

PRACTICAL ENGLISH LANGUAGE

for Basic Schools

Teacher's Guide

Book 1

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Preface

The Practical English Course for Basic Schools Teacher's Guide Book 1 is an activity based book which have been developed in conformity with the current standard based curriculum and Assessment (NaCCA) 2019. It is a series that consist of six graded books targeting Basic 1 -6 of the first cycle of Ghana's educational system.

Each is a thirty-unit book that has a wide variety of reading texts, as well as interesting and fun-filled activities and exercises that enable learners to have fun as they learn. In addition each book provides for revision and self assessment exercises that fit well into the School Based Assessment (SBA) policy of the Ghana Education Service (G.E.S)

Each unit of the Teacher's Guide is organised into Sections corresponding to the aspects covered as follows:

Strand 1: Section A – Oral Language/Listening and Speaking consisting of

- Rhymes and songs
- Conversation
- Aspects of Grammar
- Story Telling
- Dramatisation

Strand 2: Section B – Reading consisting of Pre-reading

Phonics

Reading

Strand 2: Section C – Comprehension

Strand 2: Section D – Vocabulary Consolidation

Strand 4: Section E – Grammar Usage/ Writing/Composition

Strand 6: Section F – Extensive Reading

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Introduction

The Practical English Language for Basic Schools series have been developed in full compliance with the new standards based curriculum (2019) of the National Council for Curriculum and Assessment (NaCCA).

The series, consisting of six graded books targeting Basic 1 – 6 of the first cycle of Ghana’s educational system, provide a practical and comprehensive course that gives the learner a firm foundation in the four Basic language skills namely Listening, Speaking, Reading and Writing in English Language. Each of the six books in the series is accompanied with a Teacher’s Guide (T.G) and a learner’s workbook (WB).

2.0 Aims

The aims of teaching English at this level are clearly spelt out in the curriculum in simple terms, you must remember that competence in a language includes being able to listen to and understand what is said, speak and be understood by others; read and comprehend what is written and write such that others can read and understand what we write. You must also remember that these are more easily attainable when learners are encouraged to develop interest in reading.

3.0 Organisation

3.1 Organisation of the Learner’s Book (LB)

The Learner’s Book is Basically an activity book and the content is organised into thirty (30) units. Each unit has material to last for a week of teaching. The units are organised into sections lettered A – E according to the aspects of the language covered in each unit as follows:

Strand 1: Section A – Oral Language/Listening and speaking

Strand 2 and Strand 3: Section B – Reading:

Section B1 – Phonics

Section B2 – Pre-reading Vocabulary

Section B3 – Reading Passage

Section C – Comprehension

Section D – Vocabulary Consolidation

Strand 4: Section E – Writing and Aspects of Grammar

Strand 6: Section F – Extensive Reading

is organised into Strands and Sub-Strands that refer to the aspects of the language and the topics and sub-topics.

As can be seen above, the material in each section is designed to teach a specific aspect, topic or skill in a specific order and also, because the content of each section is graded, it is important to follow the sequence in the Learner's Book. This for example, you must begin with sect A, followed by section B in that order.

3.2 Organisation of the Learner's Workbook. An important feature of the series is that each Learner's Book comes with a Workbook (WB). In the workbook are exercise, activities including language games that complement what is in the learner's book. The learner thus enjoys the benefit of engaging with additional and wider variety of exercises thereby ensuring consolidation of work done in the LB.

3.3 Organisation of the Teacher's Guide (TG).

Each learner's book is also accompanied with a teacher's guide (TG)

Like the workbook, the teacher's guide is organised along the same lines as the learner's book. There are thirty units which correspond to the units in the LB, and provide guidelines in the form of step by step notes for teaching each of the thirty units of the strands and sub-strands of the LB. At the end of each unit, answers to the questions and exercises in the LB as well as the WB are provided. The TG also has sections that provide additional information, language teaching games, rhymes and songs for the teacher.

4.0. Methodology

4.1 Skills and Competencies

At the heart of the new curriculum for Basic schools are the skills and competences which learners must be assisted to acquire namely:

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Cultural Identity and Global Citizenship
- Creativity and Innovation
- Digital Literacy
- Leadership and Personal Development

These to a large extent, have determined the choices of methods, approaches, strategies and activities employed in the various sections of each of the books in the series.

4.2 Integration of Skills

In addition, a key concept that has guided the choice of methods and strategies is the integration of the four Basic language skills namely Listening, Speaking, Reading and Writing. Thus, within each unit of this TG, while material is presented for the practice of each of these skills in separate sections they are presented such that the skills are combined to complement another. You are, therefore, encouraged to view the various aspects of the language as treated in the various sections of a unit as the parts of a whole and treat them as such.

Methods

4.3. Approaches Strategies and Techniques

The methods, strategies and teaching techniques employed in the various sections are geared towards the following:

Guiding learners with good models.

Providing wide and varied avenues for teacher-led and independent practice of the four language skills.

Having learners work in pairs and small groups to offer them opportunities of interaction and to make it possible for you to monitor their performance and offer individual assistance according to their needs.

5.0 Strand 1: Oral Work

5.1 It is important to bear in mind that children normally listen and speak before they learn to read and write. In addition, children must acquire several other skills before they can successfully benefit from instruction in formal reading and writing. Many such pre-reading and pre-writing skills are introduced at kindergarten. It is important, however, that you do not take this for granted or ignore the pre-reading and pre-writing activities in the earlier units of the LB.

5.2 Strand 1: Oral Language

Oral lessons include such lessons as Rhymes and Songs, Conversation, Story Telling, Grammar, Picture Description and Others. Other sections of a unit are also mainly oral

based and such activities like dialogue, discussion role-play and mini - drama are used. These are activities in which you must make sure that every child fully participates.

Strand 2: Reading

Methods/Strategies

In this course, the Basic 1 child will learn to read mainly through the Look and Say or the Whole Word and Phonic methods.

In the Look and Say method, the learner learns to read by recognising words by their shape and associating the words with particular actions, objects and pictures. By constant repetition and revision of words learnt in this way, the child gradually acquires a stock of words and gains confidence to read.

In the Phonic method, the child learns to read by recognising the sounds of letters and then blending or putting the sounds together into words. Constant practice enables the child to learn several words and the ability to attack and read words that had not been previously encountered.

You may complement these with others that have worked for you in addition to exemplars from the curriculum.

6.2. The Reading Lesson

In the LB as well as the TG, reading lessons are organised into three stages namely;

Before Learners Read

Whiles Learners Read

After Learners have Read

- **Before Learners Read:** In this initial stage, learners are thoroughly prepared for the main reading task. The preparatory activities include discussion of background knowledge, discussion of the title of the reading text as well as accompanying picture(s), prediction of the content of the passage and vocabulary teaching.
- **While learners Read:** At this stage, learners perform the main reading task which may include listening to a model, echo-reading, chorus reading, group/pair reading, individual reading aloud etc.
- **After Learners have Read:** At this final stage of the process, follow-up activities are introduced. These may include discussion of the reading text, answering of comprehension questions, additional reading tasks etc.

7.2 Rhymes, Songs and Language Games

These are activities that children love, especially when they are accompanied with actions that they have to perform. Engaging in these activities enables children to practise the sounds, sound patterns and rhythm of the language. It also enables them to acquire important vocabulary and subconsciously, they are introduced to important structural patterns of the language. Some songs, rhymes and games have been introduced. You are encouraged to complement these with others from various sources including those composed or written by yourself.

8.0 Story Telling

Listening to and telling stories is another favourite of children. Your learners will enjoy carefully selected and level appropriate stories. The same story may be told over and over again, and children will enjoy them. Such repetition also enables them to learn new language in the form of new words, new phrases and new sentences.

It must be remembered though that the way a story is told determines the extent to which children of this level will understand and enjoy it. You must therefore support the verbal delivery with actions, demonstration, pictures etc.

9.0. The Language to Use

9.1 Once again, you need to bear in mind the beginner status of your Learners and the fact that they have really limited avenues of exposure to English Language cannot be over-emphasized. You will help them to understand if the words you speak are supported with actions, gestures, facial expressions and such materials as pictures, sketches and real objects.

10. Classroom Organisation

When children sit and work in groups, they have an opportunity to interact a lot and also learn from one another. Group and pair activities also enable you to have time for learners who need individual attention. Group and pair activities form key parts of the teaching and learning activities planned in the various sections of the units.

It is thus recommended that you make working in groups a permanent feature of your classroom. It may also be necessary to change the normal seating arrangement to suit particular lessons like story-telling and dramatisation.

11. Creating a Print-Rich Environment

Your learners will learn English faster and better if they have a print-rich environment. A print-rich environment ensures early development of print awareness. Subsequently, they learn to recognise words by their shape and associate the words with particular objects.

This is why all objects in the classroom should be labelled. This is why your walls must be full of suitable pictures, charts and diagrams that are attractive and appealing. Letter and alphabet cards, children's own drawings and other exercises serve a similar purpose when they are properly displayed.

12. Different Ability Groups

For all learners and for your young children in particular, recognising that children come with different levels of ability is important. This enables you to plan and cater for the needs of all the children. This must always be evident when you plan specific lessons for your class.

13. Children with Special Needs

Children who suffer from one form of disability or another deserve your special attention and you need to introduce such measures as will minimise the negative impact of their disability on their learning. For example, children who are near-sighted must not be made to sit far from you or the chalkboard. Similarly, children who are hard of hearing must sit at the front of the class.

Also, some children may be slow learners and they must not be rushed along but made to go at their own pace while others who are fast learners must be provided for so that their progress is not unduly retarded.

14.1 School Based Assessment (SBA)

The need for learners' performance to be regularly assessed is of paramount importance. The revision units of this course, that is, every fourth unit has exercises and activities that may be used for both revision and assessment purposes. Also, towards the end of each term, that is, every tenth unit, there are exercises termed Test Yourself Exercise. You may select from these, as required, to conduct S. B. A. tests.

15. Teaching and Learning Resources (TLM's)

One of the prominent features of the series is the use of teaching and learning resources.

You will observe that for every section of a unit in this TG, you are required to use one material or another. These range from pictures and sketches to word cards, sentence cards, sentence holders, letter cards, real objects charts, ICT, gadgets etc.

You may have to produce most of these using manila cards, brown paper, markers and felt pens, colour and glue etc. Most of the time, however, such commercial items cannot be easily procured by many schools. Should you face any such problem, most of these items can be easily improvised. For example, cement paper and used cartons can be cut into the required sizes and shapes to prepare word, picture and sentence cards. You can also use starch instead of glue while charcoal, white and red clay can be used in the place of colour.

Also, you may cut pictures from old magazines, newspapers and posters. Used rice and grain sacks can be used to store such materials as word cards, number cards counters etc.

16. Extensive Reading

Using the Library

Diagnostic Assessment

While it is crucial for the learner's performance to be constantly assessed, it is equally important for the teacher to constantly reflect on his/her teaching and its impact on learning.

