do you like? I like figs/bananas/mangoes/sweet potatoes because they are sweet.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 17.2.2	Phonics: Saying name and sound of i /ai/	(8 minutes)
Refer learners to page 95 Activity B. Use local language if necessary, explain that sometimes the letter i makes the sound /ai/ like its name. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter and say: <i>The name of this letter is i and the sound of the letter is /ai/.</i>		

Activity 17.2.3	Reading: Decodable words	(8 minutes)
Refer learners to page 95 Activity C. Use local language if necessary. Remind the learners that sometimes the letter e is silent at the end of a word. Remind them that when a word ends in a silent e , the other vowel says its name, like the letter o in bone, and the letter a in lake, etc. Explain that in these words, because of the silent e on the end, the letter i makes the sound of its name (/ai/). Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.		

Conclusion	(2 minutes)
Ask learners to read the following words from word cards: <i>pipe, hide, bike</i> and <i>bite</i> .	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 17	A visit to the village	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • relate the story to their personal experience <p>Suggested resources (in addition to the learner’s book) materials for teacher <i>grandparent, okra</i> and <i>holiday</i></p>		

Introduction	(2 minutes)
Guide learners to recall and talk about the story that they listened to the previous day.	

Activity 17.3.1	Vocabulary : Using new words	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: grandparent, okra and holiday. Use local language if learners do not understand.		

Activity 17.3.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 94 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Yankho, Chisomo and grandmother) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.		
A visit to the village		
<p><i>Yankho and his sister Chisomo, live in the city. During the holiday, they visit their grandparents in the village. In the village, people like many things. They like local foods such as okra, figs, sweet potatoes and baobab fruit. After the holiday, Yankho and Chisomo go back to the city. Their grandparents give them some local foods like local eggs and okra. Yankho likes figs. He asks his grandmother to give him some figs, ‘May I take these figs to the city?’ he asks. ‘Oh! Fine. You can.’ Grandmother answers. Yankho carries some figs for his friends, Lucy and Ken.</i></p>		

Activity 17.3.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to ask and answer these questions orally: 1 <i>Where do Yankho and Chisomo go for holiday?</i> 2 <i>What are the foods that Yankho likes in the village?</i> 3 <i>Why does Yankho take figs back to his friends?</i> Use local language if learners do not understand. Help those who need support.		

Activity 17.3.4	Comprehension: Relating to personal experience	(6 minutes)
------------------------	-------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to make connections between the story and their own lives using questions like these: *1 Do you travel to visit anyone? 2 What are your favorite local foods? etc.* Use local language if learners do not understand.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 17	A visit to the village	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express likes • read decodable words with understanding • read decodable sentences • write words <p>Suggested resources (in addition to the learner’s book) word cards; sentence chart</p>		

Introduction

(2 minutes)

Ask learners to recall the name and sound of the silent letter e and to orally mention words that they learned that end with the silent letter e.

Activity 17.4.1

Oral language: Asking for and giving information

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to express likes, using: *What local food do you like? I like figs/bananas/mangoes/sweet potatoes because they are sweet.* Ensure that they are doing it correctly and help those who need support.

Activity 17.4.2

Reading with understanding: Decodable words

(5 minutes)

Refer the learners to page 95-96 Activity D. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 17.4.3	Reading: Decodable sentences (minutes)	(8
------------------------	--------------------------------------------------	----

Refer learners to page 96 Activity E. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 17.4.4	Writing words (minutes)	(6
------------------------	-----------------------------------	----

Refer learners to page 96 Activity F. Follow the *I Do–We Do–You Do* approach to guide the learners to write the words correctly. Model writing the words correctly for them and practise with them. Ask them to read the words they have corrected. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 17	A visit to the village	Lesson 5
----------------	-------------------------------	-----------------

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- retell a story they have listened to

Suggested resources (in addition to the learner’s book)
materials for teaching *sweet, sour* and *taste*

Introduction	(2 minutes)
---------------------	-------------

Ask learners to name their favourite foods.

Activity 17.5.1	Vocabulary: Learning new words (minutes)	(7
------------------------	----------------------------------------------------	----

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *sweet, sour* and *taste*. Use local language if learners did not understand.

Activity 17.5.2	Read aloud: Listening to a story (minutes)	(8)
------------------------	------------------------------------------------------	-----

Refer learners to page 97 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Lucy, Yankho and their friend) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

The food we like

Lucy and Yankho are friends. They live in the city. Lucy and Yankho like local foods such as figs and potatoes. Lucy likes potatoes. She likes them because they are sweet. Potatoes give us energy. Lucy does not like lemons. She does not like them because they are sour. Lemons do not have a nice taste. Many children like sweet local foods. Lucy and Yankho like figs. Figs are sweet. Figs taste good.

Activity 17.5.3	Comprehension: Answering questions (minutes)	(6)
------------------------	--------------------------------------------------------	-----

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *Where did Lucy and Yankho live?* 2 *What does Lucy like?* 3 *Why does Lucy dislike lemons?* 4 *What do Yankho and Lucy like?* Use local language if learners do not understand. Help those who need support.

Activity 17.5.4	Comprehension: Retelling a story (minutes)	(5)
------------------------	------------------------------------------------------	-----

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 17.5.2 in their own words. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to demonstrate their understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 17	A visit to the village	Lesson 6
----------------	-------------------------------	-----------------

Success criteria

Learners must be able to:

- make requests politely
- respond to requests politely
- say the name and sound of letters **c** as in rice
- read decodable words

Suggested resources (in addition to the learner's book)

letter cards; word cards

Introduction

(2 minutes)

Ask learners to say what activities they do when they are at home. They must also say what they do not do when they are at home.

Activity 17.6.1**Oral language: Making and responding to requests** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to make or respond to requests, using: 1 *Excuse me, may I have some okra please?/Yes, you may.* 2 *Excuse me, may I have some cassava please?/Yes, you may.* Ensure that they are doing it correctly and help those who need support.

Activity 17.6.2**Phonics: Saying name and sound of letter c as in rice** (7 minutes)

Refer learners to page 98 Activity H. Explain that sometimes the letter **c** makes the sound /s/. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *The name of the letter c and the sound of the letters is /s/.*

Activity 17.6.3**Reading: Decodable words** (9 minutes)

Refer learners to page 98 Activity I. Use local language, if necessary. Remind the learners that sometimes the letter **e** is silent at the end of a word. Remind them that when a word ends in a silent e, the other vowel says its name, like the letter **o** in bone, the letter **a** in lake and the letter **i** in pipe, etc. Explain that in these words, because of the silent **e** on the end, the first vowels will make the sound of their names. Follow the *I Do–We Do–You Do* approach to guide the learners to sound each word one letter at a time and then, read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention words they know that contain the letter **c**.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 17	A visit to the village	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • relate a story to their personal experience <p>Suggested resources (in addition to the learner's book) materials for teaching <i>sweet</i>, <i>sour</i> and <i>taste</i></p>		

Introduction	(2 minutes)
Guide learners to recall and talk about the story that they listened to the previous day.	

Activity 17.7.1	Vocabulary: Using new words	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: <i>sweet</i> , <i>sour</i> and <i>taste</i> . Use local language if learners do not understand.		

Activity 17.7.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 97 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Lucy, Yankho and their friend) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.		
The food we like		
<i>Lucy and Yankho are friends. They live in the city. Lucy and Yankho like local foods such as figs and potatoes. Lucy likes potatoes. She likes them because they are sweet. Potatoes give us energy. Lucy does not like lemons. She does not like them because they are sour. Lemons do not have a nice taste. Many children like sweet local foods. Lucy and Yankho like figs. Figs are sweet. Figs taste good.</i>		

Activity 17.7.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to ask and answer these questions orally: 1 <i>Where did Lucy and Yankho live?</i> 2 <i>What does Lucy like?</i> 3 <i>Why does Lucy dislike lemons?</i> 4 <i>What do Yankho and Lucy like?</i> Use local language if learners do not understand. Help those who need support.		

Activity 17.7.4	Comprehension: Relating to personal experience	(5 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to make connections between the story and their own lives using questions like these: 1 <i>What foods do you like and why?</i> 2 <i>What foods do you dislike and why?</i> Use the local language if learners do not understand.		

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 17**A visit to the village****Lesson 8****Success criteria**

Learners must be able to:

- make requests politely
- respond to requests politely
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
letter cards; word cards; sentence charts

Introduction

(2 minutes)

Ask learners to recall the name and sounds of the letter c (both /k/ and /c/) and to orally mention words that contain the letter c with each sound.

Activity 17.8.1**Oral language: Making and responding to requests** (10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to make or respond to requests, using: 1 *Excuse me, may I have some okra please?/ Yes, you may.* 2 *Excuse me, may I have some cassava please?/Yes, you may.* Ensure that they are doing it correctly and help those who need support.

Activity 17.8.2**Reading with understanding: Decodable words** (5 minutes)

Refer learners to page 99 Activity J. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 17.8.3	Reading: Decodable sentences (minutes)	(8)
------------------------	--------------------------------------------------	-----

Refer learners to page 99 Activity K. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion		(2 minutes)
-------------------	--	-------------

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 17	A Visit to the village	Lesson 9
----------------	-------------------------------	-----------------

Success criteria

Learners must be able to:

- read and write sight words
- read a decodable story
- answer questions about a story they have read

Suggested resources (in addition to the learner’s book)
word cards, story chart

Introduction		(3 minutes)
---------------------	--	-------------

Ask learners to orally break these words into their sounds: *pipe, bite, face* and *rice*

Activity 17.9.1	Reading: Decodable words (minutes)	(5)
------------------------	----------------------------------------------	-----

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own in pairs or individually) to read words on page 100 Activity M. If they have difficulties, help them to sound the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 17.9.2	Reading: Decodable story(14 minutes)
------------------------	---------------------------------------------

Follow the *I Do–We Do–You Do* approach and use the choral reading strategy for reading the story on page 100 Activity N. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners’ understanding. Ask them to read the story repeatedly on their own.

Activity 17.9.3**Comprehension: Answering questions (5 minutes)**

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the questions on page 100 Activity N based on the story.

Conclusion

(3 minutes)

Ask learners to orally spell these words: *hide, bike, mice* and *race*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

Unit 17**Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the *teacher reflections* for lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 18**Radio show****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a text they have listened to
- relate the story to personal experience

Suggested resources (in addition to the learner's book)
materials for teaching *radio, unhappy* and *favourite*

Introduction

(2 minutes)

Ask learners to describe the weather today.

Activity 18.1.1**Vocabulary: Learning new words**

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *radio, unhappy* and *favourite*. Use local language if learners do not understand.

Activity 18.1.2**Read aloud: Listening to a story**

(8 minutes)

Refer learners to page 101 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (*Dalo* and

Yankho) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

My favourite programme

My name is Dalo. I like listening to Nzeru Radio Station. I sit on a mat when listening to the radio. Yankho likes listening to school programmes like Tikwere. I like music programmes. One day, Yankho asked me, 'What type of music do you like listening to?' 'I like listening to local music. I listen to my favourite programme every Saturday in the morning,' I answered. 'Who is the announcer of your favourite programme?' Yankho asked. 'She is Tadala Mande,' I answered. I will listen to my favourite programme with Yankho next Saturday.

Activity 18.1.3

Comprehension: Answering questions
(6 minutes)

(6)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 Which radio programme does Yankho like? 2 What time does music programme come? 3 Which radio station does Yankho and Dalo like? Use local language if learners do not understand. Help those who need support.

Activity 18.1.4

Comprehension: Relating to personal experience
(5 minutes)

(5)

Follow the *I Do–We Do–You Do* approach to guide the learners to relate their personal experiences to the story in Activity 18.1.2. Help those who need support.

Conclusion

(2 minutes)

Ask learners to mention their favourite radio programme.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 18

Radio show

Lesson 2

Success criteria

Learners must be able to:

- ask for information
- give information
- say the names and sounds of letters gr
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards; word cards

Introduction

(2 minutes)

Ask learners to mention a radio station they like.

Activity 18.2.1	Oral language: Asking for and giving information	(10 minutes)
------------------------	---------------------------------------------------------	--------------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information using: *Which radio programmes do you like?/I like sports/music/Tikwere program.* Ensure that they are doing it correctly and help those who need support.

Activity 18.2.2	Phonics: Saying names and sounds of gr	(7 minutes)
------------------------	-----------------------------------------------	-------------

Refer learners to page 102 Activity B. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letters and say: *These letters are g and r and the sound of the letters is /gr/.*

Activity 18.2.3	Reading: Decodable words	(9 minutes)
------------------------	---------------------------------	-------------

Refer learners to page 102 Activity C. Follow the *I Do–We Do–You Do* approach to guide the learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to mention names or other words they know that begin with the letters gr.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 18	Radio show	Lesson 3
----------------	-------------------	-----------------

Success criteria

Learners must be able to:

- use new words
- answer questions about a text they have listened to
- relate the story to personal experience

Suggested resources (in addition to the learner's book)
materials for teaching *radio*, *unhappy* and *favourite*

Introduction	(2 minutes)
---------------------	-------------

Guide learners to recall and talk about the text that they listened to the previous day.

Activity 18.3.1 **Vocabulary: Using new words** (7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate ean understanding on their own) to guide the learners use these new words in sentences: radio and favourite. Use local language if learners do not understand.

Activity 18.3.2 **Read aloud: Listening to a story** (8 minutes)

Refer learners to page 101 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Dalo and Yankho) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

My favourite programme

My name is Dalo. I like listening to Nzeru Radio Station. I sit on a mat when listening to the radio. Yankho likes listening to school programmes like Tikwere. I like music programmes. One day, Yankho asked me, ‘What type of music do you like listening to?’ ‘I like listening to local music. I listen to my favourite programme every Saturday in the morning,’ I answered. ‘Who is the announcer of your favourite programme?’ Yankho asked. ‘She is Tadala Mande,’ I answered. I will listen to my favourite programme with Yankho next Saturday.

Activity 18.3.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *Which radio programme does Yankho like?* 2 *What time does music programme come?* 3 *Which radio station does Yankho and Dalo like?* Use local language if learners do not understand. Help those who need support.

Activity 18.3.4 **Comprehension: Relating to personal experience** (5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to relate their personal experiences to the story in Activity 18.3.2. Help those who need support.

Conclusion (2 minutes)

Sing this song: *I like music. Music is fun. Let us sing together. All as one.*

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 18	Radio show	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) word cards, sentence chart</p>		

Introduction	(2 minutes)
Ask learners to recall the names and sounds of the letters <i>g</i> and <i>r</i> and to orally mention words that begin with <i>gr</i> .	

Activity 18.4.1	Oral language: Asking for and giving information	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information using: <i>Which radio programmes do you like? / I like sports/music/Tikwere program</i> . Ensure that they are doing it correctly and help those who need support.		

Activity 18.4.2	Reading with understanding: Decodable words	(6 minutes)
Refer learners to page 102 Activity D. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to read the words with understanding. Use pictures, local language, if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 18.4.3	Reading: Decodable sentences	(10 minutes)
Refer learners to page 102 Activity E. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Conclusion	(2 minutes)
Ask learners to read this unit's words from word cards.	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 18**Radio show****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- retell a story

Suggested resources (in addition to the learner's book)
materials for teaching *electricity, power and energy*

Introduction

(2 minutes)

Ask learners to mention what they do when it is hot outside.

Activity 18.5.1

Vocabulary: Learning new words
(7 minutes)

(7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: electricity, power and energy. Use local language if learners do not understand.

Activity 18.5.2

Read aloud: Listening to a story
(7 minutes)

(7 minutes)

Refer learners to page 103 Activity F. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters (Dalo, uncle giving a radio to Dalo) read all the way through the story twice with expression, using the picture and gestures to make learners understand.

Dalo's dream

Dalo likes listening to the radio at Yankho's house. She has no radio at her home. One day, Dalo had a dream. She dreamed about her birthday. She wore a new dress. Her uncle gave her a small radio of two batteries as a gift. She looked at it. 'It is a new radio,' she spoke to herself. She noted that the radio uses three sources of power. It uses batteries. It can also use energy from the sun. It also uses electricity. When she woke up she had no radio. It was only a dream. Dalo was sad.

Activity 18.5.3

Comprehension: Answering questions
(7 minutes)

(7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What does Dalo like to do?* 2 *Who gave Dalo a radio in a dream?* 3 *What three sources of power does a radio use?* Use local language if learners do not understand. Help those who need support.

Activity 18.5.4	Comprehension: Relating to personal experience (5 minutes)	(5 minutes)
------------------------	-------------------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to relate their personal experiences to the story in Activity 18.5.2. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to demonstrate their understanding of the new words they have learned.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 18	Radio show	Lesson 6
----------------	-------------------	-----------------

Success criteria

Learners must be able to:

- express feelings
- say the names and sounds of letters **k** and **s**
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards; word cards

Introduction	(2 minutes)
---------------------	-------------

Ask learners to mention the radio programmes they like and do not like.

Activity 18.6.1	Oral language: Expressing feelings (10 minutes)	(10 minutes)
------------------------	--------------------------------------------------------	--------------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask express feelings, using: *How do you feel when listening your favourite radio program?/I feel happy/good/sad.* Check that they are doing it correctly and help those who need support.

Activity 18.6.2	Phonics: Saying names and sounds of dr (6 minutes)	(6 minutes)
------------------------	-----------------------------------------------------------	-------------

Refer learners to page 104 Activity G. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letter and say: *These letters are d and r and the sound of the letters is dr.*

Activity 18.6.3	Reading: Decodable words (10 minutes)	(10 minutes)
------------------------	----------------------------------------------	--------------

Refer learners to page 104 Activity H. Follow the *I Do–We Do–You Do* approach to guide the learners to sound teach word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention people's names or other words they know that begin with the letters *dr*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 18**Radio show****Lesson 7****Success criteria**

Learners must be able to:

- use new words
- answer questions about a story they have listened to
- relate the story to personal experience

Suggested resources (in addition to the learner's book)
materials for teaching *electricity*, *power* and *energy*

Introduction

(2 minutes)

Guide learners to recall and talk about the story that they listened to the previous day.

Activity 18.7.1**Vocabulary : Using new words**
(7 minutes)

(7)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *electricity*, *power* and *energy*. Use local language if learners do not understand.

Activity 18.7.2**Read aloud: Listening to a story**
(7 minutes)

(7)

Refer learners to page 103 Activity F. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters (Dalo, uncle giving a radio to Dalo) read all the way through the story twice with expression, using the picture and gestures to make learners understand.

Dalo's dream

Dalo likes listening to the radio at Yankho’s house. She has no radio at her home. One day, Dalo had a dream. She dreamed about her birthday. She wore a new dress. Her uncle gave her a small radio of two batteries as a gift. She looked at it. ‘It is a new radio,’ she spoke to herself. She noted that the radio uses three sources of power. It uses batteries. It can also use energy from the sun. It also uses electricity. When she woke up she had no radio. It was only a dream. Dalo was sad.

Activity 18.7.3 **Comprehension: Answering questions** (7 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What did Dalo dream about her birthday?* 2 *What three sources of power does a radio use?* 3 *How did Dalo feel when she woke up? Why?* Use local language if learners do not understand. Help those who need support.

Activity 18.7.4 **Comprehension: Relating to personal experience** (5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to relate their personal experiences to the story in Activity 18.7.2. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of the new words they have learned.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 18	Radio show	Lesson 8
----------------	-------------------	-----------------

Success criteria

Learners must be able to:

- express feelings
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner’s book)
letter cards; word cards; sentence charts

Introduction (2 minutes)

Ask learners to recall the names and sounds of the letters *d* and *r* and to orally mention words that begin with *dr*.

Activity 18.8.1	Oral language: Expressing feelings (minutes)	(10)
------------------------	--------------------------------------------------------	------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask express feelings, using: *How do you feel when listening your favourite radio programme?/I feel happy/good/sad.* Ensure that they are doing it correctly and help those who need support.

Activity 18.8.2	Reading with understanding: Decodable words (minutes)	(6)
------------------------	-----------------------------------------------------------------	-----

Refer learners to page 105 Activity I. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check learners’ understanding. After modelling for the learners and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 18.8.3	Reading: Decodable sentences (minutes)	(10)
------------------------	--------------------------------------------------	------

Refer learners to page 105 Activity J. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 18	Radio show	Lesson 9
----------------	-------------------	-----------------

Success criteria

Learners must be able to:

- read decodable words
- read a decodable story

Suggested resources (in addition to the learner’s book)

word cards, story chart

Introduction	(2 minutes)
---------------------	-------------

Ask learners to orally break these words into their sounds: *grass, drum* and *drip*.

Activity 18.9.1	Reading: Decodable words (minutes)	(5)
------------------------	----------------------------------------------	-----

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own in pairs or individually) to read words on page 106 Activity L. If they have difficulties, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 18.9.2	Reading decodable story (minutes)	(16)
------------------------	---------------------------------------------	------

Follow the *I Do–We Do–You Do* approach and use the choral reading strategy for reading the story on page 106 Activity M. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own.

Activity 18.9.3	Answering a comprehension question(5 minutes)
------------------------	------------------------------------------------------

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the questions on page 106 Activity M based on the story.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to orally spell these words: *grape, dress* and *drop*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

Unit 18	Review	Lesson 10
----------------	---------------	------------------

In Lesson 10, identify and focus on the success criteria that learners continue to struggle with the most. Use your observations from the Teacher reflections for lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 19	The floods	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story they have listened to • retell a story they have listened to <p>Suggested resources (in addition to the learner's book) materials for teaching <i>brought</i>, <i>muddy</i> and <i>floods</i></p>		

Introduction	(2 minutes)
Ask learners to describe the weather.	

Activity 19.1.1	Vocabulary: Learning new words	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>brought</i> , <i>muddy</i> and <i>floods</i> . Use local language if learners do not understand.		

Activity 19.1.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 107 Activity A. Guide them in describing the picture and in predicting the content of the story. Then say the title and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.		
The floods		
<p><i>There were floods in Chisesa area last year. Heavy rains fell for three days continuously. Many rivers flooded. Houses were washed away. Animals and people were washed away too. People had nowhere to stay. Bridges were carried away because of the heavy rains. Roads became muddy. Cars could not pass through easily. Children from the other side of the river could not go to school for over a week. People from other areas came to help. They brought many things such as blankets, clothes and food to give to people who were affected. Some people also came to help make a new bridge.</i></p>		

Activity 19.1.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide learners to ask and answer these questions orally: 1 <i>What happened to animals and people during the flood?</i> 2 <i>What happened to bridges?</i> 3 <i>What did people from other areas bring?</i> Use local language if learners do not understand. Help those who need support.		

Activity 19.1.4	Comprehension: Retelling the story	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to retell the story in Activity 19.1.2 in their own words. Help those who need support.		

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 19**The floods****Lesson 2****Success criteria**

Learners must be able to:

- ask for information
- give information
- say the name and sound of letter **u** (yu)
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards; word cards

Introduction

(2 minutes)

Ask learners to say what happens when the rains fall.

Activity 19.2.1**Oral language: Asking for and giving information**

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. 1 *What happens during heavy rains?/Rivers rise./Houses are washed away.* Ensure that they are doing it correctly and help those who need support.

Activity 19.2.2**Phonics: Saying the name and sound of u (yu)**

(6 minutes)

Refer learners to page 108 Activity B. Explain that the letter **u** makes different sounds in different words. Follow the *I Do–We Do–You Do* approach to guide the learners to point to the letters and say: *This letter is u and the sound of the letter is /yu/.*

Activity 19.2.3**Reading: Decodable words**

(10 minutes)

Refer learners to page 108 Activity C. Follow the *I Do–We Do–You Do* approach to guide the learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to read the words from the word cards: *June, cube, tune* and *fuse*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 19**The floods****Lesson 3****Success criteria**

Learners must be able to:

- use new words
- answer questions about a text they have listened to
- retell a story they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *brought, muddy* and *floods*

Introduction

(2 minutes)

Guide learners to recall and talk about the text that they listened to the previous day.

Activity 19.3.1**Vocabulary : Using new words**
(6 minutes)

(6 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *brought, muddy* and *floods*. Use local language if learners do not understand.

Activity 19.3.2**Read aloud: Listening to a story**
(8 minutes)

(8 minutes)

Refer learners to page 107 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

The floods

There were floods in Chisesa area last year. Heavy rains fell for three days continuously. Many rivers flooded. Houses were washed away. Animals and people were washed away too. People had nowhere to stay. Bridges were carried away because of the heavy rains. Roads became muddy. Cars could not pass through easily. Children from the other side of the river could not go to school for over a week. People from other areas came to help. They brought many things such as blankets, clothes and food to give to people who were affected. Some people also came to help make a new bridge.