Each Teacher's Guide in the series therefore provides for regular self-diagnosis, which takes the form of deep reflection by the teacher on his/her work over the immediate past that is the week just ending. This places the teacher in good stead, as the facilitator of learning, to make critical decisions regarding the approaches strategies methods to continue to use, which to change or modify and which to replace.

17. Conclusion

Undoubtedly, your children will learn much in this first year if you painstakingly guide them through the activities planned in the various units of both the LB, TG and the Workbook. Of course even though both contain all that are required by the curriculum, your initiative as the professional on the spot will be welcome if such initiative promotes effective learning.

Learner's Book (LB) 1, Unit 1, Pages 1 - 6

Workbook (WB), Unit 1, Pages 1- 6

LEARNING/INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
By the end of this unit, the learner will be able to: B1.1.1.1.1 Listen to and sing the song 'Good morning'. B1.1.1.6.1.1 Greet correctly according to the time of day and respond appropriately when greeted	Listening and Speaking Cultural Identity Global Citizenship
STRAND 2: READING	
B1.2.1.1.1 Hold and place a book well and turn the pages of a book correctly. B1.2.1.2.1 Orally blend two or three sounds together into one-syllable words B1.2.2.1.6 Read a short text of simple sentences and answer questions on it.	Reading and Writing Skills Communication and Collaboration Personal Development

STRAND 4: WRITING	
B1.4.1.1.1 Make patterns with vertical, horizontal and oblique strokes	Reading and Writing Skills
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES

STRAND 1: ORAL LANGUAGE

- Modelling
- Demonstration
- Role-play
- Discussion

STRAND 2: READING

- Demonstration
- Language Game: Sound Ball Game
- Language Drill – Repetition Drill

STRAND 4,5: WRITING, WRITING CONVENTIONS

- Demonstration

STRAND 6: EXTENSIVE READING

Teaching and Learning Resources

- Pictures on pages 1, 2, and 3 of Learners Book.
- Letter Cards
- Sentence Cards
- A Sentence Holder
- An Alphabet Chart
- A poster of the rhyme (Learners Book 2)

Key Vocabulary: father, mother, greet, afternoon, morning, evening.

Key Language Structure

Good morning

Good morning, how are you?

I am fine, Thank you.

STRAND 1: TEACHING AND LEARNING ACTIVITIES

SUB-STRAND 2: A1. Singing

Topic: The song, Good Morning, page 329 of this T.G

Lead learners to sing one or two familiar songs and recite a familiar rhyme. Mount the poster of the new rhyme on the board, and have them echo-read the title a few times. Discuss the title briefly and ask them whether they had heard it before.

- As they listen and observe, sing the greeting song- refer to page 329 of this T.G for the song a few times with appropriate accompanying actions. Let them repeat lines of the song several times as a class and in groups. Then, as they listen and observe again, sing the song clapping or tapping its rhythm once or twice. They then join you in repeating lines of the song tapping or clapping the rhythm. Put learners into two groups eg. boys and girls. Boys sing lines of the song as girls clap or tap the rhythm. After a while, roles are reversed.
- Sing the song with accompanying action once or twice, and have learners join you in singing the song accompanied with actions.
- Discuss the song briefly and elicit personal response from them.

For example, ask:

Do you like the song?

Which part of the song do you like best?

STRAND 2: SUB-STRAND 6 - CONVERSATION

Topic: Daily Greetings (Learners Book 1)

Greet the class according to the time of day and teach them to respond.

E.g

Teacher: Good morning, children/class

Learners: Good morning, Sir/ Madam

Repeat it several times and go round to greet groups of learners such as girls, boys, those sitting in front etc. and have them respond appropriately.

Introduce the second part of the greeting: "**How are you?**" and its response: "**I'm fine, thank you.**" similarly and provide practice.

Invite pairs of learners to the front of the class to exchange greetings. One greets the other, who responds and also greets the other to also respond accordingly. E.g

Dauda: Good morning, Adwoa.

Adwoa: Good morning, Dauda.

How are you?

Dauda: I'm fine, thank you.

Oko: Good morning, Esi.

Esi: Good morning, Oko.

How are you?

Oko: I'm fine, thank you.

Introduce the greetings for other times of the day: afternoon, evening and night similarly and create situations for learners to practise adequately.

Example:

Teacher: Esi, it is night. You want to go and sleep. I am your father, what will you say to me?.

Esi: Good night, Daddy.

Teacher: Good night, Esi, have sound sleep.

Role-Play: Put the learners into pairs to role-play father and child, mother and child, learner and teacher, etc. to practise greetings and responding to greetings for various times of the day.

A2. STRAND 2: SUB-STRAND 2 - Rhyme: Good Morning.

Have learners recite a rhyme and sing the greeting song.

- Recite the new rhyme two or three times as learners listen and observe. Lead them to echo-read the first stanza several times.
- Recite the rhyme again, clapping its rhyme and after a while, invite learners to join to recite lines of the rhyme and clap the rhythm.
- Teach the accompanying actions and lead a brief discussion on what the poet says in the rhyme.
- Remember to recycle the rhyme over the next few days so that learners can memorize it.

B1. STRAND 2: SUB-STRAND 1: Pre-reading - (Phonics - Sounds)**Topic:** Sound Blending

The focus of this lesson is to assist learners to blend two or three sounds to form one-syllable words.

Begin with an alphabet song and a phonic chant as shown below:

chant:

Teacher: If I say aaa

Learners: We say aaa

Teacher: If I say aaa

Learners: We say aaa

Teacher: If I say sss

Learners: We say sss etc.

The chant may be accompanied with a dance such as rhythmically swaying the upper body from side to side.

- Introduce the target sounds **S a t** one at a time following the procedure below:
 - Repeat the sound a number of times as learners listen.
 - The class, groups and individuals repeat the sound several times.
 - Hold up the letter card saying its sound for learners to repeat.
 - Several learners then take turns to identify the letter card from among others, show it to the class and repeat the sound.
- Demonstrate blending as shown below while learners observe and listen:
Write two of the letters on the board e.g a - s. Ask them to make each sound as you put a finger on or point to it. Increase the speed with learners also increasing the speed of making the sounds. Then, run your finger in a flash under the letters as you blend the sounds of the two. Now make the two sounds and blend them.

a - s = as

Let the class, groups and individuals similarly blend the sounds into the words:

a - t = at

a - s = as

s - a - t = sat

- Introduce other familiar one-syllable words having the target sounds as in section B of the Learner's Book, page 2, and guide learners to blend them. They may practise

with letter cards after you have demonstrated it a few times. E.g

a n t — a n t

c a t — c a t

s a t — s a t

Let learners sit in small groups and in pairs to orally do the activity in their books.

Introduce and teach the pronunciation and meaning of the key words in section 2 one at a time.

First, teach the meaning of the word using demonstration and simple explanation of the word.

Next, teach the pronunciation, using the three-step approach of:

- Learners listen to you as you repeat the word a number of times.
- They repeat the word after you a number of times as a class, in groups and individually.
- Finally, they pronounce the word independently in response to the question: “what word is this?”.

Let learners identify the word in different environments ‘e.g’ on word cards, sentence cards, on the board and in the text.

STRAND 2 - SUB-STRAND 7: READING AND COMPREHENSION

Topic: Greetings

LB, pages 3 and 4



B2 AND B3 READING AND COMPREHENSION**Topic: Greetings**

LB. Unit 1, pages 1, 3 and 4

Before Reading

Greet learners and have them respond as a class, in groups and individually. Remind them that, it is good to greet our parents, friends, teachers and the people we meet.

- Lead a short discussion on the picture using the questions on learners book page 1 as a guide. Explain speech bubbles. Simply ask them to guess what the text may be saying about the picture.

During Reading**Model Reading**

As learners listen and follow in their books, read the first half of the passage aloud twice or thrice.

Lead them to echo-read this portion a few times. Follow the echo-reading up with choral reading. Let learners identify some of the words and sentences read on word and sentences cards.

Repeat the process over the second half of the text.

After Reading

Lead a short discussion of each question in section C and discuss/explain it briefly. Let learners answer it orally.

D1 and D2. STRAND 2: SUB-STRAND 6 - Vocabulary

These are vocabulary consolidation activities. Use word cards and sentence cards to revise the pronunciation of these words.

Let them sit in pairs or small groups to practise spelling the words. Explain the missing letter activity using several familiar words.

D3

Explain the word matching exercise with examples of familiar words. Put learners into pairs or small groups and provide learners with word cards to sort into same words. (Each pack or set of word cards must have two or more of the same word)

Demonstrate the activity and assign learners to do it.

E. STRAND 4: SUB-STRAND 1: Making Patterns

Demonstrate tracing and drawing of vertical, horizontal and oblique strokes/lines on the board as learners observe carefully.

After each type has been demonstrated, let learners practise it in the air, on armboards or sheets of paper before finally working in their books.

F. STRAND 6: Extensive Reading

Book Handling:

Discuss what books are briefly with learners. Inform them that in their new class they will have the opportunity to look at and read many interesting books. Lead them to talk about the need to take good care of books and how this may be done including:

- Ensuring hands are clean and dry
- Placing books on a clean surface
- Not struggling over a book
- Not playing with books etc.

Using several books, demonstrate

- holding and placing a book
- turning a book
- opening the pages of a book etc.

Let learners practise each of these in pairs and individually.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation, should the need arise.

Answers

C. Comprehension

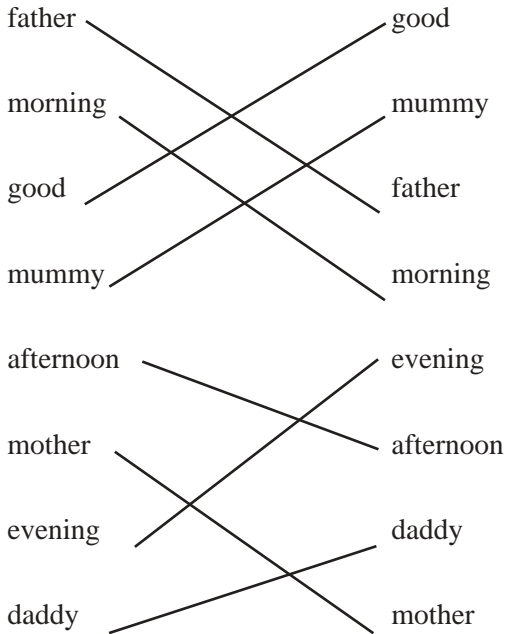
1. Edem (greeted his father and mother)
2. (3) three (people)
3. Good morning (Daddy and Mummy)

4. Good afternoon (Daddy and Mummy)
5. Good evening (Daddy and Mummy)
6. It is good to do so
Edem is respectful etc.
7. Good night (Daddy and Mummy)
- 8 – 10. Accept any reasonable answer.