Activity 19.3.3	Comprehension: Answering questions (6 minutes)
------------------------	-------------------------------------------------------

Follow the *I Do–We Do–You Do* approach to guide learners to ask and answer these questions orally: 1 *What happened to animals and people during the flood?* 2 *What happened to bridges?* 3 *What did people from other areas bring?* Use local language if learners do not understand. Help those who need support.

Activity 19.3.4	Comprehension: Retelling the story (6 minutes)
------------------------	-------------------------------------------------------

Follow the *I Do–We Do–You Do* approach to guide learners to retell the story in Activity 19.1.2 in their own words. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to demonstrate an understanding of the words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 19	The floods	Lesson 4
----------------	-------------------	-----------------

Success criteria

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
word cards, sentence chart

Introduction	(2 minutes)
---------------------	-------------

Ask learners to recall the name and sounds of the letter u and to orally mention words that begin contain it.

Activity 19.4.1	Oral language: Asking for and giving information (8 minutes)
------------------------	---------------------------------------------------------------------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. 1 *What happens during heavy rains?/Rivers rise./Houses are washed away.* Ensure that they are doing it correctly and help those who need support.

Activity 19.4.2	Reading with understanding: Decodable words (4 minutes)
------------------------	----------------------------------------------------------------

Refer learners to page 108 Activity D. Follow the *I Do–We Do–You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 19.4.3	Reading: Decodable sentences (7 minutes)
------------------------	-------------------------------------------------

Refer learners to page 109 Activity E. Follow the *I Do–We Do–You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 19.4.4	Writing words (7 minutes)
------------------------	----------------------------------

Refer learners to page 109 Activity F. Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners write words with u suchas cube, tune, fusefrom the list in the learners’ book. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 19	The floods	Lesson 5
----------------	-------------------	-----------------

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- retell a story they have listened to

Suggested resources (in addition to the learner’s book)
materials for teaching *river bank*, *plant* and *carelessly*

Introduction	(2 minutes)
---------------------	-------------

Shows learners pictures of various crops and ask them to identify each crop.

Activity 19.5.1 **Vocabulary: Learning new words** (7 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: river bank, plant and carelessly. Use local language if learners do not understand.

Activity 19.5.2 **Read aloud: Listening to a story** (8 minutes)

Refer learners to page 110 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Mother, Yankho and Dalo) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.

How to avoid floods

There were floods in Chisesa area. They destroyed many things. Yankho was very sad because of the floods. ‘How can we avoid floods?’ he asked his father. ‘We should avoid cutting down trees and grass carelessly. We should also plant more trees every year. We should not grow crops along the river banks.’ His father advised. ‘Is there anything else?’ Yankho asked again. ‘Yes, we should also not set fire to the bush,’ his father answered. ‘Thank you for the advice father,’ Yankho said.

Activity 19.5.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What affected people in Malawi?* 2 *State one way of stopping floods.* 3 *Why should we plant trees when cut?* Use local language if learners do not understand. Help those who need support.

Activity 19.5.4 **Comprehension: Retelling the story** (5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate their understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 19	The floods	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • say the names and sound of letter g as in cage • read decodable words <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners to mention one way to avoid floods.	

Activity 19.6.1	Oral language: Giving and taking advice	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and take advice using <i>You should plant trees./ Do not cut down trees carelessly/Thanks for your advice.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 19.6.2	Phonics: Saying name and sound of g as in cage	(6 minutes)
Refer learners to page 111 Activity H. Explain that the letter <i>g</i> makes different sounds in different words. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter and say: <i>This letter is g and the sound of the letter is g as in cage.</i>		

Activity 19.6.3	Reading: Decodable words	(10 minutes)
Refer learners to page 111 Activity I. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.		

Conclusion	(2 minutes)
Ask learners to mention people's names or other words they know that begin with the letter g .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 19	The floods	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • retell a story <p>Suggested resources (in addition to the learner's book) materials for teaching <i>cash</i>, <i>cassava</i> and <i>sell</i></p>		

Introduction	(2 minutes)
Guide learners to recall and talk about the story that they listened to the previous day.	

Activity 19.7.1	Vocabulary : Using new words	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate understanding on their own) to guide learners use these new words in sentences: <i>river bank</i> , <i>plant</i> and <i>carelessly</i> . Use local language if learners do not understand.		

Activity 19.7.2	Read aloud: Listening to a story	(6 minutes)
Refer learners to page 110 Activity G. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Mother, Yankho and Dalo) and read all the way through the story twice with expression, using the picture and gestures to make learners understand.		
How to avoid floods		
<p><i>There were floods in Chisesa area. They destroyed many things. Yankho was very sad because of the floods. 'How can we avoid floods?' he asked his father. 'We should avoid cutting down trees and grass carelessly. We should also plant more trees every year. We should not grow crops along the river banks.' His father advised. 'Is there anything else?' Yankho asked again. 'Yes, we should also not set fire to the bush,' his father answered. 'Thank you for the advice father,' Yankho said.</i></p>		

Activity 19.7.3	Comprehension: Answering questions	(8 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to ask and answer these questions orally: 1 <i>What affected people in Malawi?</i> 2 <i>Mention one way of stopping floods.</i> 3 <i>Why should we plant trees when cut?</i> Use local language if learners do not understand. Help those who need support.		

Activity 19.7.4	Comprehension: Retelling the story	(6 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to mention some of the crops that people sell for cash in their area.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 19

The floods

Lesson 8

Success criteria

Learners must be able to:

- give advice
- take advice
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
letter cards, word cards, sentence charts

Introduction

(2 minutes)

Ask learners to recall the name and sounds of the letterg and to mention words that begin with them.

Activity 19.8.1

Oral language: Giving and taking advice
(8 minutes)

(8 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and take advice using *You should plant trees./Do not cut down trees carelessly/Thanks for your advice.* Ensure that they are doing it correctly and help those who need support.

Activity 19.8.2

Reading with understanding: Decodable words
(4 minutes)

(4 minutes)

Refer learners to page 112 Activity J. Follow the *I Do–We Do–You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 19.8.3**Reading: Sight words**

(7 minutes)

Write on the chalkboard: we, goes, no, for, will. Follow the *I Do–We Do–You Do approach to* guide learners to read the words correctly. After modelling for the learners and practising with them, let them read the words on their own as a whole class, in group, in pairs, or individually. Help those who need support.

Activity 19.8.4**Reading: Decodable sentences**
(7 minutes)

(7 minutes)

Refer learners to page 113 Activity L. Follow the *I Do–We Do–You Do approach to* guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read this unit's words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 19**The floods****Lesson 9****Success criteria**

Learners must be able to:

- read decodable words
- read a decodable story

Suggested resources (in addition to the learner's book)
word cards, story chart

Introduction

(3 minutes)

Ask learners to orally break these words into their sounds: *cube, tube, page* and *the cage*.

Activity 19.9.1**Reading: Decodable words**
(5 minutes)

(5 minutes)

Follow the *I Do–We Do–You Do approach* (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own in pairs or individually) to read words on page 113 Activity M. If they have difficulties, help them to sound the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 19.9.2	Reading: Decodable story (minutes)	(14
------------------------	----------------------------------------------	-----

Follow the *I Do–We Do–You Do* approach and use the choral reading strategy for reading the story on page 113 Activity N. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners’ understanding. Ask them to read the story repeatedly on their own.

Activity 19.9.3	Comprehension: Answering a question(5 minutes)
------------------------	-------------------------------------------------------

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the questions on page 113 Activity N based on the story.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to orally spell these words: *tune, tube, cage* and *page*.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 19	Review	Lesson 10
----------------	---------------	------------------

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the *teacher reflections* for lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 20	Let’s do it again	Lesson 1
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use words learnt in Lesson 1 of Units 16-19
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner’s book)

materials for demonstrating vocabulary words selected for revision

Introduction	(2 minutes)
---------------------	-------------

Guide learners in describing the picture related to the story that has been selected for revision in Activity 20.1.2.

Activity 20.1.1**Vocabulary: Revising new words**
(minutes)

(8)

Select for revision three or four vocabulary words that were difficult for learners in Lesson 1 of Units 16 to 19 (ie *advice, unhappy, muddy, grandparent, holiday* and *roadside*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 20.1.2**Read aloud: Listening to a story**
(minutes)

(6)

Select for revision one story from Lesson 1 of Units 16 to 19. Refer the learners to the page with the picture for the story. Say the title, introduce the characters and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Activity 20.1.3**Comprehension: Answering questions**
(minutes)

(6)

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 20.1.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 20.1.4**Comprehension: Retelling a story**
(minutes)

(6)

Follow the *I Do–We Do–You Do* approach to guide learners to retell the story from Activity 20.1.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 20	Let's do it again	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 2 of Units 16-19 • say the names and sounds of the letters learnt in Lesson 2 of Units 16-19 • read decodable words learnt in Lesson 2 of Units 16-19 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask learners to orally break the words <i>bone, nose, pipe, bite, grass, grapes, cube</i> and <i>tune</i> into their component sounds.	

Activity 20.2.1	Revising oral language structures	(10 minutes)
<p>Select for revision one of the following oral language structures:</p> <ol style="list-style-type: none"> 1 Asking for and giving information using. 1 <i>Can you be on the first position?/Yes I can.</i> 2 <i>Can you drive...?/ No, I cannot drive</i> (Activity 16.2.1) 2 Expressing likes using <i>What local food do you like?/ I like figs/bananas/mangoes/sweet potatoes...because they are sweet.</i> (Activity 17.2.1) 3 Asking for and giving information using <i>Which radio program do you like? / I like news programs/ Zokonda amayi/sports news/Tikwere.</i> (Activity 18.2.1) 4 Asking for and giving information using <i>What happens during heavy rainfall? / Rivers rise/ houses are washed.</i> (Activity 19.2.1) <p>Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide learners to use the chosen structure. Ensure that they are doing it correctly and help those who need support.</p>		

Activity 20.2.2	Phonics: Saying names and sounds of letters	(6 minutes)
Refer learners to page 114 Activity A. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to point to the letter in the first row and say: <i>The name of the letter is ... and the sound of the letter is /.../.</i>		

Activity 20.2.3	Reading: Decodable words	(10 minutes)
Refer learners to page 114 Activity B. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion

(2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 20**Let's do it again****Lesson 3****Success criteria**

Learners must be able to:

- use words learnt in Lessons 3 of Units 16-19
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner's book)

materials for demonstrating vocabulary words selected for revision

Introduction

(2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 20.3.2.

Activity 20.3.1**Vocabulary: Revising new words**
(minutes)

(8)

Select three or four vocabulary words that were difficult for learners in Lesson 3 of Units 16 to 19 for revision (ie advice, unhappy, muddy, grandparent, holiday, roadside). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 20.3.2**Read aloud: Listening to a story**
(minutes)

(6)

Select for revision one story from Lesson 3 of Units 16 to 19. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Activity 20.3.3**Comprehension: Answering questions**
(minutes)

(6)

Follow the *I Do–We Do–You Do* approach to guide learners to orally ask and answer comprehension questions from the story read in Activity 20.3.2. Use local language if

learners do not understand. Help those who need support in answering the questions correctly.

Activity 20.3.4 **Comprehension: Retelling a story** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 20.3.2 in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 20 **Let's do it again** **Lesson 4**

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 4 of Units 16-19
- read decodable words that were learnt in Lesson 4 of Units 16-19
- read decodable sentences from Lesson 4 of Units 16-19

Suggested resources (in addition to the learner's book)
word cards, sentence charts

Introduction (2 minutes)

Ask learners to orally spell these words: bone, nose, pipe, bite, grass, grapes, cube and tune.

Activity 20.4.1 **Revising oral language structures** (10 minutes)

Select one of the following oral language structures for revision:

- 1 Asking for and giving information using: 1 *Can you be on the first position?* / *Yes I can.* 2 *Can you drive...?/ No, I cannot drive* (Activity 16.4.1)
- 2 Expressing likes using: *What local food do you like?/ I like figs/bananas/mangoes/sweet potatoes...because they are sweet.*(Activity 17.4.1)
- 3 Asking for and giving information using:*Which radio program do you like? / I like news programs/ Zokonda amayi/sports news/Tikwere.* (Activity 18.4.1)
- 4 Asking for and giving information using:*What happens during heavy rainfall? / Rivers rise/ houses are washed.* (Activity 19.4.1)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide learners to use the chosen structure. Ensure that they are doing it correctly and help those who need support.

Activity 20.4.2 **Reading: Decodable words** (8 minutes)

Select for revision any decodable words that were difficult for learners in Lesson 4 of Units 16 to 19. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own in pairs or individually. Help those who need support.

Activity 20.4.3 **Reading: Decodable sentences** (8 minutes)

Select for revision any decodable sentences that were difficult for learners in Lesson 4 of Units 16-19. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to read the sentences. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check and clarify the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion (2 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 20 **Let’s do it again** **Lesson 5**

Assessing learners

- Assess learners on what they have learnt in Lessons 1 to 4 of Units 16 to 19.
- Develop assessment items that will guide in checking the learners’ achievement of the success criteria in Lessons 1 to 4 of Units 16 to 19.

Below are the success criteria from Lessons 1 to 4 of Units 16 to 19. Check if learners are able to:

- demonstrate understanding of and use these words: *advice, unhappy, muddy, grandparent, holiday and roadside*
- use these comprehension strategies:
 - answer questions about a story they have listened to
 - retell a story they have listened to
 - relate the story to personal experience
- use these oral language structures:
 - Asking for and giving information using: *1 Can you be on the first position?/Yes I can. 2 Can you drive...?/ No, I cannot drive (Activity 16.2.1)*
 - Expressing likes using: *What local food do you like?/ I like figs/bananas/mangoes/sweet potatoes...because they are sweet.(Activity 17.2.1)*
 - Asking for and giving information using: *Which radio program do you like? / I like news programs/ Zokonda amayi/sports news/Tikwere. (Activity 18.2.1)*
 - Asking for and giving information using: *What happens during heavy rainfall? / Rivers rise/ houses are washed. (Activity 19.2.1)*
- say the names and sounds of these letters: e, i, gr, u
- read these decodable words with understanding: *bone, nose, pipe, bite, grass, grapes, cube and tune*
- read decodable sentences

Note: Let some learners read any decodable stories from Lesson 9 of Units 16 to 19 as some learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 20	Let's do it again	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 5 of Units 16-19 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) materials for demonstrating vocabulary words selected for revision</p>		

Introduction

(2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 20.6.2.

Activity 20.6.1**Vocabulary: Revising new words**
(minutes)

(8)

Select for revision three or four vocabulary words that were difficult for learners in Lesson 5 of Units 16 to 19 (ie *sweet, madness, dream, gift, river bank* and *flood*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 20.6.2**Read aloud: Listening to a story**
(minutes)

(6)

Select for revision one story from Lesson 5 of Units 16 to 19. Refer the learners to the page with the picture for the story. Say the title, introduce the characters, and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Activity 20.6.3**Comprehension: Answering questions**
(minutes)

(6)

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 20.6.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 20.6.4**Comprehension: Retelling a story**
(minutes)

(6)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 20.6.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 20	Let's do it again	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 6 of Units 16-19 • say the names and sounds of the letters learnt in Lesson 6 of Units 16-19 • read decodable words learnt in Lesson 6 of Units 16-19 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask the learners to orally break the words: <i>bake, cake, rice, face, dress, drip, cage</i> and <i>village</i> into their component sounds.	

Activity 20.7.1	Revising oral language structures	(10 minutes)
<p>Select for revision one of the following oral language structures:</p> <ol style="list-style-type: none"> 1 Asking for and giving information using: <i>Why is smoking (drinking) bad? / Because it causes sickness... etc</i> 2 Making and responding to requests politely using: <i>Excuse me, may I have some okra please? / Yes, you may.</i> (Activity 16.6.1) 3 Making or responding to requests using: <i>Excuse me, may I have some okra please? / Yes, you may. Excuse me, may I have some cassava please / Yes, you may.</i> (Activity 17.6.1) 4 Expressing feelings using: <i>How do you feel when listening to your radio program? / I feel good.</i> (Activity 18.6.1) 5 Giving and taking advice using: <i>You should plant trees. / Do not cut down trees carelessly. / Thanks for your advice!</i> (Activity 19.6.1) <p>Follow the <i>I Do–We Do–You Do</i> approach to guide learners to use the chosen structure.</p>		

Activity 20.7.2	Phonics: Saying names and sounds of letters	(8 minutes)
Refer learners to page 114 Activity A. Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to point to the letter in the second row and say: <i>The name of the letter is... and the sound of the letter is /.../.</i>		

Activity 20.7.3	Reading: Decodable words (minutes)	(8
------------------------	----------------------------------------------	----

Select for revision any decodable words that were difficult for learners in Lesson 6 of Units 16-19: *bake, cake, rice, face, dress, drip, cage* and *village*. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.

Conclusion		(2 minutes)
-------------------	--	-------------

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 20	Let's do it again	Lesson 8
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use words learnt in Lesson 7 of Units 16-19
- answer comprehension questions about a story they have heard
- relate a story to personal experience

Suggested resources (in addition to the learner's book)

materials for demonstrating vocabulary words selected for revision

Introduction		(2 minutes)
---------------------	--	-------------

Guide learners in describing the picture related to the story that has been selected for revision in Activity 20.8.2.

Activity 20.8.1	Vocabulary: Revising new words (minutes)	(8
------------------------	----------------------------------------------------	----

Select for revision three or four vocabulary words that were difficult for learners in Lesson 5 of Units 16 to 19 (ie *sweet, madness, dream, gift, river bank, flood*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide learners to use these new words in sentences.

Activity 20.8.2	Read aloud: Listening to a story (minutes)	(6
------------------------	------------------------------------------------------	----

Select for revision another story from Lesson 5 of Units 16 to 19. Refer the learners to the page with the picture for the story. Say the title, introduce the characters, and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Activity 20.8.3	Comprehension: Answering questions (6 minutes)	(6 minutes)
------------------------	----------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide learners to orally ask and answer comprehension questions from the story read in Activity 20.8.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 20.8.4	Comprehension: Relating to personal experience (6 minutes)	(6 minutes)
------------------------	----------------------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide learners to make connections between the story from Activity 20.8.2 and their own lives. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners meanings of some of the new words they have learnt in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 20	Let’s do it again	Lesson 9
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 6 of Units 16-19
- read sight words that were learnt in Lesson 6 or 9 of Units 16-19
- read a decodable story

Suggested resources (in addition to the learner’s book)
word cards

Introduction	(2minutes)
---------------------	------------

Ask learners to orally spell these words: *bake, rice, dress* and *cage*.

Activity 20.9.1	Revising oral language structures (7 minutes)	(7 minutes)
------------------------	---------------------------------------------------------	-------------

Select for revision one of the following oral language structures:

- 1 Asking for and giving information using: *Why is smoking (drinking) bad? / Because it causes sickness... etc.*
- 2 Making and responding to requests politely using: *Excuse me, may I have some okra please? / Yes, you may.* (Activity 16.6.1).
- 3 Making or responding to requests, using: *Excuse me, may I have some okra please / Yes, you may. Excuse me, may I have some cassava please? / Yes, you may.* (Activity 17.6.1).

- 4 Expressing feelings using: *How do you feel when listening to your radio program? / I feel good.* (Activity 18.6.1).
- 5 Giving and taking advice using: *You should plant trees. / Do not cut down trees carelessly/Thanks for your advice!* (Activity 19.6.1).

Follow the *I Do–We Do–You Do* approach to guide learners to use the chosen structure.

Activity 20.9.2	Revising sight words	(7
------------------------	-----------------------------	----

minutes)

Refer the learners to page 115 Activity C to revise sight words: *he, with, does, his, from, we, and, will, for, goes, has, not, go, was, what, my* and *they*. Follow the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own in pairs or individually. Help those who need support.

Activity 20.9.3	Reading: Decodable story	(7
------------------------	---------------------------------	----

minutes)

Refer learners to page 115 Activity D. Follow the *I Do–We Do–You Do* approach to guide learners to read the story and answer the questions. Model reading for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the story and questions and check and clarify the learners’ understanding. Ask them to read the story on their own, in pairs or individually. Help those who need support.

Activity 20.9.4	Comprehension: Answering questions	(5 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to help learners understand and correctly answer the questions on page 115 Activity D based on the story.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 20	Let’s do it again	Lesson 10
----------------	--------------------------	------------------

Assessing learners

- Assess learners on what they have learnt in Lessons 5 to 9 of Units 16 to 19.
- Develop assessment items that will guide in checking the learners’ achievement of the success criteria in Lessons 5 to 9 of Units 16 to 19.

Below are the success criteria from Lessons 5 to 9 of Units 16 to 19. Check if learners are able to:

- demonstrate understanding of and use these words: *sweet, madness, dream, gift, river bank and flood*
- use these comprehension strategies:

- answer questions about a story they have listened to
 - retell a story they have listened to
 - relate a story to personal experience
 - use these oral language structures:
 - Asking for and giving information using: *Why is smoking (drinking) bad? / Because it causes sickness... etc.*
 - Making and responding to requests politely using: *Excuse me, may I have some okra please? / Yes, you may.* (Activity 16.6.1)
 - Making or responding to requests, using: *Excuse me, may I have some okra please? / Yes, you may. Excuse me, may I have some cassava please? / Yes, you may.* (Activity 17.6.1)
 - Expressing feelings using: *How do you feel when listening to your radio programme? / I feel good.* (Activity 18.6.1)
 - Giving and taking advice using: *You should plant trees. / Do not cut down trees carelessly. / Thanks for your advice!* (Activity 19.6.1)
 - say the names and sounds of these letters: *e, gr, dr, g, u*
 - read these decodable words with understanding: *bake, cake, rice, face, dress, drip, cage and village*
 - read and write these sight words: *he, with, does, his, from, we, and, will, for, goes, has, not, go, was, what, my and they*
 - read decodable sentences
 - read a decodable story
 - answer a question about a story they have read
- Note:** Let some learners read any decodable stories from Lesson 9 of Units 16 to 19 as some learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 21	Birds at home	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story they have listened to • analyse the main characters <p>Suggested resources (in addition to the learner's book) materials for teaching <i>dove, pigeon</i> and <i>turkey</i></p>		

Introduction	(2 minutes)
Ask learners to name different birds they know.	

Activity 21.1.1**Vocabulary: Learning new words(6 minutes)**

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *dove, pigeons* and *turkey*. Use local language if learners do not understand.

Activity 21.1.2**Read aloud: Listening to a story**
(6 minutes)

(6)

Refer learners to page 116 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (a man and birds) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Birds we keep at home

Yankho's father is Mr Banda. Mr Banda is a farmer. He keeps birds like chicken, turkeys, doves and ducks. He keeps the birds in a pen. He gives the birds food and water every day. Chicken, turkeys and ducks are big birds. Pigeons are small birds. Mr Banda uses some birds for food. Big birds give him more meat than small birds. Sometimes, he sells some of the birds. He gets money after selling them. Mr Banda lives a happy life.

Activity 21.1.3**Comprehension: Answering questions**
(6 minutes)

(6)

Follow *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *What are the different kinds of birds in the story?* 2 *How does Mr Banda care for them?* Use local language if learners do not understand. Help those who need support.

Activity 21.1.4**Comprehension: Analysing main character**

(8 minutes)



- Explain to learners the importance of knowing characters in a story.
- Tell the learners who the main character is in the story (*Mr Banda*).
- Explain what the character is doing in the story: *He keeps birds for food and to sell for money. He takes care of the birds everyday. He is happy.*



- Ask learners some questions to help them talk about the character.
- Guide them to talk about the character.



- Ask learners to talk about the character in the story in pairs.
- Help those who need support. Use the local language if learners do not understand.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of the new words they have learnt.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in g the success criteria of today's lesson.

UNIT 21**Birds at home Lesson 2****Success criteria**

Learners must be able to:

- ask for information
- give information
- say the names and sounds of letters **y (i)**
- read decodable words

Suggested resources (in addition to the learner's book)
letter cards, word cards

Introduction

(2 minutes)

Ask learners to name some birds found in or near their homes.

Activity 21.2.1**Oral language: Asking for and giving information**

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information about birds they keep at home. 1 *What bird is this? / It is a turkey/chicken/dove.* (Use pictures) Ensure that they are doing it correctly and help those who need support.

Activity 21.2.2**Phonics: Saying names and sounds of y (i)**

(6

minutes)

Refer learners to page 117 Activity B. Follow the *I Do–We Do–You Do* approach to guide learners to point to the letter and say: *This letter is y and the sound of the letter is /i/.*

Activity 21.2.3**Reading: Decodable words**

(10

minutes)

Refer learners to page 117 Activity C. Follow the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.

Conclusion

(2 minutes)

Ask learners to mention names or other words they know that end with the letter **y**.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 21**Birds at home Lesson 3****Success criteria**

Learners must be able to:

- use new words
- analyse main character
- answer questions about a text they have listened to

Suggested resources (in addition to the learner's book)
materials for teaching *dove*, *pigeon* and *turkey*

Introduction

(2 minutes)

Guide learners to recall and talk about the text that they listened to the previous day.

Activity 21.3.1

Vocabulary : Using new words
(minutes)

(6)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners use these new words in sentences: *dove*, *pigeons* and *turkey*. Use local language if learners do not understand.

Activity 21.3.2

Read aloud: Listening to a story
(minutes)

(6)

Refer the learners to page 116 Activity A. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (a man and birds) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

Birds we keep at home

Yankho's father is Mr Banda. Mr Banda is a farmer. He keeps birds like chicken, turkeys, doves and ducks. He keeps the birds in a pen. He gives the birds food and water every day. Chicken, turkeys and ducks are big birds. Pigeons are small birds. Mr Banda uses some birds for food. Big birds give him more meat than small birds. Sometimes, he sells some of the birds. He gets money after selling them. Mr Banda lives a happy life.

Activity 21.3.3

Comprehension: Answering questions
(minutes)

(8)

Follow the *I Do–We Do–You Do* approach to guide learners to ask and answer these questions orally: 1 *What are the different kinds of birds in the story?* 2 *How does Mr Banda care for them?* Use local language if learners do not understand. Help those who need support.

Activity 21.3.4**Comprehension: Analysing main character**

(6 minutes)



- Explain to learners the importance of knowing characters in the story.
- Tell the learners who the main character is in the story (*Mr Banda*).
- Explain what the character is doing in the story: *He keeps birds for food and to sell for money. He takes care of the birds every day. He is happy.*



- Ask learners some questions to help them talk about the character.
- Guide them to talk about the character.



- Ask learners to talk about the character in the story in pairs.
- Help those who need support. Use local language if learners do not understand.

Conclusion

(2 minutes)

Ask learners to mention how they care for animals at home.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 21**Birds at home Lesson 4****Success criteria**

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
word cards, sentence chart

Introduction

(2 minutes)

Ask learners to recall the name and sound of the letter **y /i/** and to orally mention words that end with it.

Activity 21.4.1**Oral Language: Asking for and giving information**

(10 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information about birds they keep at home. 1 *What bird is this?/ It is a turkey/chicken/dove.* (Use pictures) Ensure that they are doing it correctly and help those who need support.

Activity 21.4.2	Reading with understanding: Decodable words (6 minutes)
------------------------	----------------------------------------------------------------

Refer learners to page 118 Activity D. Follow the *I Do–We Do–You Do* approach to guide the learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners’ understanding. After modelling for the learners and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 21.4.3	Reading: Decodable sentences (10 minutes)
------------------------	--------------------------------------------------

Refer learners to page 118 Activity E. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to read this unit’s words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 21	Birds at home Lesson 5
----------------	-------------------------------

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story they have listened to
- analyse characters in a story

Suggested resources (in addition to the learner’s book)
materials for teaching *needle*, *hawk* and *borrow*

Introduction	(2 minutes)
---------------------	-------------

Ask learners to describe different kinds of birds.

Activity 21.5.1	Vocabulary: Learning new words (7 minutes)
------------------------	---------------------------------------------------

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction *needle*, *hawk* and *borrow*. Use local language if learners do not understand.

Activity 21.5.2 **Read aloud: Listening to a story** (8 minutes)

Refer learners to page 119 Activity F. Guide them in describing the picture and in predicting the content of the story. Then, say the title, introduce the characters (Chicken and Hawk), and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.

The lost needle

Once upon a time, there lived Chicken and Hawk. They were best friends. They visited each other. One day, Chicken went to Hawk to borrow a needle. On her way back, she met Pigeon. She greeted her, 'Hello friend! How are you?' 'Hello friend. I am fine, thank you,' answered Pigeon. After greeting each other, Chicken went to her home. At home, Chicken noticed that the needle was missing. She went back to look for it. She could not find it. Chicken went to Hawk to report what had happened. Hawk was not happy. She told Chicken to give back her needle. Chicken failed to give back the needle. From that time, Hawk catches and eats Chicken's children. When Chicken sees Hawk, she runs to protect her children.

Activity 21.5.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to ask and answer these questions orally: 1 *Which bird met the chicken on the way?* 2 *Why did chicken go to the hawk?* 3 *Name the birds in the story.* 4 *Why the hawk was not happy?* Use local language if learners do not understand. Help those who need support.

Activity 21.5.4 **Comprehension: Analysing characters** (5 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to analyse the main characters in the story in Activity 21.1.2. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate their understanding of *dirty*, *grass cutter* and *chief*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 21	Birds at home	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the names and sounds of the letters st • read decodable words <p>Suggested resources (in addition to the learner’s book) letter cards; word cards</p>		

Introduction	(2 minutes)
Ask learners to mention examples of birds they keep at home.	

Activity 21.6.1	Oral language: Asking for and giving information (10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Show learners a picture of a chicken and ask: <i>What is this?</i> Answer: <i>This is a chicken. The chicken is a big bird. It lays eggs. A male chicken is called cock. A female chicken is called a hen.</i> Let them say more about different birds and their sizes using illustrations. Ensure that they are doing it correctly and help those who need support.	

Activity 21.6.2	Phonics: Saying names and sounds of st (6 minutes)
Refer learners to page 120 Activity G. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to point to the letter and say: <i>These letters are s and t and the sound of the letters is /st/.</i>	

Activity 21.6.3	Reading: Decodable words (10 minutes)
Refer learners to page 120 Activity H. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for the learners and practising with them, let them read the words on their own in pairs or individually. Ensure that they are doing it correctly and help those who need support.	

Conclusion	(2 minutes)
Ask learners to mention words they know that begin with the letters st.	

Teacher reflection	
Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.	

UNIT 21	Birds at home	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a story they have listened to • analyse the main character <p>Suggested resources (in addition to the learner’s book) materials for teaching <i>needle</i>, <i>borrow</i> and <i>hawk</i></p>		

Introduction	(2 minutes)
Guide learners to recall and talk about the story that they listened to the previous day.	

Activity 21.7.1	Vocabulary : Using new words	(7 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners use these new words in sentences: <i>needle</i> , <i>borrow</i> and <i>hawk</i> . Use local language if learners do not understand.		

Activity 21.7.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 119 Activity F. Guide them in describing the picture and in predicting the content of the story. Then say the title, introduce the characters (Chicken and Hawk) and read all the way through the story twice with expression, using the picture and gestures to aid comprehension.		
<p>The lost needle</p> <p><i>Once upon a time, there lived Chicken and Hawk. They were best friends. They visited each other. One day, Chicken went to Hawk to borrow a needle. On her way back, she met Pigeon. She greeted her, ‘Hello friend! How are you?’ ‘Hello friend. I am fine, thank you,’ answered Pigeon. After greeting each other, Chicken went to her home. At home, Chicken noticed that the needle was missing. She went back to look for it. She could not find it. Chicken went to Hawk to report what had happened. Hawk was not happy. She told Chicken to give back her needle. Chicken failed to give back the needle. From that time, Hawk catches and eats Chicken’s children. When Chicken sees Hawk, she runs to protect her children.</i></p>		

Activity 21.7.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to ask and answer these questions orally: 1 <i>Which bird met the chicken on the way?</i> 2 <i>Why did chicken go to the hawk?</i> 3 <i>Name the birds in the story.</i> 4 <i>Why the hawk was not happy?</i> Use local language if learners do not understand. Help those who need support.		

Activity 21.7.4	Comprehension: Analysing character	(5 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide the learners to analyse the main characters in the story in Activity 21.1.2. Help those who need support.		

Conclusion	(2 minutes)
Ask learners to demonstrate an understanding of the new words they have learnt.	

Teacher reflection
Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 21	Birds at home	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner’s book) letter cards, word cards, sentence charts</p>		

Introduction	(2 minutes)
Ask learners to recall the name and sound of the letters st and to mention words that begin and end with them.	

Activity 21.8.1	Oral language: Asking for and giving information	(10 minutes)
Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Show learners a picture of a chicken and ask: <i>What is this?</i> Answer: <i>This is a chicken. The chicken is a big bird. It lays eggs. A male chicken is called cock. A female chicken is called a hen.</i> Let them say more about different birds and their sizes using illustrations. Ensure that they are doing it correctly and help those who need support.		

Activity 21.8.2	Reading with understanding: Decodable words	(6 minutes)
Refer learners to page 121 Activity I. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language if necessary. Talk about the meaning of the words and check learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 21.8.3**Reading: Sight words**

(3 minutes)

Refer learners to page 121 Activity J. Follow the *I Do–We Do–You Do* approach to guide learners to read the word correctly. After modelling for them and practising with them, let them read the words on their own, as a class, in group, in pairs or individually. Help those who need support.

Activity 21.8.4**Reading: Decodable sentences**
(7 minutes)

(7 minutes)

Refer the learners to page 122 Activity K. Follow the *I Do–We Do–You Do* approach to guide the learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion

(2 minutes)

Ask the learners to read this unit's words from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 21**Birds at home Lesson 9****Success criteria**

Learners must be able to:

- read decodable words
- read a decodable story

Suggested resources (in addition to the learner's book)

word cards, story chart

Introduction

(2 minutes)

Ask the learners to orally break these words into their sounds: *nest, vest, happy* and *city*

Activity 21.9.1**Reading: Decodable words**
(5 minutes)

(5 minutes)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners demonstrate understanding on their own, in pairs or individually) to read words on page 122 Activity L. If they have difficulties, help them to sound the word using the individual letter sounds. Vary the order of the words. Check that they are doing it correctly and help those who need support.

Activity 21.9.2	Reading: Decodable story (minutes)	(12)
------------------------	----------------------------------------------	------

Follow the I Do–We Do–You Do approach and use the choral reading strategy for reading the story on page 122 Activity M. Invite a learner to the front and model reading in chunks. Then practice reading in chunks with the class, in groups or individually. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners’ understanding. Ask them to read in chunks the story on their own.

Activity 21.9.3	Comprehension: Answering questions (minutes)	(7)
------------------------	--------------------------------------------------------	-----

Follow the I Do–We Do–You Do approach to help learners understand and correctly answer the questions on page 122 Activity M based on the story.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to orally spell these words: *stove* and *sunny*.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress so far in achieving the success criteria of today’s lessons.

UNIT 21	Review	Lesson 10
----------------	---------------	------------------

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the *teacher reflections* for Lessons 1 to 9 to plan the review activities. You may re-teach some activities or do alternative reinforcement activities. In this lesson, revise any 2-4 different activities.

UNIT 22	Taking care of trees	Lesson 1
----------------	-----------------------------	-----------------

Success criteria

Learners must be able to:

- demonstrate an understanding of new words
- answer questions about a story you have listened to
- analyse characters

Suggested resources (in addition to the learner’s book)

items/drawings/role plays for teaching *beautiful*, *medicine* and *admire*

Introduction	(2 minutes)
---------------------	-------------

Ask learners to predict the content of the story using illustration at page 123.

Activity 22.1.1**Vocabulary: Learning new words**

(6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *beautiful*, *medicine* and *admire*. Use local language if learners do not understand.

Activity 22.1.2**Read aloud: Listening to a story**

(10 minutes)

Refer learners to page 123 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters and read the story twice with expression, using the picture and gestures to aid comprehension.

Taking care of trees

The people of Chisesa Village plant trees every year. The village chief encourages his people to plant more trees and take care of them. They do not set bushfire. They make fire breaks around the village woodlots. If they want firewood, they cut tree branches not the whole tree. Chief Chisesa, tells the people that trees are very important. They provide fresh air, firewood, medicine and fruits. Chisesa Village is surrounded by many trees. The village looks beautiful. People of other villages admire it. People of Chisesa Village are happy.

Activity 22.1.3**Comprehension: Answering questions**

(5 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to ask and answer these questions orally: 1 *Why does Chisesa Village look beautiful?* 2 *Who encouraged people of Chisesa Village to take care of trees?* 3 *What is the importance of trees?* 4 *Name the objects used for caring trees?* Use local language if learners do not understand. Help those who need support.

Activity 22.1.4**Fluency: Retelling a story**

(5 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to retell the story from 22.1.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to give meanings of the new words: *beautiful*, *medicine* and *admire*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees	Lesson 2
----------------	-----------------------------	-----------------

<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the name and sound of letters ee • read decodable words with letter ee <p>Suggested resources (in addition to the learner’s book) letter cards, word cards</p>

Introduction	(3 minutes)
---------------------	-------------

Ask learners to mention names of trees they know.

Activity 22.2.1	Oral language: Asking for and giving information	(8 minutes)
------------------------	---------------------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Ask: *What are trees used for at your home?* Answer: We use trees for firewood/ medicine/ making planks/ building houses. Ensure that they are doing it correctly and help those who need support.

Activity 22.2.2	Phonics: Saying names and sound of letter ee	(8 minutes)
------------------------	-----------------------------------------------------	-------------

Refer learners to page 124 Activity B. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The name of this letters is e and the sound of the letters is /i/.*

Activity 22.2.3	Reading: Decodable words	(8 minutes)
------------------------	---------------------------------	-------------

Refer learners to page 124 Activity C. Follow the *I Do-We Do-You Do* approach to guide learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to read the following words: *green, seed, feed* and *teeth* from word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress so far in achieving the success criteria of today’s lessons.

UNIT 22	Taking care of trees	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to • analysing characters <p>Suggested resources (in addition to the learner's book) Items/drawing/role plays for teaching <i>beautiful</i>, <i>medicine</i> and <i>admire</i></p>		

Introduction	(2 minutes)
---------------------	-------------

Ask learners to mention some uses of trees.

Activity 22.3.1	Vocabulary: Using new words	(6 minutes)
------------------------	------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners to use these new words in sentences: *beautiful*, *medicine* and *admire*. Use local language if learners do not understand.

Activity 22.3.2	Read aloud: Listening to a story	(8 minutes)
------------------------	-----------------------------------------	-------------

Repeat Activity 22.1.2

Activity 22.3.3	Comprehension: Answering questions	(6 minutes)
------------------------	-------------------------------------------	-------------

Repeat Activity 22.1.3

Activity 22.3.4	Comprehension: Analysing characters	(6 minutes)
------------------------	--------------------------------------------	-------------

Repeat Activity 22.1.4

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to give meanings of new words: *beautiful*, *medicine* and *admire*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees	Lesson 4
----------------	-----------------------------	-----------------

	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences • write words <p>Suggested resources (in addition to the learner’s book) letter cards, word cards</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Introduction	(2 minutes)
---------------------	-------------

Revise Activity 22.2.2.

Activity 22.4.1	Oral language: Asking for and giving information	(8 minutes)
------------------------	---------------------------------------------------------	-------------

Repeat activity 22.2.1

Activity 22.4.2	Reading: Understanding decodable words	(4 minutes)
------------------------	-----------------------------------------------	-------------

Refer learners to page 125 Activity D. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own as a class, in pairs or individually. Help those who need support.

Activity 22.4.3	Reading: Decodable sentences	(5 minutes)
------------------------	-------------------------------------	-------------

Refer learners to page 125 Activity E. Follow the *I Do-We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, as a class, in pairs or individually. Help those who need support.

Activity 22.4.4	Phonics: Matching sounds to letters	(8 minutes)
------------------------	--------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide the learners to listen and write words as the teacher dictates to the learners the following words: *green, feed, feet* and *teeth*. Ask some learners to write the words they have written in their notebooks on the chalkboard/word card. Help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to read the following words from flash cards: *green, feed, feet, sheep* and *teeth*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• demonstrate understanding of new words• answer questions about a story you have listened to• analysing characters <p>Suggested resources (in addition to the learner's book) Items/drawing/role plays for teaching <i>clear</i>, <i>firebreaks</i> and <i>destroy</i></p>		

Introduction	(2 minutes)
Ask learners to mention ways of caring for trees.	

Activity 22.5.1	Vocabulary: Learning new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>clear</i> , <i>firebreaks</i> and <i>destroy</i> . Use local language if learners do not understand.		

Activity 22.5.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 126 Activity F. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters (Lucy and Yankho and their friend) read the story twice with expression, using the picture and gestures to aid comprehension.		
The school woodlot		
<p><i>Chisesa Primary School has a woodlot. In the woodlot there are trees such as blue gum, acacia, gmelina and pine. Grass grows in the woodlot. One day the headteacher told learners to bring hoes and slashers. She wanted learners to clear the grass from the woodlot. The headteacher explained why it is important to clear the grass. 'Tall grass is bad for trees because it easily catches fire. Fire destroys trees.' She said. 'How should we avoid the fire from destroying trees in our woodlot madam?' Ali asks. 'We should clear the grass using hoes and slashers. We should also make firebreak around the woodlot.' The headteacher answers. Then, all learners go to the woodlot. They clear the grass with hoes and slashers.</i></p>		

Activity 22.5.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 *What materials are used to clear the woodlot?* 2 *Mention three trees found in the woodlot.* 3 *How can fire be avoided in the woodlot?* Use local language if learners do not understand. Help those who need support.

Activity 22.5.4 **Comprehension: Analysing characters** (6 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to analyse the characters in the story from Activity 22.5.2. Help those who need support.

Conclusion (2 minutes)

Ask learners to give meanings of the following words: *clear, firebreaks* and *destroy*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for information• give information• say the name and sound of letters ea• read decodable words with letters ea <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction (2 minutes)

Ask learners to say how we care for trees.

Activity 22.6.1 **Oral language: Asking for and giving information** (7 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Ask: *How do you take care of trees at home?* Answer: *We apply manure to the trees/ we make firebreaks/we water for the trees during dry season.* Ensure that they are doing it correctly. Help those who need support.

Activity 22.6.2 **Phonics: Saying names and sounds of letters ea** (8 minutes)

Refer learners to page 127 Activity G. Follow the *I Do-We Do-You Do* approach to guide the learners to point to the letter and say: *The names of the letters are e and a and the sound of the letters is /ea/.*

Activity 22.6.3	Reading: Decodable words	(10 minutes)
Refer learners to page 127 Activity H. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(3 minutes)
Ask learners to say words with <i>ea</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees	Lesson 7
<p>Success criteria Learners must be able to :</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • analysing characters <p>Suggested resources (in addition to the learner's book) Items/drawing/role plays for teaching <i>clear</i>, <i>firebreaks</i> and <i>destroy</i></p>		

Introduction	(2 minutes)
Use appropriate vocabulary and teaching strategies to revise these words and let learners make sentences: <i>branches</i> , <i>firebreaks</i> and <i>create</i> .	

Activity 22.7.1	Vocabulary: Using new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners use these new words in sentences: <i>clear</i> , <i>firebreaks</i> and <i>destroy</i> . Use local language if learners do not understand.		

Activity 22.7.2	Read aloud: Listening to a story	8 minutes)
Repeat Activity 22.5.2		

Activity 22.7.3	Comprehension: Answering questions	(6 minutes)
Repeat Activity 22.5.3		

Activity 22.7.4	Comprehension: Analysing characters	(6 minutes)
Repeat Activity 22.5.4		

Conclusion	(2 minutes)
Ask learners to show through action or gestures the meanings of the words: <i>clear</i> , <i>firebreaks</i> , and <i>destroy</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences • choose the correct word <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners to mention ways of taking care of trees.	

Activity 22.8.1	Oral language: Asking for and giving information	(6 minutes)
Repeat activity 22.6.1		

Activity 22.8.2	Reading: Understanding decodable words	(6 minutes)
Refer learners to page 128 Activity I. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 22.8.3	Reading: Decodable sentences	(6 minutes)
Refer learners to page 128 Activity J. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 22.8.4 **Comprehension: Choosing the correct word** (7 minutes)

Refer learners to page 129 Activity K. Follow the *I Do-We Do-You Do* approach to guide learners to choose the correct word for the picture. Model choosing the correct word for the learners and practise with them. Ask them to complete the activity on their own, in pairs or individually. Help those who need support.

Conclusion (3 minutes)

Ask learners to give meanings of the new words: *leaf, meat, read, bean* and *beak*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees	Lesson 9
----------------	-----------------------------	-----------------

Success criteria

Learners must be able to:

- read decodable words
- read decodable story

Suggested resources (in addition to the learners' book)
word cards/flash cards, story chart

Introduction (2 minutes)

Revise activity 22.6.2

Activity 22.9.1 **Reading: Decodable words** (8 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read words on page 130 Activity L. If they have difficulties, help them to sound out the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 22.9.2 **Reading: Decodable text** (11 minutes)

Follow the *I Do-We Do-You Do* approach and use the repeated reading strategy for reading the story on page 130 Activity M. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own.

Activity 22.9.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do -We Do-You Do* approach to help learners understand and correctly answer the questions on page 130 Activity M based on the story.

Conclusion	(3 minutes)
Ask learners to retell the story.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 22	Taking care of trees: Review	Lesson 10
In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.		

UNIT 23	Our big family	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of new words • predict the content of the story • answer questions about the story you have listened to <p>Suggested resources (in addition to the learner's book) items/drawing/role plays for teaching <i>cousin</i>, <i>weak</i> and <i>family</i></p>		

Introduction	(2 minutes)
Ask learners to mention extended family members who live with them.	

Activity 23.1.1	Vocabulary: Learning new words	(6 minutes)
Follow the <i>I Do -We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>cousin</i> , <i>weak</i> and <i>family</i> . Use local language if learners do not understand.		

Activity 23.1.2	Comprehension: Predicting the content	(6 minutes)
Ask learners to predict the content of the story using the illustration and title at page 131 Activity A.		

Activity 23.1.3**Read aloud: Listening to a story**

(8 minutes)

Refer learners to page 131 Activity A. Guide them in describing the picture to predict the content of the story. Then say the title, introduce the characters, read the story twice with expression, using the picture and gestures to aid comprehension.

Our big family

I am Yankho. I live with my mother, father, brother and sister. We live together with aunt Atupele, uncle Thoko and my cousin Dumi. My grandmother also lives with us. She has weak teeth. She does not eat meat. I share my bed with my brother. My sister shares her bed with my grandmother. Dumi shares his bed with uncle, Thoko. Every evening, we sit together. We eat food together. Grandmother tells us good stories. Aunt Atupele sings with us. Uncle Thoko and Aunt Atupele also dance Beni. We watch dances together. Sometimes, uncle Thoko tells us how to catch fish. We are a big happy family.

Activity 23.1.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do -We Do-You Do* approach to guide the learners to ask and answer these questions orally: 1 *What is the name of Yankho's aunt?* 2 *Who shares a bed with Yankho?* 3 *What does grandmother do when they sit together?* Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to give meaning of the new words: *cousin, weak* and *family*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23**Our big family****Lesson 2****Success criteria**

Learners must be able to:

- introduce others
- say the name and sound of letters *tch*
- read decodable words with letter *tch*

Suggested resources (in addition to the learner's book)

letter cards, word cards

Introduction

(3 minutes)

Ask learners to mention names of trees they know.

Activity 23.2.1**Oral language: Introducing others**

(8 minutes)

Follow the *I Do -We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to introduce others. Say: *Hello, Jane. Meet my uncle, Mr Phiri.* Do the same with other relatives like aunt, grandmother, grandfather and cousin. Ensure that they are doing it correctly and help those who need support.

Activity 23.2.2**Phonics: Saying the names and sounds of letter**

(7 minutes)

tch

Refer learners to page 132 Activity B. Follow the *I Do -We Do-You Do* approach to guide learners to point to each letter and say: *The names of these letters are t, c, h and the sound of the letters is /tch/.*

Activity 23.2.3**Reading: Decodable words**

(8 minutes)

Refer learners to page 132 Activity C. Follow the *I Do -We Do-You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Check that they are doing it correctly. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read the following words from word cards: *patch, catch, thatch* and *match*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23	Our big family	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to <p>Suggested resources (in addition to the learner's book) items/drawing/role plays for teaching <i>cousin, weak</i> and <i>family</i></p>		

Introduction

(2 minutes)

Ask learners to talk about people they stay with in their homes.

Activity 23.3.1**Vocabulary: Using new words**

(8 minutes)

Follow the *I Do -We Do-You Do* approach (ie model for learners, practise to learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *cousin, weak* and *family*. Use local language if learners do not understand.