D.2. Spelling

father mother good morning evening

D3. Word Matching



Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play
Story Telling
Conversation
Rhymes and Songs
Dramatisation
Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
 - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) 1 Unit 2, pages 7-12

Workbook (WB) 1, Unit 2, pages 7 - 11

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.1.1.1 Listen to and sing familiar songs with appropriate expression.</p> <p>B1.1.1.1.4 Listen to and produce description of pictures.</p>	<p>Cultural Identity and Global Citizenship</p> <p>Listening and Speaking</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B1.2.1.2.1 Orally blend two or more sounds into one-syllable words.</p> <p>B1.2.1.1.1 Handle books correctly.</p> <p>B1.2.2.1.6 Use alphabetic knowledge to decode known words.</p>	<p>Reading and Writing</p> <p>Reading and Writing Skills,</p> <p>Personal Development</p>
STRAND 4,5: WRITING	
<p>B1.4.1.1.1 Make patterns with vertical, horizontal and oblique strokes.</p>	<p>Writing Skills</p> <p>Personal Development</p>
STRAND 6: EXTENSIVE	

TEACHING STRATEGIES

STRAND 1: Oral Language

- Modelling/Demonstration
- Repetition
- Role-play
- Discussion
- Language Drill : Question and Answer Drill

STRAND 2: Reading

- Picture Description
- Modelling
- Game: Lucky Dip
- Sound blending Game

STRAND 4: Writing

- Demonstration

Learning Resources

- Word cards
- Audio Files
- Sentence Cards

A2. STRAND 1: SUB-STRAND 1 : Songs

The Song: "**On my Name**"

Lead the class to sing several familiar songs including action songs and suitable songs sung by local drumming groups.

Lead them to also sing the greets song/they learnt in Unit 1.

As they listen, sing the new song 'Oh My Name (Refer to this TG page 335) two or three times for them to remember the lines. Lead the class to sing the song a few times.

Demonstrate the actions/dance that accompany the song and let learn practise as a class in groups and individually.

A3. STRAND 1: Conversation

Help learners to place their books correctly and demonstrate how to turn to the correct page, page 4. Visit individuals to assist them in this exercise. Lead a brief discussion on the picture for the learners to say what they see: the people where they are, what they are doing etc. Draw attention to the speech bubble and explain.

Have them recall the need to greet their parents, teachers and those we meet. Link up with names and their importance and the fact that everyone has a name.

Tell learners your name using the structure: My name is Mr./Miss/Mrs.

Introduce the question, :What is your name? Have learners repeat it a number of times.

Introduce a Question and Answer Drill to give learners practice on the structures:

What is your name?

My name is

Example:

Teacher: My name is Mr./Miss/Mrs.

What is your name?

Learner A: My name is (Turns to learner B)

What is your name?

Learner B: My name is (Turns to learner C)

What is your name?

Learner C: My name is

What is your name?

Learner D: My name is

What is your name? etc

Inform learners that it is equally important to be able to tell people other things about ourselves such as how old we are, the names of our parents, where we live, etc.

Follow the procedure above to introduce and give practice on the following structures:

- How old are you?

I am years old.

- What is your father's name?

My father's name is

- What is your mother's name?

My mother's name is

- Where do you live?

I live at

Note: Create situations for learners to practise the various structures. Example, they role-play friends finding out information about each other.

- Teacher and learner: Teacher finding out information about a learner.

Note: The entire topic needs not be presented in a single lesson. You are encouraged to break it into teachable units as time will allow.

B1. STRAND 2: SUB-STRAND 1: Pre-reading

Sound Blending / t / / l / / p /

Learner's Book, page 7

Lead learners to sing the alphabet song and do a phonic chant with familiar sounds. Use the alphabet chart and letter cards to revise the names and sounds of letters already introduced.

Point to a letter on the chart and invite a learner to make its sound and names of objects whose name begin with the sound.

- Introduce the target sounds one at a time following the three – step procedure of;
 - listening to the sound as it is modelled.
 - Repeating the sound several times as a class, in groups and as individuals.
 - Independent production: Let learners then identify the letters by their name using letter cards and the alphabet chart. For example, hold up a letter card, a learner names it, a second makes its sound and a third names an object whose name begins with the sound.

- Follow the procedure outlined in Unit 1, Section B1 of this Teacher’s Guide to demonstrate and give practice in blending involving the target and other sounds.

B2 and B3 STRAND 2: SUB-STRAND 7: COMPREHENSION

Before reading

- Lead learners with questions to talk about the picture on pages 6 and 8. Have them recall what they said about themselves in the previous lesson. Have learners repeat the title of the passage and discuss its meaning with them. Explain simply that the boy in the picture on page 8 is talking about himself.
- **Prediction:** Based on the above, ask learners to guess what the boy says about himself in the passage.

Vocabulary: Teach the pronunciation of each of the key words listed in B2 following the procedure below:

i. **Listening:** Learners listen carefully as you pronounce the word a few times.

ii. **Repetition Practice:** Drill the word by having them repeat it after you as a class, in groups and individually.

iii. Independent Production.

Show a card bearing the word or point at it on the board and ask, what word is this?

Meaning: Explain each word simply using examples from the oral work.

Recognition: Have learners identify the words on word cards, sentence cards and in the text.

During Reading

Model Reading: As learners listen and follow in their books, read the text aloud two or three times.

Lead them to echo-read it a number of times in groups and as a class. Follow the echo reading up by leading the class and groups to read the passage together a few times.

- Read out words and sentences from the passage for individual learners to identify on word and sentence cards.

- Put learners into small mixed-ability groups to practise reading the passage aloud. They begin by reading together in chorus and then individually taking turns to read portions of the passage aloud. Visit groups to hear individuals read aloud.

After Reading

- Discuss the passage briefly with learners and encourage them to ask questions about what they are not quite clear about. Encourage them to also express personal opinion simply about the passage.
- Discuss each question in Section C briefly with learners and let them provide oral answers.

Note the three categories of questions: factual, inferential and applicative, and treat them as such.

D1 - D3. STRAND 2: SUB-STRAND 7: VOCABULARY

Vocabulary Consolidation

Have learners identify the listed words on sentence cards and read the words to one another in small groups. They then work in pairs to spell the words to each other.

D2.

Learners are expected to match words that are the same: First give pairs or small groups a set of word cards (each word must have two cards – the set) Explain the matching exercise, demonstrate it and let them match the word cards. Let them do the exercise in the work book.

D3.

Explain the missing letter exercise to learners and demonstrate it with familiar words. Assign them to do the exercise.

E1. STRAND 2: SUB-STRAND 1: Pre-writing

Draw lines similar to those in learner's penmanship book and invite learners to trace vertical, horizontal and oblique lines as practised in the last pre-writing activity. As they observe demonstrate tracing curved lines on the board. Provide worksheets for learners to practise the activity. In the absence of worksheets, let them practise on cardboards, sheets of paper and in jotters.

During the practise, draw attention to the point at which each letter begins, the specific hand movement and the point at which it ends.

Assign learners to do the exercise in their exercise and workbooks. As they do the activity, ensure correct sitting posture, correct placing of the book, correct grip of the pencil and the correct placing of the non-writing hand.

F. Extensive Reading

Pair Reading: Picture Reading

Revisit the points made in the last lesson about the need to take good care of books and how to do so.

Using the class text as an example, explain that many books have attractive pictures from which we learn a lot.

Assist pairs of learners to select level appropriate picture books to be 'read' by the pairs.

Remember to provide practice in turning, holding, placing as opening the pages of a book as a preparation for the exercises.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

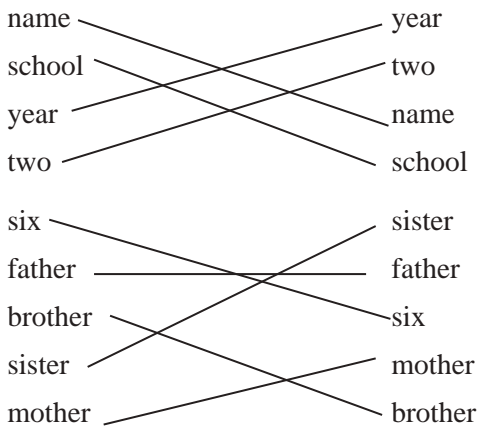
It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

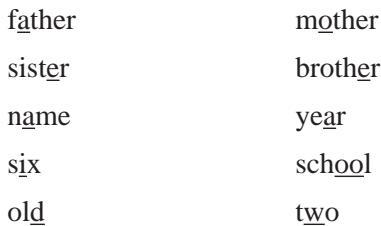
C.

- | | |
|-----------------|--------|
| 1. 6(Six) years | 5. No |
| 2. Mr. Mensah | 6. Yes |
| 3. Mrs. Mensah | 7. Yes |
| 4. Yes | |

D2.



D3.



Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
 - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 3, pages 13-17

Workbook (WB) 1, Unit 3, pages 12 - 20

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
By the end of this unit, the learner will be able to: B1.1.6.1.2 Describe the home, people or place B1.1.7.1.4. Listen to and produce description of pictures	Listening and Speaking Communication and Collaboration
STRAND 2: READING	
B1.2.1.2.1. Orally blend two or three sounds together to make one-syllable words. B1.2.2.1.4. Use alphabetic knowledge to decode known words	Reading and Writing skills Communication and Collaboration
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.2.1.1. Copy letters of the alphabet clearly B.1.4.3.1.3 Write words using both capital and small letters	Writing Skills Personal Development
STRAND 6: EXTENSIVE READING	

STRATEGIES

Strand 1: Oral Language

- Modelling
- Discussion
- Language Drill (Question and Answer Drill)

Strand 2: Reading

- Modelling
- Demonstration
- Echo-reading
- Chorus Reading
- Individual/Paired Reading

Strand 4: Writing

- Demonstration

TEACHING AND LEARNING ACTIVITIES

- Demonstration

A2. SUBSTRAND 3 – STORY TELLING

STORY: The Hen and her Chicks

Refer to TG Appendix Page for the story.

PRE-PRESENTATION

Invite learners to sing a few action songs.

Have learners sit in a semi-circle – Community Circle Strategy fashion

Inform learners they will hear an interesting story about the hen and her chicks. Show a picture of a hen and its chicks, 8 – 10 in number.

Ask the learners to predict what is likely going to happen in the story.

PRESENTATION

Tell the story vividly with actions and demonstration. You may pause at vantage points for learners to answer simple factual questions and also predict what is likely to follow or happen next in the story.

POST-PRESENTATION

Let learners answer simple questions based on the story and also give personal responses regarding what they feel or think about the story and the lesson(s) they have learnt.

A3. STRAND 1, SUB-STRAND 6: Conversation: My Family

1. LB Page 13, WB page 12 - 13

In this unit, learners will once again talk about themselves and also say a few things about people close to them; the members of their families.

First, lead them to recite a rhyme and sing a song or two including the action song. **Oh My Name**

- Revise the previous conversation activity by having individuals say a few things about themselves. They may, for instance, respond to the following questions:
What is your name?
How old are you?
Where do you live?

Note that you may have to encourage individuals and prompt them if need be.

- Inform them that they will now talk about the people they live with and demonstrate the activity by saying a few things about your parents using the structures:

My father's name is

My mother's name is

Drill the questions below and their responses and have learners respond to the questions round the class:

Teacher: What is your father's name, Esi?