Activity 22.3.2	Read aloud: Listening to a story	(10 minutes)
Repeat Activity 23.1.2		

Activity 23.3.3	Comprehension: Answering questions	(8 minutes)
Repeat Activity 23.1.3		

Conclusion	(2 minutes)
Ask learners to give meanings of new words they have learned: <i>cousin</i> , <i>weak</i> and <i>family</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23	Our big family	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• introduce others• read decodable words with understanding• read decodable sentences• write words <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Revise Activity 23.2.2.	

Activity 23.4.1	Oral language: Introducing others	(8 minutes)
Repeat activity 23.2.1		

Activity 23.4.2	Reading: Understanding decodable words	(4 minutes)
Refer learners to page 132-133 Activity D. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 23.4.3	Reading: Decodable sentences	(5 minutes)
Refer learners to page 133 Activity E. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the		

sentences and check the learners' understanding. Ask them to read the sentences on their own, as a class, in pairs or individually. Help those who need support.

Activity 23.4.4**Phonics: Writing words from sound**

(8 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to listen and write words as the teacher dictates to the learners the following words: *thatch*, *match*, *catch* and *patch*. Ask some learners to write the words they have written in their notebooks on the chalkboard/word card. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read the following words from flash cards: *thatch*, *match*, *catch* and *patch*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23**Our big family****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- predict content of the story
- answer questions about a story you have listened to

Suggested resources (in addition to the learner's book)

Items/drawing/role plays for teaching *grandmother*, *travelling* and *television*

Introduction

(2 minutes)

Ask learners to mention ways of caring for trees.

Activity 23.5.1**Vocabulary: Learning new words**

(5 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *grandmother*, *travelling* and *television*. Use local language if learners do not understand.

Activity 23.5.2**Comprehension: Predicting the content**

(6 minutes)

Ask learners to predict the content of the story using illustration and the title at 134 Activity G.

Activity 23.5.3**Read aloud: Listening to a story**

(8 minutes)

Refer learners to page 134 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to aid comprehension.

Back to school

After the holiday, Yankho and his sister go back to school. They meet Dalo. They talk about the holiday. Yankho tells Dalo about their big family. He also tells her about good stories from his grandmother. Then, Dalo says, 'Only when I do well in class, I go to Mangochi. I go to see my uncle and aunt. They live near the road and the lake.' Yankho asks, 'How do you get there?' Dalo answers, 'By bus. I take my travelling bag. They welcome me at the bus stop.' Yankho asks again. 'What do you do when you get there?' Dalo says. 'My aunt and uncle buy me a coat. They show me the lake. I see people who catch fish. They use a boat. We also watch television.' Then, Yankho and Dalo meet their teacher. She welcomes them. The teacher says, 'Welcome back to school'. 'Thank you Madam,' Yankho, his sister and Dalo said.

Activity 23.5.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to ask and answer these questions orally: Ask: 1 *What do Yankho, his sister and Dalo talk about?* 2 *Where does Dalo go for the holiday?* 3 *Why does Dalo go for the holiday?* 4 *How does Dalo go for the holiday?* Use local language if learners do not understand. Help those who need support.

Conclusion

(2 minutes)

Ask learners to give meanings of the following words: *grandmother, television and travelling.*

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23	Our big family	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • Introduce other family members • say the names and sounds of letters ow • read decodable words with letters ow <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction

(2 minutes)

Ask learners to mention the names of the members and relationships of their families.

Activity 23.6.1 Oral language: Asking for and giving information (7 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to introduce other family members using *Hello...! Meet my cousin... He lives with us at home.* Ensure that they are doing it correctly and help those who need support.

Activity 23.6.2 Phonics: Saying names and sounds of letters ow (8 minutes)

Refer learners to page 134 Activity H. Follow the *I Do-We Do-You Do* approach to guide the learners to point to the letter and say: *The names of the letters are o and w and the sound of the letters is /ow/.*

Activity 23.6.3 Reading: Decodable words (10 minutes)

Refer learners to page 134 Activity I. Follow the *I Do-We Do-You Do* approach to guide the learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (3 minutes)

Ask learners to say words with **ow**.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23 Our big family **Lesson 7**

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story you have listened to
- analysing characters

Suggested resources (in addition to the learner's book)

items/drawing/role plays for teaching *grandmother, travelling and television*

Introduction (2 minutes)

Using appropriate vocabulary and teaching strategy to revise these words and let learners make sentences: *grandmother, travelling and television.*

Activity 23.7.1 Vocabulary: Using new words (6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners to use

these new words in sentences: *grandmother*, *travelling* and *television*. Use local language if learners do not understand.

Activity 23.7.2 **Read aloud: Listening to a story** (8 minutes)

Repeat Activity 23.5.2

Activity 23.7.3 **Comprehension: Answering questions** (6 minutes)

Repeat Activity 23.5.3

Activity 23.7.4 **Comprehension: Analysing characters** (6 minutes)

Repeat Activity 23.5.4

Conclusion (2 minutes)

Ask learners to show through action or gestures the meanings of the words they have learned: *grandmother*, *travelling* and *television*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23 **Our big family** **Lesson 8**

Success criteria

Learners must be able to:

- introduce other family members
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)

letter cards; word cards

Introduction (2 minutes)

Ask learners to mention members of their family whom they like a lot and why they like them.

Activity 23.8.1 **Oral language: Introducing other family members** (8 minutes)

Repeat activity 23.6.1

Activity 23.8.2 **Reading: Understanding decodable words** (8 minutes)

Refer learners to page 135 Activity J. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 23.8.3	Reading: Decodable sentences	(9 minutes)
------------------------	-------------------------------------	-------------

Refer learners to page 136 Activity K. Follow the *I Do-We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary to talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to read the following words from flash cards: *show, low, bow* and *tow*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23	Our big family	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read decodable words• read decodable story <p>Suggested resources (in addition to the learners' book) word cards/flash cards, story chart</p>		

Introduction	(2 minutes)
---------------------	-------------

Revise activity 23.6.2

Activity 23.9.1	Reading: Decodable words	(8 minutes)
------------------------	---------------------------------	-------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a whole class, in pairs or individually) to read words on page 136 Activity L. If they have difficulties, help them to sound out the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly. Help those who need support.

Activity 23.9.2	Reading: Decodable text	(11 minutes)
------------------------	--------------------------------	--------------

Follow the *I Do-We Do-You Do* approach and use the choral reading strategy for reading the story on page 136 Activity M. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own.

Activity 23.9.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do-We Do-You Do* approach to help learners understand and answer the questions on page 136 Activity M.

Conclusion (3 minutes)

Ask learners to retell the story they have read.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 23 **Our big family: Review** **Lesson 10**

In Lesson 10, identify and focus on the success criteria that learners continue to struggle with the most. Use your observations from the *teacher reflections* for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.

UNIT 24 **Taking care of clothes** **Lesson 1**

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story you have listened to
- retell a story

Suggested resources (in addition to the learner's book)

items/drawing/role plays for teaching *iron, blouse, suitcase, pair of trousers*

Introduction (2 minutes)

Ask learners to predict the content of a story using the illustration on page 137.

Activity 24.1.1 **Vocabulary: Learning new words** (5 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *iron, blouse, suitcase* and *pair of trousers*. Use local language if learners do not understand.

Activity 24.1.2 **Read aloud: Listening to a story** (7 minutes)

Refer learners to page 137 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to make learners understand.

Caring for clothes

Yankho and Chisomo like playing in the mud. Their clothes get dirty. When they get home, uncle Thoko sees them in dirty clothes. He is angry with them. 'Why do you always play in mud? Look! Your clothes are dirty! You need to take care of your clothes.' Uncle Thoko says. 'Go and wash your clothes. First, you soak the clothes in soapy water. Secondly, wash the clothes. Thirdly, rinse the clothes in clean water. Then, dry them on a drying line. When the clothes are dry, iron them. Finally, fold and put them in your suitcases. Next time, do not play in mud again.' Uncle Thoko advises. 'Thank you Uncle Thoko for your advice,' Yankho and Chisomo say.

Activity 24.1.3 **Comprehension: Answering questions** (8 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 *Where does uncle take Yankho and Chisomo to?* 2 *What does Yankho ride at the lake?* 3 *Why is uncle angry with Yankho and Chisomo?* 4 *What do Yankho and Chisomo do to make their clothes clean?* Use local language if learners do not understand. Help those who need support.

Activity 24.1.4 **Comprehension: Retelling a story** (5 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to retell the story from 24.1.2 in their own words. Help those who need support.

Conclusion (3 minutes)

Ask learners to give meanings of new words they have learnt: *iron, blouse, suitcase and pair of trousers.*

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24 **Taking care of clothes** **Lesson 2**

Success criteria

Learners must be able to:

- ask for information
- give information
- say the name and sound of the letters *wh*
- read decodable words with letters *wh*

Suggested resources (in addition to the learner's book)
letter cards, word cards

Introduction	(2 minutes)
Ask learners to identify colours of clothes they are wearing.	

Activity 24.2.1	Oral language: Asking for and giving information (10 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Ask: <i>What am I wearing? I am wearing a shirt/blouse/skirt/dress/socks/shoes.</i> Ensure that they are doing it correctly and help those who need support.	

Activity 24.2.2	Phonics: Saying the names and sound of letters wh (5 minutes)
Refer learners to page 138 Activity B. Follow the <i>I Do-We Do-You Do</i> approach to guide the learners to point to the letter and say: <i>The names of these letters are w and h and the sound of the letters is /wh/.</i>	

Activity 24.2.3	Reading: Decodable words (10 minutes)
Refer learners to page 138 Activity C. Follow the <i>I Do-We Do-You Do</i> approach to guide the learners to sound out each word one letter at a time and then read it fast. After modelling for the learners and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.	

Conclusion	(3 minutes)
Ask learners to read the following words from word cards: <i>wheel, white, wheat</i> and <i>wheelbarrow</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24	Taking care of clothes	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to <p>Suggested resources in addition to the learners' book items/drawing/role plays for teaching <i>iron, blouse, suitcase</i> and <i>pair of trousers</i></p>		

Introduction	(2 minutes)
Ask learners what they remember about the story they listened to the previous day.	

Activity 24.3.1	Vocabulary: Using new words	(6 minutes)
------------------------	------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners to use these new words in sentences: *iron, blouse, suitcase* and *pair of trousers*. Use local language if learners do not understand.

Activity 24.3.2	Read aloud: Listening to a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Repeat Activity 24.1.2

Activity 24.3.3	Comprehension: Answering questions	(8 minutes)
------------------------	-------------------------------------------	-------------

Repeat Activity 24.1.3

Activity 24.3.4	Comprehension: Retelling a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Repeat Activity 24.1.4

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to give examples of words which start with the letters *wh*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24	Taking care of clothes	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction	(2 minutes)
---------------------	-------------

Revise Activity 24.2.2

Activity 24.4.1	Oral language: Asking for and giving information	(8 minutes)
------------------------	---------------------------------------------------------	-------------

Repeat activity 24.2.1

Activity 24.4.2	Reading: Understanding decodable words	(4 minutes)
------------------------	-----------------------------------------------	-------------

Refer learners to page 139 Activity D. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for the learners and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 24.4.3	Reading: Decodable sentences	(5 minutes)
------------------------	-------------------------------------	-------------

Refer learners to page 140 Activity E. Follow the *I Do -We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 24.4.4	Comprehension: Completing sentences	(8 minutes)
------------------------	--------------------------------------------	-------------

Refer learners to page 140 Activity F. Follow the *I Do-We Do-You Do* approach to guide learners to complete sentences using the following words: *wheat, wheel, white* and *wheelbarrow*. Model completing the sentences for them, practise completing with them, and ask them to complete on their own. Ask them to read the sentences they have completed. Help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to read the following words from flash cards: *wheat, wheel, white* and *wheelbarrow*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24	Taking care of clothes	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • retell a story <p>Suggested resources (in addition to the learner's book) items/drawing/role plays for teaching: <i>clean, smart</i> and <i>wear</i></p>		

Introduction	(2 minutes)
---------------------	-------------

Ask learners to explain why it important to take care of clothes.

Activity 24.5.1**Vocabulary: Learning new words**

(8 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *clean, smart* and *wear*. Use local language if learners do not understand.

Activity 24.5.2**Read aloud: Listening to a story**

(10 minutes)

Refer learners to page 141 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to make learners understand.

Yankho and Chisomo get new clothes

Yankho and Chisomo visit Uncle Chilamba in the city. Aunt Maria wants to buy clothes for Yankho and Chisomo. 'What clothes do you want Yankho?' Aunt Maria asks. 'I want a blue shirt and a black pair of trousers,' Yankho answers. 'What about you, Chisomo?' 'I want a black skirt and a yellow blouse.' She answers. Uncle Chilamba buys a blue shirt and a black pair of trousers for Yankho. Yankho and Chisomo have new clothes. They thank their aunt for the new clothes. They take care of their new clothes. They put them in a suitcase. They will wear the new clothes when they go back to their village. Yankho and Chisomo look smart when they wear clean clothes. They will show them to their friends in Chisesa Village.

Activity 24.5.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 *Who does Yankho and Chisomo visit in the city?* 2 *What clothes does uncle buy for Yankho?* 3 *What clothes does Chisomo choose?* 4 *What clothes does Chisomo choose?* 5 *What type of clothes do you like?* Use local language if learners do not understand. Help those who need support.

Activity 24.5.4**Comprehension: Retelling a story**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to retell the story from Activity 24.5.2 in their own words. Help those who need support.

Conclusion	(2 minutes)
Ask learners to give meanings of the following words: <i>clean, smart</i> and <i>wear</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24	Taking care of clothes	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give compliments • take compliment • say the name and sound of letters <i>oa</i> • read decodable words with letters <i>oa</i> <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners to say what they tell to their friends when they wear beautiful or new clothes. Ask them to explain why it is important to give each other compliments.	

Activity 24.6.1	Oral language: Giving and taking compliments	(8 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and take compliment. Call a learner and say: <i>You are wearing a nice shirt/skirt/ dress/ sweater/ jersey/ shoes. Oh! Thank you madam/sir for the compliment!</i> Ensure that they are doing it correctly and help those who need support.		

Activity 24.6.2	Phonics: Saying names and sounds of letters oa	(7 minutes)
Refer learners to page 142 Activity H. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letter and say: <i>The names of these letters are o and a and the sound of the letters is /oa/.</i>		

Activity 24.6.3	Reading: Decodable words	(10 minutes)
Refer learners to page 142 Activity I. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for the learners and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly. Help those who need support.		

Conclusion	(3 minutes)
Ask learners to say words with <i>oa</i> .	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24**Taking care of clothes****Lesson 7****Success criteria**

Learners must be able to:

- use new words
- answer questions about a text they have listened to

Suggested resources (in addition to the learner's book)

Items/drawing/role plays for teaching *clean*, *smart* and *wear*

Introduction

(2 minutes)

Ask learners what they remember about a story they heard the previous day. Tell learners that they will listen to the story again.

Activity 24.7.1**Vocabulary: Using new words**

(6 minutes)

Follow the *I Do - We Do - You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners to use these new words in sentences: *clean*, *smart* and *wear*. Use local language if learners do not understand.

Activity 24.7.2**Read aloud: Listening to a story**

(6 minutes)

Repeat Activity 24.5.2

Activity 24.7.3**Comprehension: Answering questions**

(8 minutes)

Repeat Activity 24.5.3

Activity 24.7.4**Comprehension: Retelling**

(8 minutes)

Repeat Activity 24.5.4

Conclusion

(2 minutes)

Ask learners to explain what kind of clothes uncle buys for Yankho and Chisomo.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24	Taking care of clothes	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give compliment • take compliment • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners what they do when their friends have told them that they are wearing nice clothes.	

Activity 24.8.1	Oral language: Giving and taking compliments	(6 minutes)
Repeat activity 24.6.1		

Activity 24.8.2	Reading: Understanding decodable words	(6 minutes)
Refer learners to page 143 Activity J. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for the learners and practising with them, ask them to read the words on their own as a class, in pairs or individually. Help those who need support.		

Activity 24.8.3	Reading: Decodable sentences	(7 minutes)
Refer learners to page 143 Activity K. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 24.8.4	Comprehension: Choosing the correct word	(6 minutes)
Refer learners to page 144 Activity L. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to choose the correct word for the picture. Model choosing the correct word for them and practise with them. Ask them to read the words they have chosen on their own, as a class, in groups, in pairs or individually. Help those who need support.		

Conclusion	(3 minutes)
Do thumbs up and thumbs down game with learners for the sound in words with letters <i>oa</i> .	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24	Taking care of clothes	Lesson 9
----------------	-------------------------------	-----------------

Success criteria

Learners must be able to:

- read decodable words
- read decodable story

Suggested resources (in addition to the learners' book)
word cards/flash cards, story chart

Introduction

(2 minutes)

Revise activity 24.6.2

Activity 24.9.1

Reading: Decodable words

(11 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read words on page 144 Activity M. If they have difficulties, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 24.9.2

Reading: Decodable text

(8 minutes)

Follow the *I Do-We Do-You Do* approach and use the choral reading strategy for reading the story on page 144 Activity N. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own

Activity 24.9.3

Comprehension: Answering questions

(6 minutes)

Follow the *I Do-We Do-You Do* approach to help learners understand and correctly answer the questions on page 144 Activity M based on the story.

Conclusion

(3 minutes)

Ask learners to read decodable words from flash cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 24	Taking care of clothes: Review	Lesson 10
----------------	---------------------------------------	------------------

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.

UNIT 25	Let's do it again	Lesson 1
----------------	--------------------------	-----------------

Success criteria
Learners must be able to:

- use words learnt in Lesson 1 of Units 21-24
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner's book)
items/drawings/role plays for demonstrating vocabulary words selected for revision

Introduction	(2 minutes)
---------------------	-------------

Guide learners in describing the picture related to the story that has been selected for revision in 25.1.2

Activity 25.1.1	Revising: Vocabulary	(8 minutes)
------------------------	-----------------------------	-------------

Select for revision three or four vocabulary words that were difficult for learners in Lesson 1 of Units 21 to 24 (ie *dove, pigeon, beautiful family, blouse, suitcase* and *medicine*). Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 25.1.2	Read aloud: Listening to a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Select one story from Lesson 1 of Units 21 to 24 for revision. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to make learners understand.

Activity 25.1.3	Comprehension: Answering questions	(6 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide learners to orally ask and answer comprehension questions from the story read in 25.1.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 25.1.4	Comprehension: Retelling a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide the learners to retell the story from Activity 25.1.2 in their own words. Help those who need support.

Conclusion	(2 minutes)
Ask learners to demonstrate an understanding of some of the vocabulary words that they reviewed in the lesson.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25	Let's do it again	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 2 of units 21-24 • say the names and sounds of the letters learnt in Lesson 2 of units 21-24 • read decodable words learnt in Lesson 2 of units 21-24 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask learners to orally break the words into their component sounds: <i>city, happy, green, catch, match, whisper, wheel</i> and <i>white</i> .	

Activity 25.2.1	Revising: Oral language structures	(9 minutes)
<p>Select one of the following oral language structures for revision:</p> <ol style="list-style-type: none"> 1 Ask for and give information using: <i>What is this? / This is a turkey.</i> (Activity 21.2.1) 2 Ask for and give information using: <i>What are trees used at our school? / Trees are used for making furniture.</i> (Activity 22.2.1) 3 Introducing others using: <i>This is my uncle, Thoko. He lives with us at home</i> (Activity 23.2.1) 4 Ask for and give information using: <i>What am I wearing? / I am wearing a skirt.</i> (Activity 24.2.1) <p>Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to use the chosen structure. Ensure that they are doing it correctly and help those who need support.</p>		

Activity 25.2.2	Phonics: Saying names and sound of letters	(6 minutes)
Refer learners to page 145 Activity A. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to point to the letter in the first row and say: <i>The name of the letter is ... and the sound of the letter is /.../.</i>		

Activity 25.2.3	Reading: Decodable words	(10 minutes)
------------------------	---------------------------------	--------------

Refer learners to page 145-146 Activity B. Follow the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25	Let's do it again	Lesson 3
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use words learnt in Lesson 3 of units 21-24
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner's book)

items/drawing/role plays for demonstrating words selected for revision

Introduction	(2 minutes)
---------------------	-------------

Guide learners in describing the picture related to the story that has been selected for revision in Activity 25.3.2.

Activity 25.3.1	Revising: Vocabulary	(8 minutes)
------------------------	-----------------------------	-------------

Select, for revision, three or four words that were difficult for learners in Lesson 3 of Units 21 to 24 (ie *dove, pigeon, beautiful family, blouse, suitcase* and *medicine*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide learners to use these new words in sentences.

Activity 25.3.2	Read aloud: Listening to a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Select, for revision, one story from Lesson 3 of Units 21 to 24. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to make learners understand.

Activity 25.3.3	Comprehension: Answering questions	(6 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 25.3.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 25.3.4	Comprehension: Retelling a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide the learners to retell the story from Activity 25.3.2 in their own words. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to demonstrate understanding of some of the words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25	Let's do it again	Lesson 4
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 2 of units 21-25
- read decodable words that were learnt in Lesson 2 of units 21-25
- read decodable sentences from Lesson 4 of units 21-25

Suggested resources (in addition to the learner's book)
word cards, sentence charts

Introduction	(2 minutes)
---------------------	-------------

Ask learners to orally spell these words: *city, happy, green, catch, match, whisper, wheel* and *white*.

Activity 25.4.1	Revising: Oral language structures	(9 minutes)
------------------------	-------------------------------------------	-------------

Select one of the following oral language structures for revision:

- 1 Ask for and give information using: *What is this? / This is a turkey.* (Activity 21.2.1)
- 2 Ask for and give information using: *What are trees used at our school? / Trees are used for making furniture.* (Activity 22.2.1)
- 3 Introducing others using: *This is my uncle, Thoko. He lives with us at home* (Activity 23.2.1)
- 4 Ask for and give information using: *What am I wearing? / I am wearing a skirt.* (Activity 24.2.1)

Follow the *I Do-We Do-You Do* approach to guide the learners to use the chosen structure.

Activity 25.4.2	Reading: Decodable words	(8 minutes)
------------------------	---------------------------------	-------------

Select, for revision, any decodable words that were difficult for learners in Lesson 4 of Units 21 to 24: *city, happy, green, catch, match, whisper, wheel* and *white*. Write them on the chalkboard. Follow the *I Do-We Do-You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them,

let them read the words on their own as a class, in pairs or individually. Help those who need support.

Activity 25.4.3

Reading: Decodable sentences

(8 minutes)

Select any decodable sentences that were difficult for learners in Lesson 4 of Units 21-24 for revision. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to read the sentences. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check and clarify the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read the following words from flash cards: *city, happy, green, catch, match, whisper, wheel* and *white*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25

Let's do it again

Lesson 5

Assessing learners

- Assess learners on what they have learnt in Lessons 1 to 4 of units 21 to 24.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 1 to 4 of units 21 to 24.

Below are the success criteria from Lessons 1 to 4 of units 21 to 24. Check if learners are able to:

- demonstrate understanding of and use these words: dove pigeon, beautiful family blouse suitcase and medicine
- use these comprehension strategies:
 - 1 activate background knowledge
 - 2 answer questions about a story they have listened to
 - 3 retell a story they have listened to
 - 4 relate the story to personal experience
- use these oral language structures:
 - 1 Ask for and give information using: *What is this? / This is a turkey.* (Activity 21.2.1)
 - 2 Ask for and give information using: *What are trees used at our school? / Trees are used for making furniture.* (Activity 22.2.1)
 - 3 Introducing others using: *This is my uncle, Thoko. He lives with us at home* (Activity 23.2.1)
 - 4 Ask for and give information using: *What am I wearing? / I am wearing a skirt.* (Activity 24.2.1)
- say the names and sounds of these letters: *y, ee, tch, wh*

- read these decodable words with understanding: *city, happy, green, catch, match, whisper, wheel* and *white*
- read decodable sentences

Note: Let some learners read any decodable story from Lesson 9 of Units 21 to 24 as other learners are being assessed individually, in pairs or in groups. At the end of the lesson, ask some individual learners to share with the class what they have read.

UNIT 25	Let's do it again	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 5 of Units 21-24 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) items/drawing/role plays for demonstrating vocabulary words selected for revision</p>		

Introduction	(2 minutes)
Guide learners in describing the picture related to the story that has been selected for revision in Activity 25.6.2.	

Activity 25.6.1	Revising: Vocabulary	(6 minutes)
Select three or four words that were difficult for learners in Lesson 5 of Units 21 to 24 for revision (ie <i>needle, branches, fire breaker, grandmother, television, clean</i> and <i>smart</i>). Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own) to guide learners to use these new words in sentences.		

Activity 25.6.2	Reading aloud: Listening to a story	(8 minutes)
Select one story from Lesson 5 of Units 21 to 24 for revision. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to aid comprehension.		

Activity 25.6.3	Comprehension: Answering questions	(5 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide learners to orally ask and answer comprehension questions from the story read in Activity 25.6.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.		

Activity 25.6.4	Comprehension: Retelling a story	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide learners to retell the story from Activity 25.6.2 in their own words. Help those who need support.		

Conclusion	(3 minutes)
Ask learners to demonstrate an understanding of some of the words that they reviewed in the lesson.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25	Let's do it again	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 6 of units 21-24 • say the names and sounds of the letters learnt in Lesson 6 of units 21-24 • read decodable words learnt in Lesson 6 of units 21-24 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask learners to orally break the words into their component sounds: <i>nest, stove, read, neat, bow, soap</i> and <i>boat</i> into their component sounds.	

Activity 25.7.1	Revising: Oral language structures	(10 minutes)
<p>Select one of the following oral language structures for revision:</p> <ol style="list-style-type: none"> 1 Asking for and giving information using: <i>This is a chicken. The chicken is a big bird. It lays eggs.</i> (Activity 21.6.1) 2 Asking for and giving information using: <i>How do you take care of tree? We apply manure to the seedlings</i> (Activity 22.6.1) 3 Introducing others using: <i>Hello...! This is my cousin... He lives with us at home.</i> (Activity 23.6.1) 4 Dealing with compliments using: <i>You are wearing a nice shirt. / Oh! Thank you, madam/sir.</i> (Activity 24.6.1) <p>Follow the <i>I Do–We Do–You Do approach</i> to guide the learners to use the chosen structure.</p>		

Activity 25.7.2	Phonics: Saying names and sounds of letters	(7 minutes)
Refer learners to page 145 Activity A. Follow the <i>I Do–We Do–You Do approach</i> to guide the learners to point to the letter in the second row and say: <i>The name of the letter is ... and the sound of the letter is /.../.</i>		

Activity 25.7.3	Reading: Decodable words	(8 minutes)
Select any decodable words that were difficult for learners in Lesson 6 of units 21-24 for revision: <i>nest, stove, read, neat, bow, soap</i> and <i>boat</i> . Write them on the chalkboard. Follow		

the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25

Let's do it again

Lesson 8

Success criteria

Learners must be able to:

- use words learnt in Lesson 7 of units 21-24
- answer comprehension questions about a story they have heard
- relate a story to personal experience

Suggested resources (in addition to the learner's book)

items/drawing/role plays for demonstrating vocabulary words selected for revision

Introduction

(2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 25.8.2.

Activity 25.8.1

Revising: Vocabulary

(8 minutes)

Select, for revision, three or four words that were difficult for learners in Lesson 5 of Units 21 to 24 (ie *needle, branches, fire breaker, grandmother, television, clean* and *smart*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide learners to use these new words in sentences.

Activity 25.8.2

Read aloud: Listening to a story

(6 minutes)

Select, for revision, another story from Lesson 5 of Units 21 to 24. Refer learners to the page with the picture for the story. Say the title, introduce the characters and read the story twice with expression, using the picture and gestures to aid comprehension.

Activity 25.8.3

Comprehension: Answering questions

(5 minutes)

Follow the *I Do–We Do–You Do* approach to guide learners to orally ask and answer comprehension questions from the story read in 15.8.2. Use local language if learners do not understand. Help those who need support.

Activity 25.8.4	Comprehension: Relating to personal experience	(6 minutes)
------------------------	-------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide learners to make connections between the story from Activity 25.8.2 and their own lives. Help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners meanings of some of the new words they have learnt in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25	Let's do it again	Lesson 9
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 6 of units 21-24
- read a decodable story

Suggested resources (in addition to the learner's book)
word cards

Introduction	(3 minutes)
---------------------	-------------

Ask learners to orally spell these words: *nest, stove, read, neat, bow, soap* and *boat*.

Activity 25.9.1	Revising oral language structure	(13 minutes)
------------------------	-----------------------------------------	--------------

Select, for revision, one of the following oral language structures:

- 1 Asking for and giving information using: *This is a chicken. The chicken is a big bird. It lays eggs.* (Activity 21.6.1)
- 2 Asking for and giving information using: *How do you take care of tree? We apply manure to the seedlings* (Activity 22.6.1)
- 3 Introducing others using *Hello...! This is my cousin.... He lives with us at home.* (Activity 23.6.1)
- 4 Dealing with compliments using: *You are wearing a nice shirt. / Oh! Thank you, madam/sir.* (Activity 24.6.1)

Follow the *I Do–We Do–You Do* approach to guide the learners to use the chosen structure.

Activity 25.9.2	Reading: Decodable text	(11 minutes)
------------------------	--------------------------------	--------------

Refer learners to page 146 Activity C. Follow the *I Do–We Do–You Do* approach to guide learners to read the story and answer the questions. Model reading for them and practice reading with them. Use local language, if necessary. Talk about the meaning of the story and questions, then, check and clarify the learners' understanding. Ask them to read the story on their own, in pairs or individually. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read decodable words from flash cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 25**Let's do it again****Lesson 10****Assessing learners**

- Assess learners on what they have learnt in Lessons 6 to 9 of Units 21 to 24.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 6 to 9 of Units 21 to 24.

Below are the success criteria from Lessons 6 to 9 of units 21 to 24. Check if learners are able to:

- demonstrate understanding of and use these words: needle, branches, fire breaker, grandmother, television, clean and smart
- use these comprehension strategies:
 - 1 activate background knowledge
 - 2 answer questions about a story they have listened to
 - 3 retell a story they have listened to
 - 4 relate the story to personal experience
- use these oral language structures:
 - 1 Asking for and giving information using: *This is a chicken. The chicken is a big bird. It lays eggs.* (Activity 21.6.1)
 - 2 Asking for and giving information using: *How do you take care of tree? We apply manure to the seedlings* (Activity 22.6.1)
 - 3 Introducing others using *Hello...! This is my cousin....He lives with us at home.* (Activity 23.6.1)
 - 4 Dealing with compliments using: *You are wearing a nice shirt. / Oh! Thank you, madam/sir.* (Activity 24.6.1)
- Say the names and sounds of these letters: *st, ea, ow, oa.*
- read these decodable words with understanding: *nest, stove, read, neat, bow, soap and boat*
- read decodable sentences

Note: Let some learners read any decodable stories from Lesson 9 of Units 21 to 24 as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 26	Road safety	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • retell a story <p>Suggested resources (in addition to the learner's book) Items/drawing/role plays for teaching <i>bicycle</i>, <i>injured</i> and <i>single</i></p>		

Introduction	(2 minutes)
Ask learners to explain how they can safely cross the road.	

Activity 26.1.1	Vocabulary: Learning new words	(5 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>bicycle</i> , <i>injured</i> and <i>single</i> . Use local language if learners do not understand.		

Activity 26.1.2	Read aloud: Listening to a story	(7 minutes)
Refer learners to page 147 Activity A. Guide them in describing the picture to predict the content of the story. Then say the title, introduce the characters and read the story twice with expression, using the picture and gestures to aid comprehension.		

Crossing the road
<i>Mr Mwale teaches his learners how to cross the road. He takes them to the road near the school. He tells them to stop before they cross. He tells them to look to the right, to the left and to the right again. If there is no car or bicycle coming from both sides, then they can cross. He shows them how to cross the road. The teacher asks learners to cross the road as he did. They cross the road. Some learners run and others hold hands when crossing the road. Mr Mwale then tells them not to run and hold hands when crossing hands. They can fall down and get injured. He shows them how to cross in a single line, if they are many. They should not hold hands. Finally, he tells them to go back to class.</i>

Activity 26.1.3	Comprehension: Answering questions	(8 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to ask and answer these questions orally: 1 <i>What does Mr Mwale teach?</i> 2 <i>Where are the learners and teacher?</i> 3 <i>Why does the teacher take the learners to the road?</i> 4 <i>What can happen when one crosses before looking at both sides of the road?</i> Use local language if learners do not understand. Help those who need support.		

Activity 26.1.4	Comprehension: Retelling a story	(5 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to retell the story from Activity 26.1.2 in their own words. Help those who need support.		

Conclusion

(3 minutes)

Ask learners meanings of new words they have learnt: *bicycle, injured* and *single*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 26**Road safety****Lesson 2****Success criteria**

Learners must be able to:

- give instructions
- follow instructions
- say the name and sound of letters *bl*
- read decodable words with letters *bl*

Suggested resources (in addition to the learner's book)

letter cards; word cards

Introduction

(2 minutes)

Ask learners to say what they do when crossing a road.

Activity 26.2.1**Oral language: Giving and following instructions** (10 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and follow instruction. Demonstrate with a learner how to give and follow instructions on crossing a road safely. Say: *Turn to the right, left and right again, then cross the road*. Ensure that they are doing it correctly and help those who need support.

Activity 26.2.2**Phonics: Saying names and sound of letters bl** (5 minutes)

Refer learners to page 148 Activity B. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The names of these letters are b and l and the sound of the letters is /bl/*.

Activity 26.2.3**Reading: Decodable words** (10 minutes)

Refer learners to page 148 Activity C. Follow the *I Do-We Do-You Do* approach to guide the learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion	(3 minutes)
Ask learners to say how they can cross the road safely.	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 26	Road safety	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to <p>Suggested resources (in addition to the learners' book) Items/drawings/role plays for teaching <i>bicycle</i>, <i>injured</i> and <i>single</i></p>		

Introduction	(2 minutes)
Ask learners what they remember about the story they listened to the previous day.	

Activity 26.3.1	Vocabulary: Using new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the use of new words in sentences: <i>bicycle</i> , <i>injured</i> , <i>single</i> . Use local language if learners do not understand.		

Activity 26.3.2	Read aloud: Listening to a story	(6 minutes)
Repeat Activity 26.1.2		

Activity 26.3.3	Comprehension: Answering questions	(8 minutes)
Repeat Activity 26.1.3		

Activity 26.3.3	Comprehension: Retelling a story	(8 minutes)
Repeat Activity 26.1.4		

Conclusion	(2 minutes)
Ask learners to give examples of words which start with letters <i>wh</i> .	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	




UNIT 26	Road safety	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give instructions • follow instructions • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner’s book) letter cards; word cards</p>		

Introduction	(2 minutes)
Revise Activity 26.2.2	

Activity 26.4.1	Oral language: Giving and following instructions	(8 minutes)
Repeat activity 26.2.1		

Activity 26.4.2	Reading: Understanding decodable words	(4 minutes)
Refer learners to page 149 Activity D. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners’ understanding. After modelling for them and practising with them, ask them to read the words, in pairs or individually. Help those who need support.		

Activity 26.4.3	Reading: Decodable sentences	(5 minutes)
Refer learners to page 149 Activity E. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, as a class, in pairs or individually. Help those who need support.		

Activity 26.4.4	Phonics: Matching sounds to letters	(8 minutes)
Refer learners to page 150 Activity F. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to letters that they hear the teacher reading. Write the letters <i>bl-</i> and <i>pl-</i> on the chalkboard.		
	<ul style="list-style-type: none"> • Model pointing to the letters <i>bl</i> and <i>pl</i> as you are reading words which starts with these sounds, eg <i>blade, black, plan, bock, plot, plug, blow, plus</i> 	
	<ul style="list-style-type: none"> • Together with learners point to the letters as you are reading the words. 	
	<ul style="list-style-type: none"> • Ask learners to open their books at page 150. • Ask learners to point at the letters on their own as the teachers reads the words. • Help those who need support. 	

Conclusion	3 minutes)
Ask learners to read the following words from flash cards: <i>blade, black, blow</i> and <i>block</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 26	Road safety	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • retell a story <p>Suggested resources (in addition to the learner's book) Items/drawings/role plays for teaching <i>observe, signs</i> and <i>accidents</i></p>		

Introduction	(2 minutes)
As learners to share experiences about road safety.	

Activity 26.5.1	Oral language: Learning new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>observe, signs</i> and <i>accidents</i> . Use local language if learners do not understand.		

Activity 26.5.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 151 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to aid comprehension.		
Using the road		
<p><i>Dalo and Yankho go to school together. They walk along the right hand side of the road. As they walk, they see a person hit by a car. He was walking on the wrong side of the road. They start talking about how to use the road. Yankho says, 'People should walk along the right hand side of the road to avoid being hit by cars.</i></p> <p><i>Dalo says, 'Bicycles move on the left hand side of the road. Ox-carts and cars also move on the left hand side of the road. Road users should observe road signs. Road signs help to avoid accidents. Yankho says, 'People walking along the road or riding bicycles at night, must wear bright clothes. All road users should follow traffic rules to avoid accidents.</i></p>		

Activity 26.5.3	Comprehension: Answering questions	(6 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide the learners to ask and answer questions orally: 1 *Where do Dalo and Yankho go together?* 2 *On which side of the road should a bicycle move?* 3 *Why is observing road signs helpful?* 4 *What made Dalo and Yankho talk about how to walk on the road?* Use local language if learners do not understand. Help those who need support.

Activity 26.5.4	Comprehension: Retelling a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide learners to retell the story from Activity 26.5.2 in their own words. Help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to say how they walk on the road safely.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 26	Road safety	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give instructions • respond to instructions • say the name and sound of letters ou • read decodable words with letters ou <p>Suggested resources (in addition to the learner's book) pictures or drawings of people using the <i>road</i>, <i>letter cards</i> and <i>word cards</i></p>		

Introduction	(2 minutes)
---------------------	-------------

Show learners a picture of people using a road (*pedestrians, drivers and cyclists*). Ask them to name the road users.

Activity 26.6.1	Oral language: Giving and responding to instructions	(8 minutes)
------------------------	-------------------------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and respond to instructions. Call a learner and say: *Turn to the right! Turn to the left!* Respond with action of turning to the right or left. Ensure that they are doing it correctly and help those who need support.

Activity 26.6.2 **Phonics: Saying names and sounds of letters ou** (7 minutes)

Refer learners to page 152 Activity H. Follow the *I Do-We Do-You Do* approach to guide the learners to point to the letter and say: *The names of these letters are o and u and the sound of the letters is /ou/.*

Activity 26.6.3 **Reading: Decodable words** (10 minutes)

Refer learners to page 152 Activity I. Follow the *I Do-We Do-You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for the learners and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (3 minutes)

Ask learners to respond to instructions: *Turn to the right!* and *Turn to the left!*

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 26 **Road safety** **Lesson 7**

Success criteria

Learners must be able to:

- use new words
- answer questions about a text they have listened to

Suggested resources (in addition to the learner's book)

items/drawing/role plays for teaching *observe*, *signs* and *accidents*

Introduction (2 minutes)

Ask learners to give instructions on how one should walk safely on the road.

Activity 26.7.1 **Vocabulary: Using new words** (7 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the use of new words in sentences: *observe*, *signs*, *accidents*. Use local language if learners do not understand.

Activity 26.7.2 **Read aloud: Listening to a story** (10 minutes)

Repeat Activity 26.5.2

Activity 26.7.3 **Comprehension: Answering questions** (8 minutes)

Repeat Activity 26.5.4

Conclusion	(3 minutes)
Ask learners what they must do to be safe when walking on the road.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 26	Road safety	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give instructions • respond to instructions • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction	(2 minutes)
Ask learners to say what they remember from a story they listened to in a previous lesson.	

Activity 26.8.1	Oral language: Giving and responding to instructions	(6 minutes)
Repeat activity 26.6.1		

Activity 26.8.2	Reading: Understanding decodable words	(6 minutes)
Refer learners to page 153 Activity J. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for the learners and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 26.8.3	Reading: Decodable sentences	(8 minutes)
Refer learners to page 153 Activity K. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 26.8.4	Phonics: Matching sounds to letters	(5 minutes)
Refer learners to page 154 Activity L. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letters that they will hear from the teachers. Model pointing at the		

letters and practise with them. Ask them to point to the letters on their own, as a class, in groups, in pairs or individually. Help those who need support.

Conclusion

(3 minutes)

Ask learners to say how they walk on the road when coming to school.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 26	Road safety	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read decodable words• read decodable story <p>Suggested resources (in addition to the learners' book) word cards/flash cards, story chart</p>		

Introduction

(2 minutes)

Revise activity 26.6.2.

Activity 26.9.1

Reading:Decodable words

(11 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read words on page 154 Activity M. If they have difficulties, help them to sound word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 26.9.2

Reading:Decodable text

(8 minutes)

Follow the *I Do-We Do-You Do* approach and use repeated reading strategy for the story on page 154 Activity M. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use the local language, if necessary. Talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own, in pairs or groups.

Activity 26.9.3

Comprehension: Answering questions

(6 minutes)

Follow the *I Do-We Do-You Do* approach to help learners understand and correctly answer the questions on page 154 Activity M.

Conclusion

(3 minutes)

Ask learners to read decodable words from flash cards: *sound, found, round* and *ground*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 26**Road safety: Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the *teacher reflections* for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.

UNIT 27**Together at school****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story you have listened to
- retell a story

Suggested resources (in addition to the learner's book)
items/drawings/role plays for teaching *competitions, building* and *quiz*.

Introduction

(2 minutes)

Ask learners to explain how they report things that happen to them.

Activity 27.1.1**Vocabulary: Learning new words**

(5 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *competitions, building* and *quiz*. Use local language if learners do not understand.

Activity 27.1.2**Read aloud: Listening to a story**

(8 minutes)

Refer learners to page 155 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters and read the story twice with expression, using the picture and gestures to aid comprehension.

Together at school

Chisesa school is one of the best schools in Nzeru zone. The headteacher, teachers and parents from the surrounding area work together to support the school. Every year the school makes a plan of things they will do. The plan includes building of classrooms, covering learners' books, attending school open days, reading competitions, best teacher awards and quiz competitions. They respect their teachers. They also love and respect one another. They work in groups. During break time, they share the food. They do not fight. They do not make noise in class. They help one another when their friends have problems with school work.

Activity 27.1.3 **Comprehension: Answering questions** (7 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to ask and answer questions orally. 1 *In which zone is Chisesa School?* 2 *What does the school plan include?* 3 *What do learners do?* 4 *Why do teachers, parents and the head teacher work together?*

Use local language if learners do not understand. Help those who need support.

Activity 27.1.4 **Comprehension: Retelling a story** (5 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to retell the story from Activity 27.1.2 in their own words. Help those who need support.

Conclusion (3 minutes)

Ask learners meanings of new words they have learnt: *competitions, building* and *quiz*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27	Together at school	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give a report• say the name and sound of letters <i>ai</i>• read decodable words with letters <i>ai</i> <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>	

Introduction (2 minutes)

Ask a few learners to mention what they do if they lose their book.

Activity 27.2.1 **Oral language: Giving reports** (10 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give a report. *Let the boy snatch a book from a girl.* Help the girl say. *Excuse me teacher! John has snatched my book.* Ensure that they are doing it correctly and help those who need support.

Activity 27.2.2 **Phonics: Saying names and sound of letters ai** (5 minutes)

Refer learners to page 156 Activity B. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The name of this letters are a and i and the sound of the letter is /ai/.*

Activity 27.2.3 **Reading: Decodable words** (10 minutes)

Refer learners to page 156 Activity C. Follow the *I Do-We Do-You Do* approach to guide learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a class, in pairs or individually. Ensure that they are doing correctly and help those who need support.

Conclusion (3 minutes)

Ask learners to say where they report if they have been beaten.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27 **Together at school** **Lesson 3**

Success criteria

Learners must be able to:

- use new words
- answer questions about a text they have listened to

Suggested resources (in addition to the learners' book)

items/drawings/role plays for teaching *competitions*, *building* and *quiz*.

Introduction (2 minutes)

Ask learners what they remember about the story they listened to the previous day.

Activity 27.3.1 **Vocabulary: Using new words** (6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the use of these new words in sentences: *competitions*, *building* and *quiz*. Use local language if learners do not understand.

Activity 27.3.2 **Read aloud: Listening to a story** (6 minutes)

Repeat Activity 27.1.2

Activity 27.3.3 **Comprehension: Answering questions** (8 minutes)

Repeat Activity 27.1.3

Activity 27.3.4 **Comprehension: Retelling** (8 minutes)

Repeat Activity 27.1.4

Conclusion	(2 minutes)
Tell learners to give the meanings of the new words <i>competitions</i> , <i>building</i> and <i>quiz</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27	Together at school	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give a report • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Revise Activity 27.2.2	

Activity 27.4.1	Oral language: Giving reports	(8 minutes)
Repeat activity 27.2.1		

Activity 27.4.2	Reading: Understanding decodable words	(4 minutes)
Refer learners to page 156-157 Activity D. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meanings of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 27.4.3	Reading: Decodable sentences	(5 minutes)
Refer learners to page 157 Activity E. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 27.4.4	Phonics: Matching sounds to letters	(8 minutes)
Refer learners to page 157 Activity F. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letters that they will hear from the teacher. Model pointing to the letters and practise with them. Ask them to point to the letters on their own, in groups, in pairs or individually. Help those who need support.		

Conclusion

(3 minutes)

Ask learners to read the following words from flash cards: *pail, tail, rain* and *mail*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27**Together at school****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story you have listened to
- relate to personal experience

Suggested resources (in addition to the learner's book)
items/drawings/role plays for teaching *snatch, apologise* and *accept*

Introduction

(2 minutes)

Ask learners to say what games they like to play or watch.

Activity 27.5.1**Vocabulary: Learning new words**

(7 minutes)

Follow the *I Do We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *snatch, apologise* and *accept*. Use local language if learners do not understand.

Activity 27.5.2**Read aloud: Listening to a story**

(8 minutes)

Refer learners to page 158 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to aid comprehension.

Limbani the bad boy

It is break time at Chisesa Primary School. Angelina is coming from the ground. Limbani snatches her book and runs away. Melina starts to cry. She reports to Mrs Jumbe their class teacher. Mrs Jumbe calls Limbani. She tells him to give back the book to Angelina. She tells Limbani to apologise to Angellina. He says "I am sorry! I will not do it again." Angelina accepts the apology and she is happy again.

Activity 27.5.3**Comprehension: Answering questions**

(5 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to ask and answer these questions orally: 1 *Where was Angelina coming from?* 2 *Who snatched Angelina's book?* 3

What did Mrs Jumbe tell Limbani to do? 4Why was Angelina happy again? Use local language if learners do not understand. Help those who need support.

Activity 27.5.4 **Comprehension: Relating to personal experience** (6 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to relate the story to their personal experience. Help those who need support.

Conclusion (2 minutes)

Ask learners to say what they do when they have done something wrong to their friend.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27	Together at school	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• make apologies• accept apologies• say the name and sound of letters <i>ay</i>• read decodable words with letters <i>ay</i> <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction (2 minutes)

Ask learners to say what they do when their friend takes their book or pencil.

Activity 27.6.1 **Oral language: Making and accepting apologies** (10 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to make and accept apologies. Help the boy say: *I am sorry... for snatching your book*. Help the girl respond: *That is okay*. Ensure that they are doing it correctly and help those who need support.

Activity 27.6.2 **Phonics: Saying names and sounds of letters ou** (7 minutes)

Refer learners to page 158 Activity H. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The names of these letters are a and y and the sound of the letters is /ay/*.

Activity 27.6.3 **Reading: Decodable words** (8 minutes)

Refer learners to page 159 Activity I. Follow the *I Do-We Do-You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them

and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.

Conclusion

(3 minutes)

Tell learners to say what they do if their friend says *sorry* to them.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27

Together at school

Lesson 7

Success criteria

Learners must be able to:

- use new words
- answer questions about a text they have listened to
- Relate to personal experience

Suggested resources (in addition to the learner's book)

Items/drawings/role plays for teaching *snatch*, *apologise* and *accept*

Introduction

(2 minutes)

Ask learners to say what they do when a friend snatches their book or pencil.

Activity 27.7.1

Vocabulary: Using new words

(6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the use of these new words in sentences: *snatch*, *apologise* and *accept*. Use local language if learners do not understand.

Activity 27.7.2

Read aloud: Listening to a story

(6 minutes)

Repeat Activity 27.5.2

Activity 27.7.3

Comprehension: Answering questions

(8 minutes)

Repeat Activity 27.5.3

Activity 27.7.3

Comprehension: Relating to personal experience

(8 minutes)

Repeat Activity 27.5.4

Conclusion

(2 minutes)

Ask learners to practise making and accepting apologies.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27**Together at school****Lesson 8****Success criteria**

Learners must be able to:

- make apologies
- accept apologies
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
letter cards, word cards

Introduction

(2 minutes)

Ask learners to say what they remember from a story they listened to in a previous lesson.