Esi: My father's name is

Teacher: What is your mother's name?

Esi: My mother's name is

Pairs of learners may ask and answer these questions. Proceed similarly to guide and encourage learners to name other members of their families like siblings and say a few things about them.

Strand 2: Pre-Reading

Sub-strand 1: Phonics

B1. Phonics

LB page 14

Topic: Sound Blending

Target Sounds: / n / / c / / k / as in nest, cat and kettle respectively.

- Lead learners to do a chant involving the sounds already introduced and practised. This time the chant may involve blending the component sounds of familiar words such as cap, hat, mat.

The Chant:

Teacher: If I say c – a – t

Learners: We say cat

Teacher: If I say m – a – t

Learners: We say mat

Teacher: If I say p – o – t

Learners: We say pot.

- As before, introduce and teach the three sounds one at a time using listening, repetition and independent production activities. Refer to Units 1 and 2, Section B of this guide.

Demonstrate blending again, using familiar words with the target sounds and provide activities for practice, including chanting as above, and practical activities.

For example, to blend the sounds / n / – / u / – / t /, three learners stand in front far apart, each holding a letter card.



They start making the sounds of their letter cards with the two at the extremes moving towards the one in the middle. Their meeting results in the blended one-syllable word **n u t**.

Let learners sit in pairs or small groups to do the oral blending exercise on LB page 12.

B2 and B3

Strand 2: Reading

Sub-strand 7: Comprehension

Passage: My Family

LB. pages 14 and 15, WB pages 17

Before Reading:

- Remind learners that they had talked about their own families and the picture of a family. Have them look at the picture on page 13 and say who the people are. Explain what the speech bubbles are and have them guess what each speaker is saying.
- Teach the pronunciation of the key words using the procedure in Unit 2 of this TG. Have learners tell the meaning of the key words. You may guide them to do this by referring them to the use of these words, ‘**father**’, ‘**mother**’ in previous lessons. You may also use pictures and explanation to teach “farmer” and “shop”.

Have learners identify the words on word cards

During Reading

- Inform them about what they are about to read: **Edem’s family**.
- **Model Reading:** As learner’s listen and follow in their books, read each of the bubbles two or three times.
- **Echo Reading:** Have the class, groups and individuals read the text after you in meaningful chunks several times.
- **Word and Sentence Identification.**
Read out words and sentences for learners to identify on word and sentence cards.
Follow the identification with short session of chorus reading.

Now assign learners to read aloud in pairs as you visit each pair to assist and encourage them.

- **After Reading**

Lead a brief discussion about the text. For instance, they may say what they have learnt from the passage, in what way Edem’s family is similar to or different from their own families.

Lead a further discussion to guide learners to answer the questions in Section C.

Read out each question and explain it where necessary and have learners answer them orally.

Strand 2: Reading**Sub-strand Vocabulary****D1. Vocabulary**

This is a vocabulary consolidation exercise. They may do this in pairs by taking turns to read the words. Demonstrate clapping the syllables as the words are read and have learners follow suit. Encourage them in their pairs to spell the words to each other to prepare for the spelling exercise in the next exercise.

D2. This is another vocabulary consolidation exercise. Explain it to them in their pairs and have them do it in their books.

Strand 4: Writing**Sub-strand: Writing Names****E1. Writing Names**

In this unit, focus has been on names. Apart from being able to recall the names as the exercise demands, it is also essential to draw attention to how names of people are written – they begin with capital letters. Lead them to do the exercise orally first and encourage them to check from the passage when they are not sure.

E2. This is a handwriting exercise. First demonstrate it on the board as learners observe. Next, give various types of practice, e.g Writing in the air, on an arm board, and on a sheet of paper and finally in the writing book.

F. Strand 6: Extensive Reading

Individual Reading

Remind learners about the dos and don'ts of the extensive reading session, and guide them to select books from the class stock of supplementary readers. Assign them to the task after seeing them through the preliminaries like placing a book correctly, opening a book correctly etc. Remind them to look for the author, and the illustrator, and also do a picture walk before finally beginning to read.

Remember to do a close mentorship of the exercise.

At the end, have learners sit around to share things of interest from their respective books.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

Comprehension

LB page 16

1. He/Edem's father is a farmer.
2. She/Edem's mother is a shopkeeper.
3. Edem has two brothers.
4. Edem has two sisters.
5. Yes.
6. (There are) Seven (7) people. (Note that this is not stated directly in the passage. Learners have to do some information analysis to arrive at this answer)
7. Expect correct answers. You may ignore wrong spellings.

D2.

father sister family mother brother

E1.

1. Mr. Mensah
2. Mrs. Mensah
3. Esi and Ama
4. Kojo and Evans

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

- Role-play

- Story Telling

- Conversation

- Rhymes and Songs

- Dramatisation

- Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) Unit 4, pages 18-27

Workbook (WB) 1, Unit 4, pages 21 - 29

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
By the end of this unit, the learner will be able to: B1.1.1.1.6.1.2 Describe the home and places at home. B1.1.8.1.1.1 Use appropriate pronunciation in asking and answering 'Yes' and 'No' questions. B1.1.7.1.4 Listen to and produce descriptions of pictures.	Listening and Speaking Communication and Collaboration Personal Development
STRAND 2: READING	
B1.2.1.2.1. Handle books correctly. B1.2.1.1 Orally segment spoken syllables/words into one syllable words. B.1.2.2.1.6 Use alphabetic knowledge to decode known words.	Reading and Writing Skills Personal Development Reading Skills Personal Development
STRAND 4 AND 5: WRITING AND WRITING CONVENTION	
B1.4.2.1.1. Copy letters of the alphabet clearly. B.1.4.4.1.1 Draw simple pictures of objects.	Reading and Writing Skills Critical Thinking Personal Development

STRAND 6: EXTENSIVE READING

STRATEGIES

Strand 1: Oral Language

Echo-reading
Language Drill(Substitution Drill)
Pair/Group work
Language Game: Lucky Dip
Community Circle Time

Strand 2: Reading

Demonstration
Echo-reading
Choral Reading
Group/Pair Reading
Discussion

Strand 4: Writing

Demonstration

Learning Resources

Pictures on pages 18,19 of LB
Letter Cards
An alphabet Chart
Word and Sentence Cards
Pictures of different types of houses

Teaching and Learning Activities

Strand 2: Reading

Sub-strand 6: Conversation

A. Oral Language

Conversation 1: The Places and Things at Home.

1. Have learners sit in a semi-circle. Greet them and have them greet one another formally. Using the community circle strategy, introduce the topic for discussion.
2. Show pictures of various types of houses and place them conspicuously in the circle. Tell learners where you live and have them respond to the question. Where do you live? Continue the discussion to lead to the fact that everyone lives in one type of house or another. From the pictures on display, individuals take turns to show the one that looks like the house they live in.

Draw learners' attention to the fact that in every home there are various places and invite them to name some of such places.

3. Use the opportunity to teach the names of key places in a home such as **sitting room, bedroom, kitchen, bathroom/bathhouse, toilet** and show pictures of these (LB Page 20).

Name one of the places at your residence using the structure: There is a kitchen.

Drill the sentence briefly and have learners take turns to name one place in the house they live in.

Let them name other places in their homes using the structure.

Strand 2: Reading

Sub-strands 1: Pre-sound Segmentation

B1. Phonics

Learners Book, Unit 4, page 19

Topic: Phoneme Segmentation

Target Sounds: / **b** / / **t** / / **p** /

Phoneme segmentation involves segmenting or breaking spoken words or syllables into individual sounds. It is the opposite of blending which learners had practised over the last three weeks.

Revise blending by again demonstrating the activity a few times and providing a few practice activities. For example, make two or three sounds for individual learners to blend:

Teacher: d – o – g /d/ + /ɒ/ + /g/

Learner(s): dog

Teacher: c – a – t /k/ + /æ/ + /t/

Learner(s): cat

Teacher: n – e – t. /n/ + /ɛ/ + /t/

Learner(s): net

Revise the names and sounds of the target sounds using the alphabet chart and letter cards.

Explain and demonstrate phoneme segmentation as learners listen and observe. For example, say familiar words and syllables and immediately segment them into individual sounds.

Example:

pot — p — o — t / p / + / ɒ / + / t /

bag — b — a — g. / b / + / æ / + / g /

leg — l — e — g / l / + / ɛ / + / g /

hen — h — e — n / h / + / ɛ / + / n /

cup — c — u — p / k / + / ʌ / + / p /

- Provide several common objects or their pictures. Teach the names of the objects. Show a picture or an object, name it and segment the name into its component sounds. E.g

pin — p — i — n

hat — h — a — t

Lead the class to segment several syllables and words orally.

Put them into groups and pairs to practise with pictures and objects.

Explain the activity in section B1 of Learner's Book, Unit 4 and demonstrate it. Teach the names of the objects in the pictures and put learners into small groups to practise orally.

Strand 2: Reading

Sub-strand 7: Comprehension

B2. Vocabulary. *LB Unit 4, page 20*

Remind learners about the conversation lessons in which they talked about the places at home like the bedroom(s), **sitting room, kitchen, toilet, bathroom**. Let them identify these places in the pictures and lead them to pronounce these words correctly and also identify them on word cards. Use the pictures to reinforce the meaning of the words.

B3. Reading

Before Reading

Again, remind learners that they had been talking about the home, particularly, the places there are at home and have them mention the places in their homes. Read out the title for them to repeat and ask them to guess the owner of the house in the picture and what the passage will tell us about the house.

Have learners identify the key words on word cards and also match the cards with the words on the board.



During Reading

As learners listen and follow in their books/board, read out the text at a reasonable pace two or three times.

- Echo-reading: Lead the class and groups to echo-read the text a number of times. Follow this up with some word and sentence recognition activities. For example, learners may read words from the text on word and sentence cards. They may point to or show given words and sentences in the text, and they may read words and sentences from the passage.
- Get learners into pairs/groups to read the text aloud as you move round to monitor the activity.

After Reading

Lead the learners to discuss the text simply. They may answer simple questions and you may also encourage them to ask questions.

Ask individuals to read out words and sentences they like.

C. Lead the learners to read the passage once more and also listen to it being played or read out to them.

Read out each question, discuss it briefly to ensure it is well understood and then have them provide oral answers.

For the second category of questions e.g (Why is there a kitchen in the house?) encourage almost everyone to express his/her views since the answer is not given directly in the passage. Similarly since the questions in the third category are personal, it is necessary to receive each learner's response.

Strand 2: Reading**Sub-strand 6: Vocabulary***LB page 21*

- In this section, the second part of the unit's theme is addressed. That is, the "things at home"

It is necessary to lead a discussion on things that are commonly seen in our homes. The discussion should enable learners to identify and name things that can be seen at various places at home.

Examples:

Sitting room: chairs, tables, radio, fan, television,

Bedroom: bed, pillow, stool, mosquito net etc.

Kitchen: stove, coal pot, charcoal, firewood etc.

Bathroom: bucket, towel, soap, shower etc.

Toilet: water closet, toilet paper etc.

- Have learners identify the pictures on the page. Teach the correct pronunciation of each item. Next, they tell those that can be found at home and those which cannot. They should also state the specific places at home where they can be found.

Note that it is enough for learners to be able to learn the names of each item and be able to identify the items by their names and state where they can be found in well-practised structures.

E. You must have noticed that in the last two units, names featured prominently, especially the names of people in a family, and learners not only talked about the people, they actually wrote or copied the names. In this unit, names are again prominent, the names of things/ objects. It is good therefore to point out to learners and actually stress that not only people, but things, have names.

Revise the names of places at home as well as the names of things at home.

This is a continuation of the Community Circle Activity in which learners were led to talk about the places in their homes. Lead learners to name some of the places.

Let them know that this time they will talk about things we have at the various places in our homes. Have learners decide where at home the discussion should begin from. Set the ball rolling by telling them a few things in your sitting room, for example, using the structure:

There is a/are in the sitting room. Drill the structure briefly and introduce a substitution drill to give learners practice. Refer to page 328 of this T.G

Example:

Teacher: There is a table in the sitting room

Learner A: There is a chair in the sitting room

Learner B: There is a fan in the sitting room

Learner C: There is a sofa in the sitting room

Learner D: There is a television set in the

Assist learners with the names and correct pronunciation of the various names.

Remember to extend the activity to other places at home.

E1. Asking ‘Yes’ and ‘No’ Questions

Things commonly found at home. Inform them they will learn to ask questions about things.

Model asking ‘Yes’ and ‘No’ questions with the pictures.

Show the picture of a common object like a table to the class and ask, “Is this a table? To

elicit the answer “Yes”/ “Yes, it is”

Change the question to: **Is this a chair?** To elicit the answer ‘No’/ ‘No, it is not’.

Repeat with several other objects.

- Drill the question and its response. Let them work in pairs to ask and answer questions with the pictures on the page.

E2. Drawing

Inform learners they will each draw and colour the house in which they live. Again, display pictures of different kinds of houses. Demonstrate the activity by making a sketch of a house on the board as they observe. You may ask them to name or show the different parts of your sketch like walls, roof, doors, windows.

Assign them to the task as you move round to encourage them.

- At the end, assist them to display their work at a vantage point and let them go round to view one another’s work.

Revision 1 LB, pages 24 - 27

The exercise and activities in this section revision and self-assessment exercise. Explain each and where necessary, demonstrate it and assign learners to do it.

Endeavour to provide feedback after assessing learners' work.

Strand 6: Extensive Reading

Individual Reading

- In an opening plenary, have learners recall the last extensive reading session and say some of the interesting things they read.
- Help them to select new reading materials and monitor them to read. At the end, they should come together to share things of interests.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

C.

1. Mrs. Mensah
2. No
3. Yes
4. Yes
5. No
6. Yes
7. Mrs. Mensah cooks there (This may be expressed in some other words)
8. Yes/No
9. Expect one or more than one name of the usual places at home.

D. Those that cannot be found at home:

elephant, aeroplane, lion.

Revision 1 LB, pages 24 - 27

Answers

B.

1. C-a-t 2. T-a-p 3. P-o-t 4. P-i-n

C.

1. a 2. s 3. t 4. l
5. n 6. l 7. g 8. p
9. p 10. b 11. p 12. a

D.

mango (m) hat (h) cot (c)

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

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- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB), Unit 5, Pages 28 - 35**Workbook (WB), Unit 5, Pages 30 - 35***LEARNING/INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1. 1.3.1.1: Listen to stories and be able to identify characters with their names.</p> <p>B1.1.6.1.2</p> <p>Describe the home, people and places.</p> <p>B1.1.1.7.1.4</p> <p>Listen to and produce descriptions of pictures and objects.</p>	<p>Listening and Speaking</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B1.2.1.2.1</p> <p>Orally blend two or three sounds together to make one-syllable words.</p> <p>B1.2.6.1.1</p> <p>Read level appropriate sight words and use them in meaningful sentences.</p> <p>B1.2.2.1.6</p> <p>Use alphabet knowledge to decode known words.</p>	<p>Reading and Writing</p> <p>Collaboration and Communication</p> <p>Personal Development</p>

STRAND 4 and 5 WRITING AND WRITING CONVENTION	
B1.4.2.1.1 Copy letters of the alphabet.	Reading and Writing Skills
B.1.4.7.1.1: find, read and copy sentences from a given substitution table	Personal Development
STRAND 6: EXTENSIVE READING	

STRATEGIES**Strand 1: Oral Language**

Modelling

Demonstration

Language Drill

(Repetition and Question and Answer Drills)

Strand 2: Reading

Strategies

Learning Resources

An Alphabet Chart

Word and Letter Cards

Action Pictures

A Substitution Table Chart

Teaching and Learning Activities**Strand 1: Oral Language****Sub-strand 1, 6 Conversation, story telling****Things We Do at Home (Domestic Activities)**

In the earlier units, learners have talked about themselves, their homes and the people at home. In this unit, focus is now on activities that take place in their homes. Your task is to guide them in various ways to make simple statements about what they and others do at home.

Have them recall earlier conversations about themselves, the places and things at home. Introduce the activity by telling them one or two things that you do at home using the structure, **I read at home**. E.g I read at home.

Repeat the sentence a number of times and have the learners do same as a class, in groups and individually.

Now, model the question:

What do you do at home? and its response, I **at home**, and drill both briefly.

Provide activities for practice. You may use suitable drills such as substitution and question and answer drills.

Pair and Group Work

In the earlier section, learners took turns to respond to the question, **What do you do at home?** In this section, learners work in pairs. They ask each other the question and also respond. One asks the question, the other responds and roles are reversed. You may finally put learners into small groups of four to five to tell one another what they do at home.

Conversation 2: LB page 32, 33 what we do at home.

Have learners recall the earlier activity when they talked about what they do at home. Inform them they will now talk about what other people do at home. Refer them to pages 26 and 27 guide them with questions to talk about the picture. The questions accompanying the picture will guide you in this exercise.

Sections A2 and A3.

Have learners sit in pairs to talk about the pictures in A2 as you visit the pairs to assist and encourage them. You may draw attention to the words accompanying the pictures.

A3.

This is a group activity. It is important that you give the learners clear instructions on what they are to do. Visit the groups to offer needed assistance and encouragement .

A4. STORY TELLING

In this section learners will once again listen to a story. Choose an interesting and level-appropriate story and prepare well to tell it in a lively and vivid manner.

While telling, questions to aid comprehension and for prediction are essential strategies.

Follow the story up with activities such as questioning, retelling and personal response.

Strand 2: Reading**Sub-strand 2: Phonics****B. Reading****B1. Phonics****Topic:** Phoneme Segmentation

Target Sounds: /e/ /r/ /h/

Lead learners to sing the alphabet song and also perform some chants to revise blending e.g

Teacher: If I say b – o – y

Learner(s): We say boy

Teacher: If I say b – a – g

Learners: We say bag

Teacher: If I say a – n – t

Learners: We say ant

Explain and demonstrate phoneme segmentation using one-syllable VC (vowel-consonant) and CVC (consonant-vowel-consonant) words: For example, say a word and ask learners to tell you the sounds they heard: bed is made up of the sounds b – e – d

Mount a chart of LB page 29 on the board and teach/revise the names of the objects and animals. After a few examples, lead learners to orally segment the words: they say the name of the object/animal and say the component sounds.

Repeat the choral blending a few times and put learners into groups/pairs to practise.

Strand 2: Reading**Sub-strand 7: Comprehension****B2. Vocabulary**

Teach the target these words one at a time in this order:

Meaning: Demonstrate the action of sweeping or show a picture (page 32)

Pronunciation:

- Give listening practice: Learners listen as the word is repeated a number of times.
- Drill the word: Learners repeat the word as a class, in groups and individually.
- Let them pronounce the word independently
- Recognition: Learners identify the word on word cards, sentence cards and in the text.

B3. Reading LB pages 32 - 33.

What we do at home

Before reading

- Lead the learners to talk briefly about each picture and let them identify the items of vocabulary treated.
- During Reading



During Reading

Provide model reading:

As learners listen and follow from the board or their books, play a recorded version or read the text aloud a number of times and ask them to repeat words or sentences they heard.

- Echo-Reading: Have learners read after you in groups and as a class several times. End this stage with chorus reading of the text led by you/teacher.
- Word/Sentence Identification: Learners now identify words and sentences from the text on word cards and sentence cards.
- They then sit in pairs to read aloud to each other, as you visit to assist and encourage them.

After Reading

Section C.

LB, Page 33.

Lead a brief discussion on the reading they have done. They may say what they can remember or give examples of words they have heard. Read out each question and discuss it with learners and have them answer it orally.

Remember, the second category of questions do not have an answer directly in the text. The learner is required to think beyond the passage or interpret a section of the text. The last questions are applicative and the answers are bound to be different.

D1. Vocabulary Consolidation

This is a word – picture matching exercise. Explain it carefully and have learners sit in pairs to do it. They may copy the words against the numbers of the pictures.

High Frequency Words

D2. The words in this section are high frequency words. Let them play the pick and read game to revise the words. Refer to page 332 of this T.G for how to play the game. Then, lead them with examples to use the words in sentences.

E1. Reading sentences from a substitution table. *LB, page 33.*

- Mount the substitution table chart on the board
(a simplified version to begin with).

Demonstrate reading from the table and explain it simply to learners.

Lead the class and groups to read first from the table on the board and then from the LB.

Have learners sit in pairs/small groups to read sentences from the table in the book.

E2. Writing: Copying of letters.

1. Have learners name the target letters and make their sounds.
2. On lines, similar to those in Learners' Book, demonstrate each letter on the board.
Give practice on each letter by having them:
 - write the letter in the air several times
 - Write with the fore-finger on the table
 - Write on armboards
 - Assign them to do the exercise in their books.

Strand 6

Extensive Reading

Read Aloud

A read aloud is an activity in which children listen and are read to.

Select a suitable storybook, preferably well illustrated from the school library, class stock of supplementary readers or elsewhere.

- Introduce the book to them by;
 - showing them the names of the author and the illustrator.
 - also show the title of the book or story and have them read it out.
- First, tell them the story as dramatically as possible.
- Next, read the story out to them in a meaningful manner.
 - show the pictures of the actions in the book as the story unfolds.
- Ask a few simple questions about the story and have them express simple opinions about it.
- Learners may draw simple pictures about the story e.g. their favourite human or animal character.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers to Section C LB page 31

1. Esi
2. Edem
3. She cooks.
4. Ama washes plates.
5. Abu brushes his teeth.
 - 1. They want to be healthy.
They want to have clean teeth etc.
 - 1. Accept any reasonable answer.

D1.

- | | | |
|---------|----------|----------|
| 1. wash | 2. fetch | 3. sweep |
| 4. cook | 5. brush | 6. clean |

E1. Examples of Sentences:

Esi and Ama sweep every day.