Activity 27.8.1**Oral language: Making and accepting apologies**

(6 minutes)

Repeat activity 27.6.1

Activity 27.8.2**Reading: Understanding decodable words**

(6 minutes)

Refer learners to page 159 Activity J. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 27.8.3**Reading: Decodable sentences**

(7 minutes)

Refer learners to page 160 Activity K. Follow the *I Do-We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 27.8.4**Comprehension: Completing sentences**

(6 minutes)

Refer learners to page 160 Activity L. Follow the *I Do-We Do-You Do* approach to guide learners to complete sentences using the correct words. Model completing a sentence and practise with them. Ask them to complete the sentences on their own, in pairs or individually. Ask them to read the sentences they have completed. Help those who need support.

Conclusion	(2 minutes)
Ask learners to say what they do when they have done something bad thing to a friend.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27	Together at school	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read decodable words • read decodable story <p>Suggested resources (in addition to the learners' book) word cards/flash cards, story chart</p>		

Introduction	(2 minutes)
Revise activity 27.6.2.	

Activity 27.9.1	Reading: Decodable words	(11 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read words on page 160 Activity M. If they have difficulties, help them to sound out the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.		

Activity 27.9.2	Reading: Decodable text	(8 minutes)
Follow the <i>I Do-We Do-You Do</i> approach and use the repeated reading strategy for reading the story on page 160 Activity N. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own		

Activity 27.9.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to help learners understand and correctly answer the questions on page 160 Activity N based on the story.		

Conclusion	(3 minutes)
Ask learners to read decodable words from flash cards: <i>hay, play</i> and <i>railway</i> .	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 27**Together at school: Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that learners do not understand. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.

UNIT 28**The wedding****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate an understanding of new words
- answer questions about a story you have listened to
- relate to personal experience

Suggested resources (in addition to the learner's book)
items/drawings/role plays for teaching *beautiful*, *medicine* and *admire*

Introduction

(2 minutes)

Ask learners to predict the content of the story using the illustration at page 161.

Activity 28.1.1**Vocabulary: Learning new words**

(6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *ceremonies*, *bride* and *bridegroom*. Use local language if learners do not understand.

Activity 28.1.2**Read aloud: Listening to a story**

(8minutes)

Refer learners to page 161 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to make learners understand.

The wedding ceremony

Many ceremonies take place in Chisesa Village. Some of the ceremonies are birth day parties, wedding ceremonies, funeral ceremonies and engagement ceremonies. Many people in the village like wedding ceremonies. A man and a woman get married. The man is the bridegroom. He wears a suit and new shoes. The woman is the bride. She wears a long white wedding dress and a veil. Friends and relatives help during the wedding. Most wedding ceremonies take place after people have harvested their crops. During this time, there is plenty of food. Everyone is invited to wedding ceremonies.

Activity 28.1.3 **Comprehension: Answering questions** (7 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to ask and answer these questions orally: 1 *What ceremony do people in Chisesa Village like?* 2 *Give names of ceremonies which take place in Chisesa Village?* 3 *What ceremony do people in Chisesa Village like?* 4 *How do people prepare for weddings?* Use the local language if learners do not understand. Help those who need support.

Activity 28.1.4 **Comprehension: Relating to personal experience** (5 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to relate their personal experience with the story from Activity 28.1.2 in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to give meaning of the new words: *ceremonies, bride* and *bridegroom*.

UNIT 28	The wedding	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for information• give information• say the name and sound of the letters <i>or</i>• read decodable words with the letters <i>or</i> <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction (3 minutes)

Ask learners to talk about a wedding they have attended.

Activity 28.2.1 **Oral language: Asking for and giving information** (9 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Ask: *What are trees used for at your home?* Answer: *We use trees for firewood/ medicine/ making planks/ building houses*. Ensure that they are doing it correctly and help those who need support.

Activity 28.2.2 **Phonics: Saying names and sound of letters or** (7 minutes)

Refer learners to page 162 Activity B. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The names of these letters are o and r and the sound of the letters is /or/.*

Activity 28.2.3 **Reading: Decodable words** (8 minutes)

Refer learners to page 162 Activity C. Follow the *I Do-We Do-You Do* approach to guide learners to sound the out each word one letter at a time and then read it fast. After modelling

for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion

(3 minutes)

Ask learners to read the following words from word cards: *fork, born horse, and horn.*

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28

The wedding

Lesson 3

Success criteria

Learners must be able to:

- use new words
- answer questions about a text they have listened to
- relate to personal experience

Suggested resources (in addition to the learner's book)

items/drawing/role plays for teaching *ceremonies, bride and bridegroom*

Introduction

(2 minutes)

Ask learners to say what they remember about the story they listened to the previous day.

Activity 28.3.1

Vocabulary: Using new words

6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use these new words in sentences: *ceremonies, bride and bridegroom.* Use local language if learners do not understand.

Activity 28.3.2

Read aloud: Listening to a story

(8 minutes)

Repeat Activity 28.1.2

Activity 28.3.3

Comprehension: Answering questions

6 minutes)

Repeat Activity 28.1.3

Activity 28.3.4

Comprehension: Relating to personal experience

(6 minutes)

Repeat Activity 28.1.4

Conclusion	2 minutes)
Ask learners to give meanings of new words they have learnt: <i>ceremonies, bride</i> and <i>bridegroom</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28	The wedding	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences • make words <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Revise Activity 28.2.2.	

Activity 28.4.1	Oral language: Asking for and giving information	8 minutes)
Repeat activity 28.2.1		

Activity 28.4.2	Reading: Understanding decodable words	(4 minutes)
Refer learners to page 162-163 Activity D. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 28.4.3	Reading: Decodable sentences	(5 minutes)
Refer learners to page 163 Activity E. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 28.4.4	Phonics: Making words from the table	(8 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide the learners to make words from the letters in the table such as <i>horn</i> . Ask some learners to read the words they have written in their notebooks. Help those who need support.		

Conclusion

(3 minutes)

Ask learners to read the following words from flash cards: *fork, born, horse* and *horn*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28**The wedding****Lesson 5****Success criteria**

Learners must be able to:

- demonstrate an understanding of new words
- answer questions about the story they have listened to
- relate to personal experience

Suggested resources (in addition to the learner's book)
materials for teaching *vow, visitors* and *reception*

Introduction

(2 minutes)

Ask learners what people do at a wedding ceremony.

Activity 28.5.1**Vocabulary: Learning new words**

(6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *vow, visitors* and *reception*. Use local language if learners do not understand.

Activity 28.5.2**Read aloud: Listening to a story**

(8 minutes)

Refer learners to page 164 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to make learners understand.

Uncle Thoko's wedding

Today is Uncle Thoko's wedding day. Many things are happening. In the morning, some people are cooking. I am helping with drawing water. Mother and father are receiving visitors. Uncle Thoko and his bride have already taken their marriage vows. They are waiting for a reception. Aunt Maria, Chisomo and some relatives are serving lunch. After eating people go to the hall for the celebration.

Activity 28.5.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 *What is happening today in the story?* 2 *What are some people doing in the morning?* 3 *Who are receiving visitors?* Use local language if learners do not understand. Help those who need support.

Activity 28.5.4 **Comprehension: Relating to personal experience** (6 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to relate the story they have read from Activity 28.5.2 with their personal experiences. Help those who need support.

Conclusion (2 minutes)

Ask learners to give meanings of the following words: *vow*, *visitors* and *reception*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28	The wedding	Lesson 6
----------------	--------------------	-----------------

Success criteria

Learners must be able to:

- ask for information
- give information
- say the name and sound of the letter *y* (*ai*)
- read decodable words with the letters *y*

Suggested resources (in addition to the learner's book)
letter cards, word cards

Introduction (2 minutes)

Ask learners to mention some of the food they eat at weddings.

Activity 28.6.1 **Oral language: Asking for and giving information** (7 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information using *What do people do at the wedding?* / *People sing songs, dance, cook food, eat.* Ensure that they are doing it correctly and help those who need support.

Activity 28.6.2 **Phonics: Saying names and sounds of letters *ai*** (8 minutes)

Refer learners to page 165 Activity H. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The name of the letter is y and the sound of the letter is /ai/*

Activity 28.6.3 **Reading: Decodable words** (10 minutes)

Refer learners to page 165 Activity I. Follow the *I Do-We Do-You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion	(3 minutes)
Ask learners to read words with y as in <i>cry, shy, fry</i> and <i>dry</i> from word cards.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28	The wedding	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of new words • answer questions about the story they have listened to • relate to personal experience <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching <i>vow, visitors</i> and <i>reception</i></p>		

Introduction	(2 minutes)
Ask learners to say what they remember from the story they listened to.	

Activity 28.7.1	Vocabulary: Using new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners use of these new words in sentences: <i>vow, visitors</i> and <i>reception</i> . Use local language if learners do not understand.		

Activity 28.7.2	Read aloud: Listening to a story	(8 minutes)
Repeat Activity 28.5.2		

Activity 28.7.3	Comprehension: Answering questions	(6 minutes)
Repeat Activity 28.5.3		

Activity 28.7.4	Comprehension: Relating to personal experience	(6 minutes)
Repeat Activity 28.5.4		

Conclusion	(2 minutes)
Ask learners to show through action or gestures the meanings of the words they have learned: <i>vow, visitors</i> and <i>reception</i> .	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28	The wedding	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences • complete sentences <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction

(2 minutes)

Ask learners to say read the words: *cry*, *shy*, *dry* and *try* from word cards.

Activity 28.8.1**Oral language: Asking for and giving information**

(6 minutes)

Repeat activity 28.6.1

Activity 28.8.2**Reading: Understanding decodable words**

(6 minutes)

Refer learners to page 166 Activity J. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own as a class, in pairs or individually. Help those who need support.

Activity 28.8.3**Reading: Decodable sentences**

(6 minutes)

Refer learners to page 166 Activity K. Follow the *I Do-We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 28.8.4**Comprehension: Completing sentences**

(7 minutes)

Refer learners to page 167 Activity L. Follow the *I Do-We Do-You Do* approach to guide learners to complete the sentences using words such as *shy*, *cry*, *dry* and *July*. Model completing sentences for them and practise with them. Ask them to complete sentences in pairs or individually. Help those who need support. Ask some learners to read the sentences they have completed.

Conclusion

(3 minutes)

Ask learners to break these words into their component sounds: *shy*, *cry*, *dry* and *July*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28**The wedding****Lesson 9****Success criteria**

Learners must be able to:

- read decodable words
- read decodable story

Suggested resources (in addition to the learners' book)
word cards/flash cards, story chart

Introduction

(2 minutes)

Revise activity 28.6.2

Activity 28.9.1**Reading: Decodable words**

(8 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own, as a class, in pairs or individually) to read words on page 167 Activity M. If they have difficulties, help them to sound the word out using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 28.9.2**Reading: Decodable text**

(11 minutes)

Follow the *I Do-We Do-You Do* approach and use the choral reading strategy for reading the story on page 167 Activity M. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own or in pairs.

Activity 28.9.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to help learners understand and correctly answer the question on page 167 Activity M based on the story.

Conclusion

(3 minutes)

Ask learners to retell the story they have just read.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 28**The wedding: Review****Lesson 10**

In Lesson 10, identify and focus on the success criteria that the learners do not understand. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.

UNIT 29**Sending messages****Lesson 1****Success criteria**

Learners must be able to:

- demonstrate an understanding of new words
- answer questions about a story they have listened to
- relating to personal experience

Suggested resources (in addition to the learner's book)
items/drawings/role plays for teaching tuck in, message, neat

Introduction

(2 minutes)

Ask learners to say what they do at assembly.

Activity 29.1.1**Vocabulary: Learning new words**

(5 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *tuck in*, *message* and *neat*. Use local language if learners do not understand.

Activity 29.1.2**Read aloud: Listening to a story**

(9 minutes)

Refer learners to page 168 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters (Head teacher, teachers and learners of Chisesa school at the assembly), read the story twice with expression, using the picture and gestures to make learners understand.

At the assembly

It is time for assembly at Chisesa Primary School. The head teacher says, 'I have two things to say this morning. First, all learners must look neat. Boys must tuck in their shirts. Girls must not wear short skirts and dresses. Secondly, everyone must wear shoes when going to the toilet. This will protect you from diseases.' All learners are happy with the message. Everyone wants to look neat. Nobody wants to get sick. All learners go to their classes. After classes, the head teacher gives the learners letters to give to their parents. The parents are invited to a meeting. Dalo and friends take their letters home.

Activity 29.1.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 *Where is the head teacher speaking?* 2 *What should boys do to look neat?* 3 *Why were parents invited to a meeting?* 4 *Why are the learners happy with the messages?* Use local language if learners do not understand. Help those who need support.

Activity 29.1.4**Comprehension: Relating the story to personal experience**

(5 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to relate to their personal experience.

- Ask: *Do we have assembly at our school?*
- Ask: *What advice are we told by the head teacher?.*
- Ask: *Do we wear out uniforms like Dalo?.*

Help those who need support.

Conclusion

(3 minutes)

Ask learners to say what they have learnt in the story.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 29	Sending messages	Lesson 2
----------------	-------------------------	-----------------

<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the name and sound of the letters <i>ir</i> • read decodable words with the letters <i>ir</i> <p>Suggested resources (in addition to the learner's book) items/drawings for teaching objects used in ending messages, letter cards, word cards</p>

Introduction	(2 minutes)
Show learners pictures/models/real objects used in sending messages eg phones, radios. Ask them to name each object.	

Activity 29.2.1	Oral language: Asking and giving information	(10 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Demonstrate with learners how to ask and give information on different ways of sending messages. Use the following prompt: <i>How do you send messages? I send messages through phone (use real objects)</i> . Ensure that they are doing it correctly and help those who need support.		

Activity 29.2.2	Phonics: Saying names and sound of letters ir	(5 minutes)
Refer learners to page 148 Activity B. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letter and say: <i>The names of these letters are i and r and the sound of the letter is /ir/</i> .		

Activity 29.2.3	Reading: Decodable words	(10 minutes)
Refer learners to page 169 Activity C. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to sound the out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(3 minutes)
Ask learners to say different ways people send messages.	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 29	Sending messages	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about the story they have listened to • relating to personal experience <p>Suggested resources (in addition to the learners' book) items/drawings/role plays for teaching <i>tuck in</i>, <i>message</i> and <i>neat</i></p>		

Introduction	(2 minutes)
Ask learners to say what they remember about the story they heard the previous day.	

Activity 29.3.1	Vocabulary: Learning new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners to use new words in sentences: <i>tuck in</i> , <i>message</i> and <i>neat</i> . Use e local language if learners do not understand.		

Activity 29.3.2	Read aloud: Listening to a story	(8 minutes)
Repeat Activity 29.1.2		

Activity 29.3.3	Comprehension: Answering questions	(5 minutes)
Repeat Activity 29.1.3		

Activity 29.3.4	Comprehension: Relating to personal experience	(6 minutes)
Repeat Activity 29.1.4		

Conclusion	(3 minutes)
Tell learners to give the meanings of the new words: <i>tuck in</i> , <i>message</i> and <i>neat</i> .	

UNIT 29	Sending messages	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Revise Activity 29.2.2	

Activity 29.4.1	Oral language: Asking for and giving information	(8 minutes)
Repeat activity 29.2.1		

Activity 29.4.2	Reading: Understanding decodable words	(4 minutes)
Refer learners to page 169 Activity D. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 29.4.3	Reading: Decodable sentences	(5 minutes)
Refer learners to page 170 Activity E. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 29.4.4	Comprehension: Completing sentences	(8 minutes)
Refer learners to page 170 Activity F. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to complete sentences using the following words: <i>shirt, dirty, girl</i> and <i>bird</i> . Model completing the sentences for them, practise completing with them, ask them to complete on their own. Help those who need support. Ask them to read the sentences they have completed.		

Conclusion	(3 minutes)
Ask learners to read the following words from flash cards: <i>shirt, bird, girl</i> and <i>dirty</i> .	
Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 29	Sending messages	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • relate to personal experience <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching: <i>afraid, burnt</i> and <i>post</i></p>		

Introduction	(2 minutes)
Ask learners to name ways for communicating with someone or groups of people who are far away. (<i>phone, letter, radio, television</i>).	

Activity 29.5.1	Vocabulary: Learning new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>afraid, burnt</i> and <i>post</i> . Use local language if learners do not understand.		

Activity 29.5.2	Read aloud: Listening to a story	(8 minutes)
Refer learners to page 171 Activity G. Guide them in describing the picture to predict the content of the story. Then say the title, introduce the characters, read the story twice with expression, using the picture and gestures to make learners understand.		
<p>Yankho writes a letter</p> <p><i>Yankho is listening to the radio. There is a message about winter. Winter is so cold. This message is also on the television and in newspapers. Yankho is afraid of winter. He does not like to feel cold. His jersey got burnt. Yankho wants a new jersey for the winter time. He writes a letter to his aunt. Yankho asks his aunt to buy him a new jersey. Yankho posts the letter at the post office.</i></p>		

Activity 29.5.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to ask and answer these questions orally: 1 <i>What is Yankho doing?</i> 2 <i>What is the message from the radio about?</i> 3 <i>What happened to Yankho's jersey?</i> 4 <i>Where does Yankho post his letter?</i> Use local language if learners do not understand. Help those who need support.		

Activity 29.5.4	Comprehension: Relating to personal experience	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to relate the story to their personal experience. Help those who need support		

Conclusion

(2 minutes)

Ask learners to share their experiences sending a message.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 29	Sending messages	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the name and sound of the letters <i>ur</i> • read decodable words with the letters <i>ur</i> <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction

(2 minutes)

Ask learners to say how they send messages to other people or friends using different objects.

Activity 29.6.1**Oral language: Asking for and giving information** (7 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Say: *How do you send messages through phones?* Answer: *firstly, type the message, secondly enter the number. Then press send.* Ensure that they are doing it correctly and help those who need support.

Activity 29.6.2**Phonics: Saying names and sounds of letters ur** (8 minutes)

Refer learners to page 172 Activity H. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The names of these letters are u and r and the sound of the letters is /ur/*

Activity 29.6.3**Reading: Decodable words** (10 minutes)

Refer learners to page 172 Activity I. Follow the *I Do-We Do-You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing correctly and help those who need support.

Conclusion

(3 minutes)

Ask learners to turn to their partners and say how they send messages through different objects. Let them take turns in telling each other.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 29	Sending messages	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about the story they have listened to • relate to personal experience <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching <i>afraid</i>, <i>burnt</i> and <i>post</i></p>		

Introduction

(2 minutes)

Ask learners to talk about ways of sending messages.

Activity 29.7.1**Vocabulary: Learning new words**

(6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners to use these new words in sentences: *afraid*, *burnt* and *post*. Use local language if learners do not understand.

Activity 29.7.2**Read aloud: Listening to a story**

(8 minutes)

Repeat Activity 29.5.2

Activity 29.7.3**Comprehension: Answering questions**

(5 minutes)

Repeat Activity 29.5.3

Activity 29.7.4**Comprehension: Relating to personal experience**

(6 minutes)

Repeat Activity 29.5.4

Conclusion

(3 minutes)

Ask learners to name their favourite way of sending messages.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 29**Sending messages****Lesson 8****Success criteria**

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences
- drawing objects for sending messages

Suggested resources (in addition to the learner's book)

letter cards; word cards

Introduction

(2 minutes)

Ask learners to say what they remember from the story they listened to in a previous lesson.

Activity 29.8.1**Oral language: Asking and giving information**

(7 minutes)

Repeat activity 29.6.1

Activity 29.8.2**Reading: Understanding decodable words**

(6 minutes)

Refer learners to page 173 Activity J. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 29.8.3**Reading: Decodable sentences**

(7 minutes)

Refer learners to page 173 Activity K. Follow the *I Do-We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 29.8.4**Comprehension: Drawing objects used for sending messages**

(6 minutes)

Refer learners to page 174 Activity L. Follow the *I Do-We Do-You Do* approach to guide learners to draw objects that are used for sending messages. Model drawing one of the objects. Use simple language to describe your drawing. Practise drawing and describing with learners. Ask them to draw pictures in their notebooks individually. Ask them to show each other the pictures they have drawn in their notebooks and talk about them. Help those who need support.

Conclusion

(2 minutes)

Ask learners to read the following words from word cards: *curl*, *fur* and *burn*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 29**Sending messages****Lesson 9****Success criteria**

Learners must be able to:

- read decodable words
- read decodable story

Suggested resources (in addition to the learners' book)

word cards/flash cards, story chart

Introduction

(2 minutes)

Revise Activity 29.6.2.

Activity 29.9.1**Reading: Decodable words**

(11 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read words on page 174 Activity M. If they have difficulties, help them to sound out the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 29.9.2**Reading: Decodable text**

(8 minutes)

Follow the *I Do-We Do-You Do* approach and use the choral reading strategy for reading the story on page 174 Activity N. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own

Activity 29.9.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to help learners understand and answer the questions on page 174 Activity N.

Conclusion

(3 minutes)

Ask learners to retell the story they have just read.

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 29	Sending messages: Review	Lesson 10
In Lesson 10, identify and focus on the success criteria that the learners continue to struggle with the most. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.		

UNIT 30	General cleaning at Chisesa School	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • relating to personal experience <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching <i>rubbish</i>, <i>throw</i> and <i>litter</i></p>		

Introduction	(2 minutes)
Ask learners to explain how they can keep their school clean.	

Activity 30.1.1	Vocabulary: Learning new words	(5 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>rubbish</i> , <i>throw</i> and <i>litter</i> . Use local language if learners do not understand.		

Activity 30.1.2**Read aloud: Listening to a story**

(9 minutes)

Refer learners to page 175 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters (school boys and girls taking care of school surrounding), read the story twice with expression, using the picture and gestures to make learners understand.

General cleaning at Chisesa School

Thursday is a general cleaning day for Chisesa School. All learners clean different areas around the school. They do this in the afternoon. Some Standard 2 learners take care of the hedge in front of their classroom. Dalo's group sweeps in and outside their classroom. 'Where should we throw the litter?' Asks Dalo. 'Throw them in the rubbish pit,' says the teacher. The class leader burns the litter. Yankho's group plants flowers around the school. After cleaning, the head teacher gathers all learners. He thanks them for the good work they have done. Then, he advises the learners not to throw litter anywhere. He tells them to use the cartons in their classrooms.

Activity 30.1.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 *Mention the clean-up day for Chisesa School?* 2 *What does the teacher tell learners after they finish cleaning?* 3 *What are the cartons used for in the classroom?* 4 *Why does the teacher tell the learners not to litter?* Use local language if learners do not understand. Help those who need support.

Activity 30.1.4**Comprehension: Relating the story to personal experience**

(5 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to relate the story to their personal experience. Help those who need support

Conclusion

(3 minutes)

Ask learners to say meanings about the new words they have learnt in the lesson: *rubbish, throw and litter.*

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 30	General cleaning at Chisesa school	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • accept advice • say the name and sound of the letters <i>ph</i> • read decodable words with the letters <i>ph</i> <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction	(2 minutes)
Ask a few learners to mention activities that make the school surroundings dirty.	

Activity 30.2.1	Oral language: Giving and accepting advice	(10 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and accept advice. Say: <i>You should not throw papers on the floor.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 30.2.2	Phonics: Saying names and sound of letters <i>ph</i>	(5 minutes)
Refer learners to page 176 Activity B. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letter and say: <i>The names of these letters are p and h and the sound of the letters is /ph/.</i>		

Activity 30.2.3	Reading:Decodable words	(10 minutes)
Refer learners to page 176 Activity C. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a whole class, in pairs or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(3 minutes)
Ask learners to read the following words: <i>phone, photo</i> and <i>elephant</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 30	General cleaning at Chisesa School	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to • relate to personal experience <p>Suggested resources (in addition to the learners' book) items/drawings/role plays for teaching <i>rubbish</i>, <i>throw</i> and <i>litter</i></p>		

Introduction	(2 minutes)
<p>Ask learners what they remember about the story they listened to the previous day. Tell learners that they will listen to the story again and answer questions.</p>	

Activity 30.3.1	Vocabulary: Using new words	(6 minutes)
<p>Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners' use of these new words in sentences: <i>rubbish</i>, <i>throw</i>, <i>litter</i>. Use local language if learners do not understand.</p>		

Activity 30.3.2	Read aloud: Listening to a story	(8 minutes)
<p>Repeat Activity 30.1.2</p>		

Activity 30.3.3	Comprehension: Answering questions	(5 minutes)
<p>Repeat Activity 30.1.3</p>		

Activity 30.3.4	Comprehension: Relating to personal experience	(6 minutes)
<p>Repeat Activity 30.1.4</p>		

Conclusion	(3 minutes)
<p>Ask learners to give meanings of the new words they have learned: <i>rubbish</i>, <i>throw</i> and <i>litter</i>.</p>	

Teacher reflection
<p>Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.</p>

UNIT 30	General cleaning at Chisesa School	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • follow advice • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Revise Activity 30.2.2	

Activity 30.4.1	Oral language: Giving and following advice	(8 minutes)
Repeat activity 30.2.1		

Activity 30.4.2	Reading: Understanding decodable words	(4 minutes)
Refer learners to pages 176 to 177 Activity D. Follow the <i>I Do-We Do-You Do</i> approach to guide the learners to read the words with understanding. Use pictures and local language if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 30.4.3	Reading: Decodable sentences	(5 minutes)
Refer learners to page 177 Activity E. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 30.4.4	Writing: Use of correct spelling	(8 minutes)
Refer learners to page 177 Activity F. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to write words correctly. Model writing the words correctly for them, practise with them, and ask them to write on their own. Ask them to read the words they have written. Help those who need support.		