We all eat at home.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 6, Pages 36 - 42

Workbook (WB), Unit 6, Pages 36 - 39

LEARNING/INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
By the end of this unit, the learner will be able to:	
B1.1.9.1.1 Give and respond to simple commands and instructions.	Communication and Collaboration
B1.1.9.1.2 Make and respond to simple requests.	Listening and Speaking Skills
STRAND 2: READING	
B1.2.1.2.1 orally segment spoken syllabus/words into individual sounds.	Reading and Writing
B1.2.1.2.1.6 Use alphabet knowledge to decode known words.	Collaboration and Communication Personal Development
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.2.1.1 Copy letters of the alphabet clearly	Reading and Writing Skills
B1.4.7.1.1. Find and copy sentences from a substitution table	Personal Development Critical Thinking
STRAND 6: EXTENSIVE READING	

Teaching Strategies

Strand 1: Oral Language

- Demonstration
- Role-play

Strand 2: Reading

- Modelling
- Demonstration
- Pair reading
- Role-play
- Drilling

Writing

- Discussion
- Demonstration

Teaching and Learning Resources

- Pictures on LB page 36, 37, 38, 39 and 40
- Word cards
- Sentence cards
- Letter cards
- A substitution table chart

Learning and Teaching Activities

Strand 1, Sub-strand 9: Commands and Instructions

Conversation 1

Topic: Commands

Lead learners in a short discussion of the picture on page 34 of the Learner's Book. Let them mention all that they see in the picture, guess who the people are, and what they are doing etc.

Lead the class to perform one or two action songs and have a brief discussion on the place of commands in our daily lives at school and at home. Learners may recall how their parents and other relations get them to perform activities at home.

Have the class, groups and individuals respond to familiar commands such as:

Stand up!

Sit down!

Hands up!

Keep quiet!

Sit up!

Introduce these and other commands one at a time and demonstrate how it is given. Eg. The tone of voice, and its response. Stress the need for prompt response, and provide the class, groups and individual activities for practice. For example, pairs of learners may role-play:

- Mother and child at home,
 - Teacher and learner at school,
 - A prefect and a learner at school,
- to practise giving and obeying commands.

Conversation 2: Making Requests

- Create some more situations for learners to give and obey commands and invite learners' opinion about commands. They may, for instance, say why commands are important and why response to commands must be prompt.
- Explain simply that we frequently need various forms of help from the people we live with just as they need our help. Explain further that, when we need help, it is good to ask for such help in a respectful and polite manner.
- Ask learners to give examples of people whose help they usually need such as parents, siblings, friends, teachers, other relations.
- Introduce requests expressed with the structure: Please, may I, May I, please.

Create situations to demonstrate and give practice on making and responding to requests.

Example:

- i. **Teacher:** I need a pencil to write with. I do not have one. May I use your pencil please, Kwesi?

Kwesi: Yes, you may.

- ii. **Teacher:** Ama, I am your father. You want to go out to play; ask for permission.
Ama: Daddy, may I go out and play, please?

Daddy (Teacher): Yes, you may, Ama.

- iii. Alidu, you want to sit by Mary? Ask Mary to let you sit by her.

Alidu: May I sit by you please, Mary.

Mary: Yes, you may.

Note: Give daily practice and encourage learners to use these request forms when the need arises.

Strand 2: Reading

Sub -strand 1: Pre - Reading (Phoneme Segmentation)

B1. Phonics

Topic: Sound Segmentation.

Target Sounds: **m d g** /m/ /d/ /g/

Revise all sounds taught so far. For example, play the lucky dip game:

- Learners take turns to dip their hands into the Lucky Dip box, pick a letter card, name the letter and make its sound.
- Learners pick a common object or its picture, name the object and make its initial sound.

Revise blending: Have learners blend sounds orally. For example:

Teacher: I will say separate sounds and you will say the word.

Teacher: p – i – n (/p/ + /i/ + /n/)

Learner: pin

Teacher: f – i – s – h (/f/ + /i/ + /s/ + /h/)

Learner: fish

Teacher: m – a – t (/m/ + /æ/ + /t/)

Learner: mat

Teach the target sounds **m d g** one at a time using the usual four – step approach

/m/, /d/, /g/

- Listening practice,
- Repetition practice
- Independent production
- Recognition / identification
- Quickly demonstrate segmentation again orally. (Refer to Units 4 and 5 section B1 of this Teacher’s Guide).

Let learners segment several familiar words orally. For example, say words for learners to segment orally:

Teacher: dog

Learner: d – o – g

Teacher: gas

Learner: g – a – s

Teach the names of the pictures on LB page 36 and have learners sit in pairs to practise the activity orally. One says the word and the other segments it. Roles are then reversed.

Strand 2;

Sub - strand 7: Comprehension

B2 and B3 Reading

LB, pages 39 and 40



Before Reading

Remind learners that they had been giving and responding to commands and also making and responding to polite requests. Have them study the pictures on pages 37 and 38 and guess who the people in each picture are and what they are doing. Remind them about what speech bubbles are.

Review the meaning and pronunciation of the words in B2 and have learners identify them on word and sentence cards.

During Reading

Lead the main reading activity with a model reading of the bubbles on page 37 as learners listen and follow in their books or from the board. Follow up with an echo-reading session in which each pair of bubbles is read several times.

- Introduce activities aimed at promoting recognition. Example, read out words for learners to identify in the text on the board. You may also point to words/sentences

to be read out by individuals. Lead a choral reading of the text two or three times.

- Put learners into pairs to read. One reads the request and the other responds. Roles are then reversed.

After Reading

Discuss the reading activity briefly by having learners recall requests that were made as well as the responses.

Read and discuss the questions in C1 and let learners provide oral answers.

C2.

Explain the activity and demonstrate it with one or two learners. Pair up the learners to do the role-play.

STRAND 2: READING

Sub - strand 6: Vocabulary

D1. Vocabulary

These exercises aim at vocabulary consolidation.

Use word and sentence cards to review the identification of the words. Learners may also read and spell the words to each other in pairs.

D2. Explain the spelling exercise and assign learners to do it as you monitor.

STRAND 4: WRITING

Sub-strand: Controlled Writing

E1. Writing

Explain the substitution table exercise with several examples. Mount a manila card version on the board and demonstrate pointing to words as they are read.

Lead the class and groups to read sentences and then invite individuals to read sentences from the table. Learners then work in pairs to read sentences to each other.

E2. Assign learners to write sentences from the table after demonstrating it and providing further oral practice.

STRAND 4: WRITING

SUB-STRAND : HAND WRITING

E3. Demonstrate the copying exercise on lines similar to those in the Learner's Book.

Let them practise on armboards, on sheets of paper and finally do the work in their books.

Remember to check and ensure:

- Correct positioning of the book.
- Correct grip of the writing tool/pencil.
- Correct sitting posture.
- Correct placing of the non-writing hand.
- Clear and bold writing.

Remember also to provide feedback.

STRAND 6: EXTENSIVE READING

Individual Reading

Refer to Unit 3 (Extensive Reading) to conduct an individual reading session.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers.

C1. Comprehension

1. Amina (wants to sit by Ama)
2. Ama
3. Edem (wants to play)
4. Akos (has a book)
5. Ali

D2. Missing Letter spelling Activity

1. read
2. Daddy
3. Sit
4. play

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Pages 43 - 49

Workbook (WB), Pages 40 - 46

LEARNING/INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
By the end of this unit, the learner will be able to: B1.1.6.2.2 Talk about likes and dislikes: (food). B1.1.8.1.1 Use appropriate pronunciation and intonation in asking and answering Yes/No questions.	Communication and Collaboration Listening and Speaking
STRAND 2: READING	
B1.2.2.1.6 Use alphabetic knowledge to decode known words. B1.2.6.1.1 Read level-appropriate sight words and use them in sentences. B1.2.7.1.2 Ask and answer factual, inferential and applicative questions about level-appropriate texts.	Reading and Writing Skills Personal Development and Leadership Collaboration and Communication

STRAND 4 AND 5: WRITING, WRITING CONVENTION	
B1.4.2.1.1 Copy letters of the alphabet clearly.	Reading and Writing Skills
B1.4.7.1.1 Find, read and copy sentences from a substitution table.	Critical Thinking, Listening
STRAND 6: EXTENSIVE READING	

STRATEGIES

STRAND 1: Oral Language

- Discussion
- Language Drill: Substitution Drill

STRAND 2: Reading

- Modelling
- Echo-reading
- Pair/Group Reading
- Discussion

STRAND 3: Writing

- Demonstration

STRAND 4: Learning and Teaching Resources

- A Substitution table chart
- Word Cards
- Sentence Cards
- A sentence Holder
- Pictures on LB, pages 43, 44, 45, 46 and 47

STRAND 1: ORAL LANGUAGE

SUB-STRAND 6: CONVERSATION

A1. Conversation: The Food We Eat

Lb, Pages 43 - 48

In this session, your learners will be talking about food and its importance. It will be convenient to reorganise the classroom sitting arrangement. Learners sit in a semi-circle, the Community Circle Time fashion. Lead them to sing a food related familiar song (preferably an action song).

Introduce the topic and tell learners what you ate for breakfast or lunch as appropriate.

Invite each learner to respond to the question: What did you eat this morning/afternoon?

Using the structure, I ate

Ask learners to open at page 40 of their books – (Remember to assist them) and lead them with questions to talk about the picture.

They must respond to such questions as:

- What do you see in the picture?
- What do you like in the picture?
- What is this?
- Where can we see them?
- Guide learners with further questions to talk about personal issues relating to food, such as what they like to eat in the morning (breakfast), afternoon (lunch), evening (supper),
- Whom they eat with and who cooks the food they eat, etc.

Conclude by posing and discussing the question: Why do you eat? Emphasize issues like ‘food makes us grow, food makes us strong, food makes us healthy’, etc. and drill the statements.

STRAND 1: ORAL LANGUAGE

Sub - strand: Asking and Answering Questions

A2. Conversation 2. The Food We Eat.

LB, page 44

Resume the discussion on food began in the previous lesson. Learners may recall what they saw in the picture, their favourite foods, what they eat at different times of the day etc.

You may introduce a substitution drill for this stage of the lesson.

- In this session, the focus is on getting learners to be familiar with the English names of common food items. Ask them to name food items they see at home. Refer them to the picture on page 4 of their books and have them name the items listed using the structure:

This is a/an

Use the opportunity to teach the English names of the items in the pictures. Draw attention to the labels i.e, the written names of the items.

Make sketches of the first row of pictures on the board. Use the sketches to demonstrate and give practice on asking and answering “Yes” and “No” questions.

Example: Point to a picture on the board e.g ‘yam’ and ask, Is this a yam? To elicit the answer ‘Yes, it is’.

Point to another picture, e.g a bowl of rice, and ask, Is this a yam? To elicit the answer. No, it isn’t.

Introduce a Question and Answer Drill for learners to practise the two structures with additional pictures on the board. Put learners into pairs to practise with pictures on page 40 of their books. One asks a series of questions pointing to a picture each time. The answers, ‘Yes it is’ or ‘No, it isn’t’, is appropriate.

STRAND 2: READING

Sub - strand 1: Pre-Reading (Phoneme Deletion)

B1. Phonics

Topic: Phoneme Deletion

LB Unit 7

Target Sounds **o b f** /o/ /b/ /f/

- Mount the alphabet chart in front of the class to revise letters and their sounds generally. For example, groups of learners (three to four) take turns to sing the alphabet song with one of them pointing to the letters as they are named in the song on the alphabet strip/chart.
- Point to letters randomly on the alphabet chart and invite individuals to make the sound and name a word that has the sound at the initial position:
- Introduce the target sounds one at a time following the steps below.
Make the sound repeatedly as learners listen and observe your mouth.
Have the class, groups and individuals repeat the sound several times after you.
Let the class, groups and individuals make the sound on their own.

Print the letter several times with you and the class repeating the sound during the process.

- Revise blending and segmentation briefly by going through demonstration and brief practice activities.

Demonstrate sound deletion: Print a CVC word, e.g. mat, on the board and have learners make the sounds as you point at the letters and then say the word. Repeat the process three or four times. E.g

m – a – t = mat

Repeat the process, this time deleting the initial letter –

m – a – t = mat

– a – t = at

Lead the class to orally delete sounds from one-syllable words. eg

t – i – n = tin

– u – p = up

– i – n = in

b – o – y = boy

c – a – n = can

– o – y = oy

– a – n = an

b – o – x = box

c – u – p = cup

– o – x = ox

STRAND 2: READING

Sub-strand 7: Comprehension

B2 and 3 Reading

LB page 46 - 47

Before Reading

Remind learners that they had been talking about food and its importance. Tell them what your favourite food is and engage them in a substitution drill to name the food they like to eat:

Teacher; I like to eat yam and stew

Learner A: I like to eat fufu and soup.

Learners B: I like to eat rice and beans.

Learner C: I like to eat kenkey and fish.

Learner D: I like to eat rice and stew. etc.

Drill each correct response.

- Lead them to talk about the pictures on pages 46 - 47: Learners say what they see in each picture, the people, where they are, what they are doing etc. Inform learners that the pictures tell a story and have them look at the pictures more closely and tell the story the pictures together tell.

Summarize the content of the passage into a story, and as learners listen, tell them the story. Introduce and teach the meaning and pronunciation of the words in B2, using the procedure outlined in Unit 5 section B

During Reading

Listening Comprehension

As learners listen and follow in their books, read the text aloud to them. Repeat the reading. This time, after the text under each picture is read, ask one or two questions based on what has been read.

Echo-Reading.

Have learners read the text aloud after you in meaningful chunks as a class, and in groups. Lead them as a class to read the text aloud together.

- Provide activities to enhance recognition of words. For example, provide word cards. A learner picks a card, reads the word on it and also identifies it on a sentence card.
- Now have learners sit in pairs and read the passage aloud. One reads the text under the first picture. The other reads the text under the second picture etc. until the whole passage is read. Note that the teacher's monitoring role is critical in this exercise.

This will take the form of offering assistance and encouragement.

After Reading

Lead a short discussion on the passage and have learners answer simple questions based on it.

Encourage learners to ask questions or make other contributions during the discussion.

In particular, provide examples of inferential and applicative questions for learners to follow.

C. Discuss each of the questions at the end of the passage to ensure that it is well understood. In the case of category one questions, learners may be asked to show where in the passage the answer is located. In the case of the category 2 and 3 questions, the learners must be encouraged to give reasons for their answers.

STRAND 1: ORAL LANGUAGE**Sub-strand 6: Vocabulary****D1. Vocabulary**

- Introduce various activities for learners to get really familiar with these words. Let them pronounce the words, clapping the syllables and counting the number of syllables. E.g

market	ma <u>r</u> ket	=	2 claps (two syllables)
going	go <u>ing</u>	=	1 clap (one syllable)
buying	bu- <u>y</u> ing	=	2 claps (two syllables)
fish	fi <u>sh</u>	=	1 clap (one syllable)
food	fo <u>od</u>	=	1 clap (one syllable)
cooking	coo- <u>k</u> ing	=	2 claps (two syllables)
eating	ea- <u>t</u> ing	=	2 claps (two syllables)
mother	mo- <u>th</u> er	=	2 claps (two syllables)

D2. Vocabulary – High Frequency words.

This is another set of high frequency words. Put learners into small groups to take turns to read the words. Guide them in their groups to use the words in sentences.

- Have learners sit in pairs to spell the words together and to each other. Guide them with examples to use some of the words in sentences.

E1. Asking and answering WH questions (*LB, page 48*)

Remind the learners about what they had just read in section B3.

Encourage individuals to retell the story. The story may be retold in a chain. One learner tells what happened in the first part, a second continues from the second part etc. until the content of the passage is retold.

Introduce the question, “What is doing? And drill it. Learners may practise it with various things taking place in the classroom or its vicinity. The response; He/She is, may be similarly treated.

Demonstrate the activity by pairing up with a learner:

Teacher: What is Edem doing? (pointing to picture one)

Learner A: Edem is walking.

Teacher: What is Edem's mother doing? (pointing to picture 2)

Learner B: She is buying fish.

Put the learners into pairs to ask and answer WH questions.

STRAND 4: WRITING

Sub-strand 2,7: Controlled Composition

E1. Reading Sentences from a Substitution Table.

- Demonstrate reading sentences from a substitution table as learners listen and observe. Point to the words as you read them from the table mounted on the board. Point to the words as the class and groups read sentences from the table. Invite individuals to do same. As this is done, write some of the sentences on the board. Put learners into pairs to take turns to read sentences from the table in their books.

E2. Writing/Copying sentences from or substitution.

Again, mount the substitution table chart on the board and as learners observe closely, select and copy sentences from the table on the board. Have learners dictate sentences to you from the table to write on the board. Let them practise the activity on sheets of paper.

Assign them to do the exercise in their books.

E3. Copying Letters

LB, page 48.

Introduce the penmanship activity and demonstrate the correct formation of each letter carefully and boldly on lines similar to those in the learners' books. Assign them to do the copying in the exercise books.

Strand 6: Extensive Reading

Individual Reading

Inform learners it is time to choose their favourite books and read them. Get them ready e.g. Let them clean their hands and make sure their tables are also clean. Remind them about the need to take care of books and handle them carefully. Have learners say how these can be done. Display books available in the class stock of supplementary readers. Ask each child to share one or two things in the book they last read and assist them to select books.

Remind them to first look for the author's name and that of the illustrator. Check and help them to pronounce the names.

Now ask them to start enjoying their books, first looking at the pictures and finally the text. Make yourself available all through the activity. At the end, encourage individuals to share things of interest from their respective books.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

Comprehension LB, page 47

1. Edem and his Mother (are in the picture)
2. Edem's mother (is cooking)
3. Edem (is helping her)
4. They are hungry/They want to eat etc.
5. Personal/Applicative questions: Answers will vary from person to person.

E3. Copying/Writing Sentences from a Substitution Table.

Accept correct sentences such as:

1. My mother is sweeping

2. Edem is reading
3. Esi is cooking etc.

E4. Look out for clear, bold and correctly formed letters.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), pages 50 - 59

Workbook (WB), Pages 47 - 57

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.2.1.1 Listen to and recite rhymes and recite tongue twisters...</p> <p>B1.1.6.1.3 Talk about the places in the school</p> <p>B1.1.7.1.4 Listen to and produce descriptions of pictures and objects</p>	<p>Listening and Speaking Skills</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B1.2.1.2.3 Say the new word when asked to delete ... an initial, middle or final sound.</p> <p>B1.2.6.1.1 Read level-appropriate sight words and use them in meaningful sentences.</p> <p>B1.2.7.2.4 Read level-appropriate texts with prompting and support.</p>	<p>Reading and Writing Skills</p> <p>Communication and Collaboration</p>

STRAND 4 AND 5: WRITING AND WRITING CONVENTIONS	
B1.4.2.1.1 Copy letters of the alphabet clearly	Reading and Writing Skills
B1.4.4.1.1 Draw simple pictures of objects and label them	
B1.5.10.1.1 Identify and spell simple words correctly	Personal Development.
STRAND 6: EXTENSIVE READING	

STRATEGIES**Oral Language:**

- Modelling
- Language Drill: Question and Answer Drill

Reading:

- Drilling
- Modelling
- Echo-reading
- Pair/Group Reading

Writing:

- Demonstration

T/L Resources

Key Vocabulary: Names of common classroom objects

Key Language Structures:

What is this ?

This/It is a

LEARNING AND TEACHING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 6: Conversation

A. Conversation 1: In my classroom

LB, page 50.

After talking about the home; the places, things, people and activities at home, learners will now focus on their other home, the school. It is expected by the end of the unit, you would have assisted them to acquire the necessary vocabulary about the school, the places at school and the activities or what happens at school. They will also be able to learn Basic language structures to be able to talk about their school, its places particularly, and the things in their classroom.

- Remind learners about the sessions in which they talked about the home. Have them name the places, objects and domestic activities. They may also state what they do using structures and vocabulary they learnt.
- Inform learners that they will now talk about the school, particularly their classroom. Have them talk about their school briefly, stating the name of the school and its location. Help them to describe its location using the structures:

The name of my school is

My school is at/near

Drill the two structures sufficiently and have each learner answer the questions:

What is the name of your school?

Where is your school?

- Ask the learners to look round the classroom and name the items they see. You may accept names of objects in the first language but teach the English equivalent immediately.

Point to or show such fixed objects and places in the classroom as the chalkboard, floor, cupboard, ceiling etc.

Introduce and drill the questions and the instruction. “Show me the” and their responses.

‘What is this?’

You may use the Question and Answer Drill

Example of a Question Answer Drill:

Teacher: What is this? (touching the floor).

Learner A: It/This is the floor.

Teacher: What is this? (touching the wall).

Learner B: This/it is a wall.

Teacher: What is this? (touching the wall clock).

Learner C: it is a wall clock.

Teacher: What is this? (touching the cupboard)

Learner D: it is a cupboard.

- Place a table in front of the class and display several classroom objects on it.

Learners individually go to the table, pick an object, show it to the class and name it using the structure: This is a

Example:

Learner A: (picks a pencil) This is a pencil.

Learner B: (picks a book) This is a book.

Learner C: (picks a duster) This is a duster

Learner D: (picks a ruler) This is a ruler.

Note: It is important to teach the correct names of all classroom objects. All wrong pronunciations must be promptly corrected. Where necessary don't forget to drill mispronounced words and give adequate practice to individuals, groups and the class.

You may use the opportunity to label all objects in the classroom.

A1. Conversation 2

LB, page 50 - 51

In my classroom – Talking about pictures:

Remind learners about the discussions about their classroom and things in it. Invite them to name some of the things in their classroom using the structure:

There is a/are in my classroom.

Ask them to look at the picture and lead them with questions to identify the place (classroom) and the things in it.