Conclusion	3 minutes)
Ask learners to read the following words from flash cards: <i>phone, photo</i> and <i>elephant</i> .	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 30	General cleaning at Chisesa School	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • relate to personal experience <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching: <i>timber, seedlings</i> and <i>erosion</i></p>		

Introduction	(2 minutes)
Show learners an illustration of a school with learners cleaning the grounds. Ask them to say what they see in the illustration 178.	

Activity 30.5.1	Vocabulary: Learning new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>timber, seedlings</i> and <i>erosion</i> . Use local language if learners do not understand.		

Activity 30.5.2	Read aloud: listening to a story	(8 minutes)
Refer learners to page 178 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using pictures and gestures to make learners understand.		
<p>Tree planting at Chisesa School</p> <p><i>Learners at Chisesa plant trees around their school. The learners clear the ground. Boys and girls dig holes. They put tree seedlings into the holes. Standard two learners water the seedlings. The teacher tells Dalo and her friends to take care of trees. 'What should we do?' Dalo asks. 'Do not cut down trees carelessly,' the teacher tells the learners. The teacher tells learners to avoid bushfires. He also says, 'trees provide shade to people. They provide food to animals like elephants and goats. Trees protect the soil from erosion. They are sold for money. Trees also provide timber and firewood.' It is a great day. One hundred tree seedlings have been planted.</i></p>		

Activity 30.5.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to ask and answer these questions orally: 1 <i>Who waters the trees?</i> 2 <i>Who takes care of trees?</i> 3 <i>How are trees good to people?</i> 4 <i>What should boys and girls take care of trees?</i> Use local language if learners do not understand. Help those who need support.		

Activity 30.5.4	Comprehension: Relating to personal experience	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to relate the story to their personal experience. Help those who need support		

Conclusion

(2 minutes)

Ask learners to give meanings of the new words they have learned: *erosion*, *seedlings* and *timber*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 30**General cleaning at Chisesa School****Lesson 6****Success criteria**

Learners must be able to:

- ask for information
- give information
- say the name and sound of the letters *dge*
- read decodable words with the letters *dge*

Suggested resources (in addition to the learner's book)
letter cards, word cards

Introduction

(2 minutes)

Show learners a picture of people disposing waste products in a proper way. Ask them questions about the picture

Activity 30.6.1**Oral language: Asking for and giving information** (10 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Use two or three learners to teach how to dispose of waste properly. Say: *Where should you throw waste papers?* Answer: *Throw the waste papers in the rubbish pit.* Ensure that they are doing it correctly and help those who need support.

Activity 30.6.2**Phonics: Saying names and sounds of letters ur** (8 minutes)

Refer learners to page 179 Activity H. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The names of these letters are d, g and e and the sound of the letters is /dge/*

Activity 30.6.3**Reading: Decodable words** (8 minutes)

Refer learners to page 179 Activity I. Follow the *I Do-We Do-You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own as a class, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion	(2 minutes)
Ask learners to say some ways of proper waste disposal.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT30	General cleaning at Chisesa School	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to • relating to personal experience <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching: <i>timber</i>, <i>seedlings</i> and <i>erosion</i></p>		

Introduction	(2 minutes)
Ask learners to say what they remember about the story they listened to the previous day. Tell them that they will listen to the story again and answer comprehension questions.	

Activity 30.7.1	Vocabulary: Using new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the learners use of these new words in sentences: <i>timber</i> , <i>seedlings</i> and <i>erosion</i> . Use local language if learners do not understand.		

Activity 30.7.2	Read aloud: Listening to a story	(7 minutes)
Repeat Activity 30.5.2		

Activity 30.7.3	Comprehension: Answering questions	(6 minutes)
Repeat Activity 30.5.3		

Activity 30.7.4	Comprehension: Relating to personal experience	(7 minutes)
Repeat Activity 30.5.4		

Conclusion	(2 minutes)
Ask learners what lesson they have learnt from the story.	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 30	General cleaning at Chisesa School	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences • drawing objects for sending messages <p>Suggested resources (in addition to the learner's book) letter cards; word cards</p>		

Introduction

(2 minutes)

Ask learners to say what they remember from the story they listened to in a previous lesson.

Activity 30.8.1**Oral language: Asking for and giving information**

(8 minutes)

Repeat activity 30.6.1

Activity 30.8.2**Reading: Understanding decodable words**

(6 minutes)

Refer learners to page 180 Activity K. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 30.8.3**Reading: Decodable sentences**

(6 minutes)

Refer learners to page 180 Activity L. Follow the *I Do-We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 30.8.4**Comprehension: Completing sentences**

(6 minutes)

Refer learners to page 181 Activity M. Follow the *I Do-We Do-You Do* approach to guide learners to complete sentences using the following words: *judge*, *badge*, *lodge* and *hedge*. Model completing the sentences for them, practise completing with them and ask them to complete on their own. Help those who need support. Ask them to read the sentences they have completed.

Conclusion	(2 minutes)
Ask learners to mention waste materials that can be used again.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 30	General cleaning at Chisesa School	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read decodable words • read decodable story <p>Suggested resources (in addition to the learners' book) word cards/flash cards, story chart</p>		

Introduction	(2 minutes)
Revise activity 30.6.2.	

Activity 30.9.1	Reading:Decodable words	(11 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read words on page 181 Activity M. If they have difficulties, help them to sound the word using the individual letter sounds. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.		

Activity 30.9.2	Reading:Decodable text	(8 minutes)
Follow the <i>I Do-We Do-You Do</i> approach and use the choral reading strategy for reading the story on page 181 Activity N. Invite a learner to the front and model repeated reading (reading three to four times). Then, practise repeated reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own		

Activity 30.9.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to help learners understand and answer the questions on page 181 Activity N.		

Conclusion	(3 minutes)
Give learners word cards randomly with the words: <i>badge, lodge, judge</i> and <i>hedge</i> and ask them to read the decodable words to the class.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 30	General cleaning at Chisesa School: Review	Lesson 10
In Lesson 10, identify and focus on the success criteria that the learners do not understand. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.		

UNIT 31	Keeping fish	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • retell a story <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching <i>granary</i>, <i>refrigerator</i> and <i>pond</i></p>		

Introduction	(2 minutes)
Ask learners to share their experiences on how food is kept at their homes.	

Activity 31.1.1	Vocabulary: Learning new words	(5 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: granary, refrigerator and pond. Use the local language if learners do not understand.		

Activity 31.1.2	Read aloud: Listening to a story	(7 minutes)
Refer learners to page 182 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to aid comprehension.		

Keeping food	
<i>Mr and Mrs Banda are farmers. They live in Chisesa Village. They grow maize, rice, vegetables and fruits. They also keep fish. Mr and Mrs Banda have a maize garden. When they harvest their maize, they keep the maize in bags and in a granary for future use. Mr and Mrs Banda keep their fish in a pond. When the fish mature, they harvest and keep them in a refrigerator. Then they sell them. Mr and Mrs Banda boil and dry some vegetables to be used in future. There is no hunger in their home because they keep their food safely.</i>	

Activity 31.1.3	Comprehension: Answering questions	(9 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 *What are the names of the crops Mr and Mrs Banda grow at their garden?* 2 *What do they do with vegetables when they are ready?* 3 *Why do Mr and Mrs Banda keep their maize?* Use local language if learners do not understand. Help those who need support.

Activity 31.1.4	Comprehension: Retelling a story	(5 minutes)
------------------------	-----------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide learners to retell the story they have listened to in Activity 31.1.2. Help those who need support

Conclusion	(3 minutes)
-------------------	-------------

Ask learners meanings of the new words: *granary*, *refrigerator* and *pond*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31	Keeping fish	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give advice• take advice• say the name and sound of the letter <i>x</i>• read decodable words with the letter <i>x</i> <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
---------------------	-------------

Ask learners to mention different types of food kept at home.

Activity 31.2.1	Oral language: Giving and taking advice	(10 minutes)
------------------------	------------------------------------------------	--------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to give and take advice. Say: *Where/how do we keep food like maize, fish and vegetables? We keep maize in bags. We keep fish by drying.* Ensure that they are doing it correctly and help those who need support.

Activity 31.2.2	Phonics: Saying the name and sound of letter <i>x</i>	(5 minutes)
------------------------	--------------------------------------------------------------	-------------

Refer learners to page 183 Activity B. Follow the *I Do-We Do-You Do* approach to guide learners to point to the letter and say: *The name of this letter is *x* and the sound of the letter is /x/.*

Activity 31.2.3 **Reading: Decodable words** (10 minutes)

Refer learners to page 183 Activity C. Follow the *I Do-We Do-You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (3 minutes)

Ask learners to read the following words: *box*, *ox* and *fix*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31 **Keeping fish** **Lesson 3**

Success criteria

Learners must be able to:

- use new words
- answer questions about a text they have listened to
- retell the story

Suggested resources in addition to the learners' book

items/drawings/role plays for teaching *granary*, *refrigerator* and *pond*

Introduction (2 minutes)

Ask learners what they remember about a story they listened to the previous day.

Activity 31.3.1 **Vocabulary: Using new words** (5 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate and understanding on their own) to guide learners to use these new words in sentences: *granary*, *refrigerator* and *pond*. Use local language if learners do not understand.

Activity 31.3.2 **Read aloud: Listening to a story** (8 minutes)

Repeat Activity 31.1.2

Activity 31.3.3 **Comprehension: Answering questions** (5 minutes)

Repeat Activity 31.1.3

Activity 31.3.4 **Comprehension: Retelling a story** (8 minutes)

Repeat Activity 31.1.4

Conclusion	(2 minutes)
Ask learners to give meanings of the new words they have learnt: <i>granary</i> , <i>refrigerator</i> and <i>pond</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31	Keeping fish	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • read decodable words with understanding • read decodable sentences • complete sentences <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Revise Activity 31.2.2	

Activity 31.4.1	Oral language: Giving and following advice	(8 minutes)
Repeat activity 31.2.1		

Activity 31.4.2	Reading: Understanding decodable words	(4 minutes)
Refer learners to page 183 Activity D. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary, talk about the meanings of the words and check learners' understanding. After modelling for the learners and practising with them, ask them to read the words on their own as a class, in pairs or individually. Help those who need support.		

Activity 31.4.3	Reading: Decodable sentence	(5 minutes)
Refer learners to page 184 Activity E. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practise reading with them. Use local language, if necessary, talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 31.4.4	Writing: Completing sentences	(8 minutes)
Refer learners to page 184 Activity F. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to complete sentences correctly using <i>fix</i> , <i>ox</i> , <i>box</i> . Model completing the sentences		

for them and practise with them. Ask them to read the sentences they have written. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read the following words from flash cards: *box, ox* and *fix*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31

Keeping fish

Lesson 5

Success criteria

Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story you have listened to
- relate to personal experience

Suggested resources (in addition to the learner's book)

Items/drawings/role plays for teaching: *container, germs* and *dirt*

Introduction

(2 minutes)

Ask learners to talk about the picture at page 185.

Activity 31.5.1

Vocabulary: Learning new words

(5 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate and understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: *container, germs* and *dirt*. Use local language if learners do not understand.

Activity 31.5.2

Read aloud: Listening to a story

(7 minutes)

Refer learners to page 185 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to aid comprehension.

Keeping food safe

Our teacher at Chisesa School gives us a talk on caring for food. He tells us what to do to keep the food safe from germs and dirt. He says that germs are bad. Germs cause diseases. We must cover cooked food all the time. Vegetables must be well washed before cooking. We can also boil and dry the vegetables to keep for future. When we buy fresh fish or meat, we should keep them in a refrigerator. We can also dry or smoke them. All food must be kept in dry and clean containers.

Activity 31.5.3	Comprehension: Answering questions	(7 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to ask and answer these questions orally: 1 <i>What foods are talked about in the story?</i> 2 <i>Where should we keep dried maize?</i> 3 <i>How do we care for cabbage?</i> 4 <i>What can happen if fresh meat is not kept in a refrigerator or cooked?</i> Use local language if learners do not understand. Help those who need support.		

Activity 31.5.4	Comprehension: Relating to personal experience	(7 minutes)
Follow the <i>I Do-We Do-You Do</i> approach to guide learners to relate the story to their personal experience. Help those who need support.		

Conclusion	(2 minutes)
Ask learners to give meanings of the new words they have learned: <i>container, germs</i> and <i>dirt</i> .	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31	Keeping fish	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • say the name and sound of letters <i>qu</i> • read decodable words with letters <i>qu</i> <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners to mention any type of food they keep at home.	

Activity 31.6.1	Oral language: Asking for and giving information	(9 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for information and give information Say: <i>Why is food kept in a safe/clean place?</i> Answer: <i>We keep food in safe/clean place for future use / to control waste or/and safety.</i> Ensure that they are doing it correctly and help those who need support.		

Activity 31.6.2	Phonics: Saying names and sounds of letters <i>qu</i>	(7 minutes)
Refer learners to page 186 Activity H. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letter and say: <i>The names of these letters are q and u and the sound of the letters is /kw/</i>		

Activity 31.6.3	Reading: Decodable words	(10 minutes)
------------------------	---------------------------------	--------------

Refer learners to page 186 Activity I. Follow the *I Do-We Do-You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to explain why they must keep food clean.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31	Keeping fish	Lesson 7
----------------	---------------------	-----------------

Success criteria
Learners must be able to:

- use new words
- answer questions about a text they have listened to
- relating to personal experience

Suggested resources (in addition to the learner's book)
items/drawings/role plays for teaching *container*, *germs* and *dirt*

Introduction	(2 minutes)
---------------------	-------------

Ask learners to say what they remember about the story they listened to on the previous day. Tell them that they will listen to the story again and answer comprehension questions.

Activity 31.7.1	Vocabulary: Using new words	(6 minutes)
------------------------	------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners to use these new words in sentences: container, germs, dirt. Use local language if learners do not understand.

Activity 31.7.2	Read aloud: Listening to a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Repeat Activity 31.5.2

Activity 31.7.3	Comprehension: Answering questions	(6 minutes)
------------------------	-------------------------------------------	-------------

Repeat Activity 31.5.3

Activity 31.7.4	Comprehension: Relating to personal experience	(8 minutes)
------------------------	-------------------------------------------------------	-------------

Repeat Activity 31.5.4

Conclusion	(2 minutes)
Ask learners to retell the story they have listened to.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31	Keeping fish	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners to say what they remember from a story they listened to in a previous lesson.	

Activity 31.8.1	Oral language: Asking for and giving information	(7 minutes)
Repeat activity 31.6.1		

Activity 31.8.2	Reading: Understanding decodable words	(6 minutes)
Refer learners to page 186 Activity J. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 31.8.3	Reading: Decodable sentences	(7 minutes)
Refer learners to page 187 Activity K. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 31.8.4	Dictation: Writing a sentence	(6 minutes)
------------------------	--------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide learners to listen and write a sentence as the teacher dictates to the learners the following sentence: Eliza is a queen. Model writing the sentence for them, practise writing with them ask all learners to practise on their own. Help those who need support. Ask some learners to write on the chalkboard the sentence they have written in their notebooks.

Conclusion	(2 minutes)
-------------------	-------------

Ask learners to break the word *queen* into its component sounds.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31	Keeping fish	Lesson 9
----------------	---------------------	-----------------

Success criteria

Learners must be able to:

- read decodable words
- read decodable story

Suggested resources (in addition to the learners' book)
word cards/flash cards, story chart

Introduction	(2 minutes)
---------------------	-------------

Revise activity 31.6.2.

Activity 31.9.1	Reading: Decodable sentences	(11 minutes)
------------------------	-------------------------------------	--------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read the decodable sentence on page 187 Activity K. If they have difficulties, help them to sound the words in the sentence using the individual letter sounds. Ensure that they are doing it correctly and help those who need support.

Activity 31.9.2	Reading: Decodable text	(8 minutes)
------------------------	--------------------------------	-------------

Follow the *I Do-We Do-You Do* approach and use the choral reading strategy for reading the story on page 187 Activity L. Model choral reading (reading together in groups like a Chorus). Then, practise repeated reading with the whole class. Use local language, if necessary. Talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own. Help those who need support.

Activity 31.9.3	Comprehension: Answering questions	(6 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to help learners understand and answer the questions on page 187 Activity L.

Conclusion	(3 minutes)
Give learners word cards randomly with the wordsbox, fix, ox and queen and ask them to read the decodable words to the class. Talk about their meanings.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 31	Keeping fish: Review	Lesson 10
In Lesson 10, identify and focus on the success criteria that the learners do not understand. Use your observations from the Teacher reflections for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.		

UNIT 32	Living together	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of new words • answer questions about a story you have listened to • retell a story <p>Suggested resources (in addition to the learner's book) items/drawings/role plays for teaching <i>life style, fishermen</i> and <i>to fish</i></p>		

Introduction	(2 minutes)
Ask learners to predict the content of the story using illustration at page 188.	

Activity 32.1.1	Vocabulary: Learning new words	(5 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: <i>life style, fishermen</i> and <i>to fish</i> . Use local language if learners do not understand.		

Activity 32.1.2**Read aloud: Listening to a story**

(7 minutes)

Refer learners to page 188 Activity A. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to aid comprehension.

Living together

Malimidwe and Usodzi Villages were near each other. These two villages were separated by a river. People from these Villages had different lifestyles but they visited each other. People from Malimidwe Village were farmers. People from Usodzi Village were fishermen. They caught fish like chambo, mlamba, utaka and usipa. Malimidwe Village grew maize, millet and rice. People from Malimidwe Village bought fish from Usodzi Village. People from Usodzi Village bought crops from Malimidwe Village. They lived together happily.

Activity 32.1.3**Comprehension: Answering questions**

(8 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to ask and answer these questions orally: 1 Which two villages were near each other? 2 What separated the villages? 3 Give examples of fish caught by Usodzi people? 4. How did these villages help each other? Use local language if learners do not understand. Help those who need support.

Activity 32.1.4**Comprehension: Retelling a story**

(5 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to retell the story from Activity 32.1.2 in their own words. Help those who need support.

Conclusion

(3 minutes)

Ask learners meanings of new words they have learnt: *lifestyle, fishermen* and *to fish*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 32**Living together****Lesson 2****Success criteria**

Learners must be able to:

- ask for information
- give information
- say the name and sound of letters *all*
- read decodable words with letters *all*

Suggested resources (in addition to the learner's book)

letter cards, word cards

Introduction	(2 minutes)
Ask learners to say what they do when they are with their friends.	

Activity 32.2.1	Oral language: Asking for and giving information	(10 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to ask for and give information. Ask: <i>What do insects eat? Insects eat... (grass, nectar, etc.)</i> Do the same with other living things eg. birds, fish, etc. Ensure that they are doing it correctly and help those who need support.		

Activity 32.2.2	Phonics: Saying names and sound of letters II	(5 minutes)
Refer learners to page 189 Activity B. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letter and say: <i>The names of these letters are a and l and the sound of the letters is /all/.</i>		

Activity 32.2.3	Reading: Decodable words	(10 minutes)
Refer learners to page 189 Activity C. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(3 minutes)
Ask learners to mention the food that different animal eat.	

Teacher reflection
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 32	Living together	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to • retell the story <p>Suggested resources (in addition to the learners' book) items/drawings/role plays for teaching <i>lifestyle, fishermen</i> and <i>to fish</i></p>		

Introduction	(2 minutes)
Ask learners what they remember about the story they listened to the previous day.	

Activity 32.3.1	Vocabulary: Using new words	(6 minutes)
------------------------	------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide learners use these new words in sentences: life style, fishermen, to fish. Use local language if learners do not understand.

Activity 32.3.2	Read aloud: Listening to a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Repeat Activity 32.1.2

Activity 32.3.3	Comprehension: Answering questions	(8 minutes)
------------------------	-------------------------------------------	-------------

Repeat Activity 32.1.3

Activity 32.3.4	Comprehension: Retelling a story	(8 minutes)
------------------------	-----------------------------------------	-------------

Repeat Activity 32.1.4

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to give examples of words which end with the letters *all*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 32	Living together	Lesson 4
----------------	------------------------	-----------------

Success criteria

Learners must be able to:

- ask for information
- give information
- read decodable words with understanding
- read decodable sentences

Suggested resources (in addition to the learner's book)
letter cards, word cards

Introduction	(2 minutes)
---------------------	-------------

Revise Activity 32.2.2

Activity 32.4.1	Oral language: Understanding asking for and giving information	(8 minutes)
------------------------	-----------------------------------------------------------------------	-------------

Repeat activity 32.2.1

Activity 32.4.2	Reading::Understanding decodable words	(4 minutes)
------------------------	-----------------------------------------------	-------------

Refer learners to pages 189 and 190 Activity D. Follow the *I Do-We Do-You Do* approach to guide learners to read the words with understanding. Use pictures and local language if necessary. Talk about the meaning of the words and check learners' understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.

Activity 32.4.3	Reading: Decodable sentences	(5 minutes)
------------------------	-------------------------------------	-------------

Refer learners to page 190 Activity E. Follow the *I Do-We Do-You Do* approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 32.4.4	Phonics: Writing words	(8 minutes)
------------------------	-------------------------------	-------------

Refer learners to page 190 Activity F. Follow the *I Do-We Do-You Do* approach to guide learners to write words they hear from their teacher: ball wall, fall hall and mall. Model writing the words for them and practise with them. Ask them to complete exercise on their own. Ask them to read the words they have written. Help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners to read the following words from flash cards: *hall, fall, ball* and *hall*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 32	Living together	Lesson 5
----------------	------------------------	-----------------

Success criteria
Learners must be able to:

- demonstrate understanding of new words
- answer questions about a story you have listened to
- retell the story

Suggested resources (in addition to the learner's book)
items/drawings/role plays for teaching: *hospital, treatment* and *canoe*

Introduction	(2 minutes)
---------------------	-------------

Ask learners to share their experience about helping others and getting assistance from others.

Activity 32.5.1**Vocabulary: Learning new words**

(6 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to teach the following words using appropriate strategies and materials for vocabulary instruction: hospital, treatment, canoe. Use local language if learners do not understand.

Activity 32.5.2**Read aloud: Listening to a story**

(8 minutes)

Refer learners to page 191 Activity G. Guide them in describing the picture to predict the content of the story. Then, say the title, introduce the characters, read the story twice with expression, using the picture and gestures to make learners understand.

Usodzi and Malimidwe villages

Farmers from Usodzi Village could not harvest enough for food. Their soil was not good for crops. They bought rice, maize and millet from Malimidwe farmers. They sold fish to Malimidwe farmers. Usodzi Village had a hospital and a market. Malimidwe Village had a school. Children from both villages went to Malimidwe Primary School. All people from Usodzi and Malimidwe Villages went to Usodzi Hospital for treatment. They also sold their crops at Usodzi Market. The two villages used canoes to visit each other. People from these two villages supported each other.

Activity 32.5.3**Comprehension: Answering questions**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to guide the learners to ask and answer these questions orally: 1 *What villages are mentioned in the story?* 2 *How were the people of Malimidwe Village going to the market?* 3 *What is the name of the river between the two villages?* 4 *Why were the people from Usodzi buying maize and rice from Malimidwe Village?* Use local language if learners do not understand. Help those who need support.

Activity 32.5.4**Comprehension: Retelling a story**

(6 minutes)

Follow the *I Do-We Do-You Do* approach to guide learners to the story from 32.5.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to give meanings of the following words: *hospital, treatment* and *canoe*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 32	Living together	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • make polite requests • respond to polite requests • say the name and sound of letters <i>-ar</i> • read decodable words with letters <i>-ar</i> <p>Suggested resources (in addition to the learner's book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners what they do if they are asked for help.	

Activity 32.6.1	Oral language: Making and responding to request politely	(10 minutes)
<p>Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practice with learners, support as learners demonstrate an understanding on their own) to make and respond to requests politely.</p> <ul style="list-style-type: none"> • <i>Ask</i>: Will you share with me a piece of bread please? • <i>Response</i>: Yes! Here you are. • <i>Say</i>: Thank you. • <i>Response</i>: You are welcome. <p>Ensure that they are doing it correctly and help those who need support.</p>		

Activity 32.6.2	Phonics: Saying names and sounds of letters <i>-ar</i>	(6 minutes)
Refer learners to page 192 Activity H. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to point to the letter and say: <i>The names of these letters are a and r and the sound of the letters is /ar/</i>		

Activity 32.6.3	Reading: Decodable words	(9 minutes)
Refer learners to page 192 Activity I. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pair or individually. Ensure that they are doing it correctly and help those who need support.		

Conclusion	(3 minutes)
Ask learners to say words with <i>-ar</i> : <i>car, barn, star, tarmac</i> and <i>charcoal</i> .	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 32	Living together	Lesson 7
----------------	------------------------	-----------------

<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • answer questions about a text they have listened to • retell the story <p>Suggested resources (in addition to the learner’s book) items/drawings/role plays for teaching <i>hospital, treatment</i> and <i>canoe</i></p>

Introduction	(2 minutes)
Ask learners what they remember about a story they listened to the previous day. Tell the learners that they will listen to the story again.	

Activity 32.7.1	Vocabulary: Using new words	(6 minutes)
Follow the <i>I Do-We Do-You Do</i> approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own) to guide the use of these new words in sentences: hospital, treatment, canoe. Use local language if learners do not understand.		

Activity 32.7.2	Read aloud: Listening to a story	(6 minutes)
Repeat Activity 32.5.2		

Activity 32.7.3	Comprehension: Answering questions	(8 minutes)
Repeat Activity 32.5.3		

Activity 32.7.4	Comprehension: Retell the story	(2 minutes)
Repeat Activity 32.5.4		

Conclusion	(3 minutes)
Ask learners to share their experiences about how their communities help others.	

Teacher reflection
Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 32	Living together	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • make polite requests • respond to polite requests • read decodable words with understanding • read decodable sentences <p>Suggested resources (in addition to the learner’s book) letter cards, word cards</p>		

Introduction	(2 minutes)
Ask learners what they can do to help others.	

Activity 32.8.1	Oral language: Making and responding to requests politely	(7 minutes)
Repeat activity 32.6.1		

Activity 32.8.2	Reading: Understanding decodable words	(6 minutes)
Refer learners to page 193 Activity J. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the words with understanding. Use pictures and local language, if necessary. Talk about the meaning of the words and check learners’ understanding. After modelling for them and practising with them, ask them to read the words on their own, in pairs or individually. Help those who need support.		

Activity 32.8.3	Reading: Decodable sentences	(7 minutes)
Refer learners to page 193 Activity K. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to read the sentences with understanding. Model reading the sentences for them and practice reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check the learners’ understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.		

Activity 32.8.4	Comprehension: Matching words to pictures	(5 minutes)
Refer learners to page 194 Activity L. Follow the <i>I Do-We Do-You Do</i> approach to guide learners to choose the correct word for the picture. Model choosing the correct word for them and practise with them. Ask them to complete the activity on their own, in pairs or individually. Help those who need support.		

Conclusion	(3 minutes)
Give learners word cards randomly and ask them to read the words to the class. Talk about their meanings.	

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 32	Living together	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read sight words• read decodable story <p>Suggested resources (in addition to the learners' book) word cards/flash cards, story chart</p>		

Introduction (2 minutes)

Revise activity 32.6.2.

Activity 32.9.1 **Reading: Sight words** (11 minutes)

Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners demonstrate an understanding on their own as a class, in pairs or individually) to read words on page 194 Activity L. Vary the order of the words. Ensure that they are doing it correctly and help those who need support.

Activity 32.9.2 **Reading: Decodable text** (8 minutes)

Follow the *I Do-We Do-You Do* approach and use the choral reading strategy for reading the story on page 194 Activity M. Model choral reading (reading together with a group like in chorus). Then, practise choral reading with the whole class. Use local language, if necessary, talk about the meaning of the story, check and clarify learners' understanding. Ask them to read the story repeatedly on their own

Activity 32.9.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do-We Do-You Do* approach to help learners understand and correctly answer the questions on page 194 Activity M.

Conclusion (3 minutes)

Ask learners to read words from flash cards: *arm, barn, tarmac, charcoal* and *star*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 32	Living together: Review	Lesson 10
----------------	--------------------------------	------------------

In Lesson 10, identify and focus on the success criteria that the learners do not understand. Use your observations from the *teacher reflections* for Lessons 1 to 9 to plan the review activities. Re-teach some activities or do alternative activities. In this lesson, revise any 2 to 4 different activities.

UNIT 33	Let's do it again	Lesson 1
----------------	--------------------------	-----------------

Success criteria
Learners must be able to:

- use words learnt in Lesson 1 of Units 26-32
- answer comprehension questions about the story they have heard
- retell a story

Suggested resources (in addition to the learner's book)
items/drawings/role plays for demonstrating vocabulary words selected for revision

Introduction	(2 minutes)
---------------------	-------------

Guide learners in describing the picture related to the story that has been selected for revision in 33.1.2.

Activity 33.1.1	Revising: Vocabulary	(8 minutes)
------------------------	-----------------------------	-------------

Select, for revision, three or four vocabulary words that were difficult for learners in Lesson 1 of Units 26 to 32 (ie *bicycle, competition, ceremonies, message, timber, granary* and *fisherman*). Follow the *I Do-We Do-You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these words in sentences.

Activity 33.1.2	Read aloud: Listening to a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Select for revision, one story from Lesson 1 of Units 26 to 32. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to aid comprehension.

Activity 33.1.3	Comprehension: Answering questions	(6 minutes)
------------------------	-------------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide learners to orally ask and answer comprehension questions from the story in Activity 33.1.2. Use local language if learners do not understand. Help those who need support in answering the questions correctly.

Activity 33.1.4	Comprehension: Retelling a story	(6 minutes)
------------------------	-----------------------------------------	-------------

Follow the *I Do-We Do-You Do* approach to guide learners to retell the story from Activity 33.1.2 in their own words. Help those who need support.

Conclusion

(2 minutes)

Ask learners to demonstrate an understanding of some of the words that they reviewed in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 33**Let's do it again****Lesson 2****Success criteria**

Learners must be able to:

- use one of the oral language structures in Lesson 2 of Units 26-32
- say the names and sounds of the letters in Lesson 2 of Units 26-32
- read decodable words in Lesson 2 of Units 26-32

Suggested resources (in addition to the learner's book)
word cards

Introduction

(2 minutes)

Ask learners to orally break the words into their component sounds: *black, blow, tail, mail, fork, horn, bird, skirt, phone, elephant, box, fix, ball and hall.*

Activity 33.2.1**Revising: Oral language structures**

(12 minutes)

Select one of the following oral language structures for revision:

- 1 Give and follow instruction on crossing a road safely using: *Turn to the right, left and right again, then cross the road.* (Activity 26.2.1)
- 2 Give a report using *excuse me teacher! John has snatched my book.* (Activity 27.2.1)
- 3 Ask for and give information using *what are trees used for at your home? / We use trees for firewood/ medicine/ making planks/ building houses* (Activity 28.2.1)
- 4 Ask for and give information using: *how do you send messages? I send messages through phone.* (Activity 29.2.1)
- 5 Give and accept advice using: *you should not throw papers on the floor.* (Activity 30.2.1)
- 6 Give and take advice using: *Where/how do we keep food like maize, fish and vegetables? / We keep maize in bags. We keep fish by drying.* (Activity 31.2.1)
- 7 Ask for and give information using: *what do insects eat? / Insects eat ...grass/nectar.* (Activity 32.2.1)

Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own in pairs) to guide the learners to use the chosen structure. Ensure that they are doing it correctly and help those who need support.

Activity 33.2.2 **Phonics: Saying names and sound of letters** (10 minutes)

Refer learners to page 195 Activity A. Follow the *I Do–We Do–You Do* approach to guide learners to point to the letter in the first row and say: *The name of the letter is ... and the sound of the letter is /.../.*

Activity 33.2.3 **Reading:Decodable words** (10 minutes)

Refer learners to page 195-196 Activity B. Follow the *I Do–We Do–You Do* approach to guide learners to sound each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Ensure that they are doing it correctly and help those who need support.

Conclusion (3 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 33 **Let's do it again** **Lesson 3**

Success criteria

Learners must be able to:

- use words learnt in Lesson 3 of Units 26-32
- answer comprehension questions about a story they have heard
- retell a story

Suggested resources (in addition to the learner's book)

items/drawing/role plays for demonstrating vocabulary words selected for revision

Introduction (2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 33.3.2.

Activity 33.3.1 **Revising: Vocabulary** (8 minutes)

Select, for revision, three or four vocabulary words that were difficult for learners in Lesson 3 of Units 26 to 32 (ie bicycle, competition, ceremonies, message, timber, granaryandfisherman). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 33.3.2 **Read aloud: Listening to a story** (6 minutes)

Select one story from Lesson 3 of Units 26 to 32for revision. Refer the learners to the page with the picture for the story. Say the title, introduce the characters and read the story twice with expression, using the picture and gestures to make learners understand.

Activity 33.3.3 **Comprehension: Answering questions** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide learners to orally ask and answer comprehension questions from the story read in Activity 33.3.2. Use local language if learners do not understand. Help those who need support.

Activity 33.3.4 **Comprehension: Retelling a story** (6 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to retell the story from Activity 33.3.2 in their own words. Help those who need support.

Conclusion (2 minutes)

Ask learners to demonstrate an understanding of some of the vocabulary words they reviewed in the lesson. They can draw *pictures, gesture or role play*.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 33 **Let's do it again** **Lesson 4**

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 2 of units 26-32
- read decodable words that were learnt in Lesson 2 of units 26-32
- read decodable sentences from Lesson 4 of units 26-32

Suggested resources (in addition to the learner's book)

word cards, sentence charts

Introduction (2 minutes)

Ask learners to orally spell these words: black, blow, tail, mail, fork, horn, bird, skirt, phone, elephant, box, fix, ball and hall.

Activity 33.4.1 **Revision: Oral language structures** (12 minutes)

Select one of the following oral language structures for revision:

- 1 Give and follow instruction on crossing a road safely using: *Turn to the right, left and right again, then cross the road.* (Activity 26.2.1)
- 2 Give a report using *excuse me teacher! John has snatched my book.* (Activity 27.2.1)
- 3 Ask for and give information using *what are trees used for at your home? / We use trees for firewood/ medicine/ making planks/ building houses* (Activity 28.2.1)
- 4 Ask for and give information using *how do you send messages? I send messages through phone.* (Activity 29.2.1)
- 5 Give and accept advice using *you should not throw papers on the floor.* (Activity 30.2.1)

- 6 Give and take advice using *Where/how do we keep food like maize, fish and vegetables? / We keep maize in bags. We keep fish by drying.* (Activity 31.2.1)
- 7 Ask for and give information using *what do insects eat? / Insects eat ...grass/nectar.* (Activity 32.2.1)

Follow the *I Do–We Do–You Do* approach to guide the learners to use chosen structure.

Activity 33.4.2

Reading: Decodable words

(8 minutes)

Select any decodable words that were difficult for learners in Lesson 4 of Units 26 to 32 for revision: *black, blow, tail, mail, fork, horn, bird, skirt, phone, elephant, box, fix, ball and hall.* Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.

Activity 33.4.3

Reading: Decodable sentences

(8 minutes)

Select any decodable sentences that were difficult for learners in Lesson 4 of Units 26-32 for revision. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to read the sentences. Model reading the sentences for them and practise reading with them. Use local language, if necessary. Talk about the meanings of the sentences and check and clarify the learners' understanding. Ask them to read the sentences on their own, in pairs or individually. Help those who need support.

Activity 33.4.4

Phonics: Completing words

(8 minutes)

Refer learners to page 197 Activity E. Follow the *I Do–We Do–You Do* approach to guide learners to complete words using given letters correctly. Model completing the words for them, practise completing words with them, then ask them to complete words on their own. Help those who need support. Use local language, if necessary. Talk about the meanings of the words they have completed. Check and clarify the learners' understanding. Ask some learners to read the words they have completed in their notebooks.

Conclusion

(3 minutes)

Ask learners to read the following words from flash cards: *black, blow, tail, mail, fork, horn, bird, skirt, phone, elephant, box, fix, ball and hall.*

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

Assessing learners

- Assess learners on what they have learnt in Lessons 1 to 4 of Units 26 to 32.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 1 to 4 of Units 26 to 32.

Below are the success criteria from Lessons 1 to 4 of Units 26 to 32. Check if learners are able to:

- demonstrate understanding and use of these words: *bicycle, competition, ceremonies, message, timber, granary and fisherman*
- use these comprehension strategies:
 - 1 activate background knowledge
 - 2 answer questions about a story they have listened to
 - 3 retell a story they have listened to
 - 4 relate the story to personal experience
- use these oral language structures:
 - 1 Give and follow instruction on crossing a road safely using: *Turn to the right, left and right again, then cross the road.* (Activity 26.2.1)
 - 2 Give a report using *excuse me teacher! John has snatched my book.* (Activity 27.2.1)
 - 3 Ask for and give information using *what are trees used for at your home? / We use trees for firewood/ medicine/ making planks/ building houses* (Activity 28.2.1)
 - 4 Ask for and give information using *how do you send messages? I send messages through phone.* (Activity 29.2.1)
 - 5 Give and accept advice using *you should not throw papers on the floor.* (Activity 30.2.1)
 - 6 Give and take advice using *Where/how do we keep food like maize, fish and vegetables? / We keep maize in bags. We keep fish by drying.* (Activity 31.2.1)
 - 7 Ask for and give information using *what do insects eat? / Insects eat ...grass/nectar.* (Activity 32.2.1)
- say the names and sounds of these letters: *bl, ai, or, ir, ph, x, all*
- read these decodable words with understanding: *black, blow, tail, mail, fork, horn, bird, skirt, phone, elephant, box, fix, ball and hall*
- read decodable sentences

Note: Let some learners read any decodable stories from Lesson 9 of units 26 to 32 while other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 33	Let's do it again	Lesson 6
----------------	--------------------------	-----------------

<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 5 of Units 26-32 • answer comprehension questions about a story they have heard • retell a story <p>Suggested resources (in addition to the learner's book) items/drawing/role plays for demonstrating vocabulary words selected for revision</p>

Introduction	(2 minutes)
Guide learners in describing the picture related to the story that has been selected for revision in Activity 33.6.2.	

Activity 33.6.1	Revising: Vocabulary	(9 minutes)
Select, for revision, three or four vocabulary words that were difficult for learners in Lesson 5 of units 26 to 32 (ie <i>signs, players, visitors, burnt, litter, container</i> and <i>hospital</i>). Follow the <i>I Do–We Do–You Do</i> approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these words in sentences.		

Activity 33.6.2	Reading aloud: Listening to a story	(11 minutes)
Select one story from Lesson 5 of Units 26 to 32 for revision. Refer learners to the page with the picture for the story. Say the title, introduce the characters and read the story twice with expression, using the picture and gestures to aid comprehension.		

Activity 33.6.3	Comprehension: Answering questions	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide learners to orally ask and answer comprehension questions from the story read in Activity 33.6.2. Use local language if learners do not understand. Help those who need support.		

Activity 33.6.4	Comprehension: Retelling a story	(6 minutes)
Follow the <i>I Do–We Do–You Do</i> approach to guide learners to retell the story from Activity 33.6.2 in their own words. Help those who need support.		

Conclusion	(3 minutes)
Ask learners to demonstrate an understanding of some of the vocabulary words they reviewed in the lesson.	

Teacher reflection	
Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.	

UNIT 33	Let's do it again	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use one of the oral language structures that were learnt in Lesson 6 of units 26-32 • say the names and sounds of the letters learnt in Lesson 6 of units 26-32 • read decodable words learnt in Lesson 6 of Units 26-32 <p>Suggested resources (in addition to the learner's book) word cards</p>		

Introduction	(2 minutes)
Ask learners to orally break the words into their component sounds: <i>tarmac, arm, queen, lodge, hedge, curl, burn, July, dry, hay, railway, ground and sound.</i>	

Activity 33.7.1	Revising: Oral language structures	(10 minutes)
<p>Select one of the following oral language structures for revision:</p> <ol style="list-style-type: none"> 1 Give and respond to instructions using <i>Turn to the right! Turn to the left! Respond with action of turning to the right or left.</i> (Activity 26.6.1) 2 Make and accept apologies using <i>I am sorry... for snatching your book. / That is okay</i> (Activity 27.6.1) 3 Ask for and give information using <i>what do people do at the wedding? / People sing songs, dance, cook food, eat etc.</i> (Activity 28.6.1) 4 Ask for and give information using <i>how do you send messages through phones? / firstly, type the message, secondly enter the receiver's number. Then press send.</i> (Activity 29.6.1) 5 Ask for and give information using <i>where should you throw waste papers? / Throw the waste papers in the rubbish pit.</i> (Activity 30.6.1) 6 Ask for information and take information using <i>why is food kept in a safe/clean place? / We keep food in safe/clean place for future use / to control wastage or/and safety.</i> (Activity 31.6.1) 7 Make and respond to polite request using <i>will you share me a slice of bread, please? / Yes, here you are.</i> (Activity 32.6.1) <p>Follow the <i>I Do–We Do–You Do</i> approach to guide learners to use the chosen structure.</p>		

Activity 33.7.2	Phonics: Saying names and sounds of letters	(8 minutes)
Refer learners to page 195 Activity A. Follow the <i>I Do–We Do–You Do</i> approach to guide learners to point to the letter in the second row and say: <i>The name of the letter is... and the sound of the letter is /.../.</i>		

Activity 33.7.3	Reading: Decodable words	(8 minutes)
Refer to page 195-196 Activity B. Select for revision any decodable words that were difficult for learners in Lesson 6 of Units 26-32: <i>tarmac, arm, queen, lodge, hedge, curl, burn, July,</i>		

dry, hay, railway, ground and sound. Write them on the chalkboard. Follow the *I Do–We Do–You Do* approach to guide learners to sound out each word one letter at a time and then read it fast. After modelling for them and practising with them, let them read the words on their own, in pairs or individually. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read decodable words from the word cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 33	Let's do it again	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 7 of Units 26-32 • answer comprehension questions about a story they have heard • relate a story to personal experience <p>Suggested resources (in addition to the learner's book) items/drawing/role plays for demonstrating vocabulary words selected for revision</p>		

Introduction

(2 minutes)

Guide learners in describing the picture related to the story that has been selected for revision in Activity 33.8.2.

Activity 33.8.1

Revising: Vocabulary

(12 minutes)

Select three or four vocabulary words that were difficult for learners in Lesson 5 of Units 26 to 32 for revision.(ie *signs, players, visitors, burnt, litter, container* and *hospital*). Follow the *I Do–We Do–You Do* approach (ie model for learners, practise with learners, support as learners practise on their own) to guide the learners to use these new words in sentences.

Activity 33.8.2

Read aloud: Listening to a comprehension

(7 minutes)

Select, for revision, another story from Lesson 5 of Units 26 to 32. Refer learners to the page with the picture for the story. Say the title, introduce the characters, and read the story twice with expression, using the picture and gestures to aid comprehension.

Activity 33.8.3

Comprehension: Answering questions

(8 minutes)

Follow the *I Do–We Do–You Do* approach to guide the learners to orally ask and answer comprehension questions from the story read in Activity 33.8.2. Use local language if learners do not understand. Help those who need support.

Activity 33.8.4	Comprehension: Relating to personal experience	(6 minutes)
------------------------	-------------------------------------------------------	-------------

Follow the *I Do–We Do–You Do* approach to guide learners to make connections between the story from Activity 33.8.2 and their own lives. Help those who need support.

Conclusion	(3 minutes)
-------------------	-------------

Ask learners meanings of some of the new words they have learnt in the lesson.

Teacher reflection

Write your observations in a lesson notebook about your learners’ progress in the success criteria of today’s lesson.

UNIT 33	Let’s do it again	Lesson 9
----------------	--------------------------	-----------------

Success criteria

Learners must be able to:

- use one of the oral language structures that were learnt in Lesson 6 of units 26-32
- read sight words that were learnt in Lesson 6 of Units 26-32
- read a decodable story

Suggested resources (in addition to the learner’s book)
word cards

Introduction	(3 minutes)
---------------------	-------------

Ask learners to orally spell these words: **nest, stove, read, neat, bow, soap and boat.**

Activity 33.9.1	Revising: Oral language structure	(13 minutes)
------------------------	------------------------------------------	--------------

Select for revision one of the following oral language structures:

- 1 Give and respond to instructions using *Turn to the right! Turn to the left! Respond with action of turning to the right or left.* (Activity 26.6.1)
- 2 Make and accept apologies using *I am sorry.....for snatching your book. / That is okay*(Activity 27.6.1)
- 3 Ask for and give information using *what do people do at the wedding? / People sing songs, dance, cook food, eat etc.* (Activity 28.6.1)
- 4 Ask for and give information using *how do you send messages through phones? /firstly, type the message, secondly enter the receiver’s number. Then press send.* (Activity 29.6.1)
- 5 Ask for and give information using *where should you throw waste papers? / Throw the waste papers in the rubbish pit.* (Activity 30.6.1)
- 6 Ask for information and take information using *why is food kept in a safe/clean place? / We keep food in safe/clean place for future use / to control waste or/and safety.* (Activity 31.6.1)

7 Make and respond to polite request using *will you share me a slice of bread, please?* / *Yes, here you are.* (Activity 32.6.1)

Follow the *I Do–We Do–You Do* approach to guide learners to use the chosen structure.

Activity 33.9.2

Comprehension: Completing sentences

(8 minutes)

Refer learners to page 198 Activity F. Follow the *I Do–We Do–You Do* approach to guide learners to complete sentences using *farm, queen, elephant* and *hedge*. Model completing the sentences, and practise completing sentences with them. Help those who need support. Use local language, if necessary. Talk about the meanings of the sentences. Check and clarify the learners' understanding. Ask some learners to read sentences they have completed.

Activity 33.9.3

Reading: Decodable text

(11 minutes)

Refer learners to page 198 Activity G. Follow the *I Do–We Do–You Do* approach to guide learners to read the story and answer the questions. Model reading for the learners and practise reading with them. Use local language, if necessary. Talk about the meaning of the story and questions. Check and clarify the learners' understanding. Ask them to read the story on their own as a whole class, in pairs or individually. Help those who need support.

Conclusion

(3 minutes)

Ask learners to read decodable words covered in the unit from flash cards.

Teacher reflection

Write your observations in a lesson notebook about your learners' progress in the success criteria of today's lesson.

UNIT 33

Let's do it again

Lesson 10

Assessing learners

- Assess learners on what they have learnt in Lessons 6 to 9 of Units 26 to 32.
- Develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 6 to 9 of Units 26 to 32.

Below are the success criteria from Lessons 6 to 9 of Units 26 to 32. Check if learners are able to:

- demonstrate understanding of and use these words: *signs, players, visitors, burnt, litter, container* and *hospital*
- use these comprehension strategies:
 - 1 activate background knowledge
 - 2 answer questions about a story they have listened to
 - 3 retell a story they have listened to
 - 4 relate the story to personal experience
- use these oral language structures:
 - 1 Give and respond to instructions using *Turn to the right! Turn to the left! Respond with action of turning to the right or left.* (Activity 26.6.1)

- 2 Make and accept apologies using *I am sorry... for snatching your book. / That is okay* (Activity 27.6.1)
 - 3 Ask for and give information using *what do people do at the wedding? / People sing songs, dance, cook food, eat etc.* (Activity 28.6.1)
 - 4 Ask for and give information using *how do you send messages through phones? / firstly, type the message, secondly enter the receiver's number. Then press send.* (Activity 29.6.1)
 - 5 Ask for and give information using *where should you throw waste papers? / Throw the waste papers in the rubbish pit.* (Activity 30.6.1)
 - 6 Ask for information and take information using *why is food kept in a safe/clean place? / We keep food in safe/clean place for future use / to control wastage or/and safety.* (Activity 31.6.1)
 - 7 Make and respond to polite request using *will you share me a slice of bread, please? / Yes, here you are.* (Activity 32.6.1)
- Say the names and sounds of these letters: *ar, qu, dge, ur, y, ay, ou.*
 - Read these decodable words with understanding: *tarmac, arm, queen, lodge, hedge, curl, burn, July, dry, hay, railway, ground and sound.*
 - read decodable sentences

Note: Let somelearners read any decodable stories from Lesson 9 of Units 26 to 32 as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.