Based on the outcome of the short discussion above, have them compare the classroom in the picture to their own classroom: they name the things that can be found in both classroom and those that can be found in one classroom but not the other.

Based on the comparison, have individuals state which of the classrooms they would prefer to study in.

- Refer them to page 47 of their books and quickly review the names of the classroom objects – the picture. Learners then sit in pairs to ask and answer questions about the objects.

STRAND 2: READING

Sub-strand 1: Phoneme Segmentation

B1.

Topic Phoneme Segmentation

LB, pages 52 and 53

Have learners play the sound ball game to revise the sounds of letters (Refer to pages 45 – 46) of this Teacher’s Guide.

Revise sound blending by having the class, groups and individuals orally blend given sounds into one-syllable words and syllables.

For example:

Teacher: I will say some sounds and you will say the sounds together

Teacher: i-n

Teacher: p-o-t

Learner A: in

Learner D: pot

Teacher: h-a-t

Teacher: p-e-n

Learner B: hat

Learner E: pen

Teacher: a-n-t

Teacher: c-u-p

Learner C: ant

Learner F: cup

- Remind learners that just as they had learnt to put sounds together, they had also learnt how to break words apart into individual sounds.
- Demonstrate sound segmentation(Refer to Units 4, 5, 6 Sec. B1 of LB) again briefly and provide activities for practice. For example, let learners segment familiar words into individual sounds.

Examples:

Teacher: I will say some words and you will say the individual sounds.

Teacher: tap

Learner A: t-a-p

Teacher: dog

Learner B: d-o-g

Teacher: sit

Learner C: s-i-t

Teacher D: p-e-t

Learner D: pet

Quickly revise the names of the objects in the pictures and have learners identify the pictures by their name on picture cards.

Demonstrate the activity, that is, say the name of the picture and immediately segment the word/name into its component sounds. Have learners sit in pairs or groups to do the exercise.

STRAND 2: READING

Sub-strand 7: Comprehension

B2 and B3 Reading

Passage: In my classroom

LB, pages 53 – 54

Before Reading

In this unit, your learners have had a lot to do and say about their school, particularly the classroom and the things in it. Ask questions to review the earlier oral lessons.

Inform learners that they will now read about a classroom. Let them take a brief look at the pictures on pages 46 and 47 again and say what they see and what they think about them.



- Revise the items of vocabulary in B2 and let them identify the words on word cards.
- Prediction: Ask learners to guess what they will read in the passage they are about to read.

During Reading

- **model Reading:** As learners listen carefully, read the passage or play it to them on an audio recorder two or three times.

Ask them to mention some of the words they heard during the reading. Have them answer simple questions such as;

Who is the teacher?

Who is in the classroom?

Who are sitting down?

Echo-Reading

Have the class and groups read the passage after you in meaningful chunks, several times.

At the end of the model reading, have learners identify words and sentences on cards. Invite individuals to pick word cards and sentence cards and read their content.

- Now lead learners in a short chorus reading session in which the text is read at least twice. Then let them sit in pairs to read together as you visit each pair to listen, assist and encourage them.

After Reading

- Lead the learners with simple questions to discuss the passage. They should name the places described, name the people in the passage, name the objects they read about and give their opinions about the classroom they have read about.
- Read and explain each question in Section C for learners to answer orally.

Remember the second category of questions requires thinking beyond the passage.

Encourage them to do this.

STRAND 2: READING

Sub-strand 6: Vocabulary

D1. Vocabulary

The activity is intended to promote vocabulary consolidation and also give practice in asking and answering WH questions.

Demonstrate the activity with a few learners and put them into pairs to do it.

D2. Vocabulary

This is another activity for vocabulary consolidation. The focus is on spelling. Put learners into pairs to read and spell the words.

D2. Vocabulary - Spelling

Explain the activity with examples. Let them first do the exercise orally in small groups and then assign them to copy the words filling in the missing letters.

E3. Drawing and Labelling

- Explain the activity and demonstrate it. Assign the learners to do it individually.
- At the end, display learners' work in the classroom and have the class go round to admire and comment on one another's work.

E3. Copying Letters

Ensure that learners come to this work with clean hands as well as clean tables/desks.

Demonstrate each letter carefully and slowly as learners observe. This should be done on the board on lines similar to those in the Learner's Books.

Let learners practise each letter in the air, on their tables/desks with the fore-finger and on sheets of paper.

Let them finally work in their books as you monitor.

Strand 6: Extensive Reading

Shared Reading

This week, consider doing shared reading with your class. In shared reading, the teacher and learners all read together from the same book, usually a big book, around which the class sit with the teacher leading and tracking words and sentences as they are read. It is usually illustrated and the letter font is big enough to be seen by all.

In the absence of a big book, you can make a poster of the story, that is, the story is neatly and boldly written out on a card board with pictures to accompany it.

First, walk learners through the pictures, then teach any critical words. You may first read the story to them and then lead them to chorus read it in the big book or the poster on the board. They may read it twice or thrice and then lead them to talk about it. Let them answer a few questions and then guide them to give simple personal responses with questions. e.g.

- Do you like the story?
- Which of the people/animals do you like? Why?
- Which picture do you like best?

Learners may draw scenes or characters of their choice.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

C. Comprehension

1. He/Edem is in the classroom
2. Amina/she is in the classroom.
3. The teacher's/Her name is Miss Adoma.
4. The pictures/They are in the classroom.
5. They are learning.
6. Miss Adoma/She is teaching.
7. Usual classroom objects especially those that appear in the picture.
8. Accept your name (even if wrongly spelt)

E1. Copying Missing Letters - Exercise

- | | | | |
|------------------|-----------------|-----------------|-----------------|
| 1. <u>o</u> ok | 2. <u>a</u> ble | 3. <u>p</u> en | 4. <u>w</u> all |
| 5. <u>ch</u> air | 6. <u>b</u> ell | 7. <u>d</u> esk | 8. <u>b</u> all |

Revision 2 LB, pages 58 - 59

Answers

A. 1. She cooks.

2. He cleans the door.

3. She washes plates.

4. She sweeps the floor.

5. He eats every day.

6. He fetches water every day.

B. Examples of Sentences

Walk to the door

Run to your friend

D. Examples of words;

a – ant

c – cat, cot

s – sun, soap

f – fox, fish

d – dog, door

b – bed, bag

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), pages 60 - 67

Workbook (WB), Pages 58 - 61

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.1.2.1.1: Listen to and recite rhymes</p> <p>B1.1.7.1.4 Listen to and produce descriptions of pictures.</p> <p>B1.1.10.1.2 Generate and select ideas on a given topic: My Friends.</p>	<p>Listening and Speaking Skills</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B1.2.7.1.1 Use illustration text clues such as title and heading to make inferences and predictions.</p> <p>B1.2.7.2 Ask and answer factual, inferential and applicative questions about level-appropriate texts.</p>	<p>Reading and Writing Skills</p> <p>Critical Thinking</p>

STRAND 4 AND 5: WRITING AND WRITING CONVENTION	
B1.4.2.1.1 Copy letters of the alphabet clearly.	Reading and Writing Skills
B1.4.3.1.3 Write words using both lower and upper case letters.	Personal Development.
B1.4.4.1.1 Draw pictures of peers and use invented spelling to write about self.	
STRAND 6: EXTENSIVE READING	

Strand 1: Oral Language

- Modelling
- Demonstration
- Drilling
- Pair Work

Strand 2: Reading

- Modelling
- Drilling
- Echo-reading
- Chorus Reading
- Word Matching
- Group/Pair Reading

Strand 3: Writing

- Demonstration

Teaching and Learning Resources

- Word cards
- Sentence cards
- Pictures on LB page 55 - 59

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 2: RHYMES

A1. Oral Language

LB, Page 61

Rhyme: Today

Lead learners to recite one or two familiar rhymes and sing an action song or two. Follow the procedure outlined in Unit 1 Section A page 3 of this Teacher's Guide to teach and provide practice on the new rhyme.

STRAND 1: ORAL LANGUAGE

Sub-strand 6,7: Conversation, Describing pictures

Topic: My Friends

In this unit, learners resume talking about the people around them. They had previously talked about their parents and siblings. Remind them about this and have them say a few things about these people by guiding them with questions.

Example:

Teacher: My father's name is Mr. Oko.

What is your father's name?

Learner: My father's name is

- Let them know they will now talk about their friends. Lead them to sing one or two action songs including, 'Oh My name

As learners listen and observe, engage in the dialogue below with a learner you have prepared for it:

Teacher: Whom do you come to school with?

Learner: I come to school with Ama.

Teacher: Whom do you play with?

Learner: I play with Ama.

Teacher: Why do you play with Ama?

Learner: Ama is my friend.

Repeat the demonstration and explain simply to learners that apart from our parents, siblings and other relations, there are others who like us very much and we like them. Some of them are our friends.

Introduce and teach the following structures through drilling:

Q. Do you have friends?

A. Yes, I have friends.

Q. How many friends do you have?

A. I friends.

Put learners into pairs to practise these questions and their responses.

- Introduce and teach other related questions and responses similarly. These include:

Q. What is your friend's name?

A. My friend's name is

Let learners take turns to tell who their friend(s) is/are.

Finally, demonstrate introducing a friend with a learner and put them into groups to do the same.

Teacher: (holding, touching a learner) This is my friend, His/her name is

Describing Pictures

LB, pages 60 and 61

Remind learners that they had been talking about their friends and have each respond to the question. "What is your friend's name?"

Inform them that they will talk about some friends. Have them look at the picture on page 55 and say what they see, using the structure: I see

- Explain the speech bubbles, simply and ask learners to tell what the people are saying, who they are and how they are probably related. (They are friends)

Read the title for learners to repeat a few times and lead a discussion for them to come out with what they do with their friends using the structure:

I with my friends.

- Have learners now look at the picture on page 56 and lead them with questions to talk about it. The questions should elicit;
 - Who they think the people are (friends)
 - Where they are, (at the park)
 - Why they are there, (to play)
 - What they are doing (playing games etc.)

They may now say which of the activities they also do with their friends.

- Draw learners' attention to the fact that the children at the park are playing and none is fighting, quarrelling or causing harm to anyone. In the same way, they must also not engage in any such acts against their friends. On the other hand, they and their

friends must do things that are useful and make them happy such as playing games and visiting the library, learning together etc.

STRAND 2: READING

Sub-strand 2: Phoneme Substitution

B1. Phonics

Topic: Phoneme Substitution

Learner's Book, pages 62 and 63

Introduce activities to revise the names and sounds of the letters of the alphabet particularly **j** **w** **i**.

Have learners identify randomly named letters. Three learners stand in front of the class. One picks a letter card from among cards turned upside down, and names the letter, the second makes the sound of the letter and the third gives an object whose name begins with the sound of the letter. Another group takes its turn. This continues until all learners have had their turns.

Now focus on the sounds /j/ /w/ /i/. Teach these sounds following the four -step approach.

- Listening
- Repetition/Practice
- Independent production.
- Recognition/Identification

Revise blending briefly with the first part of the section.

Phoneme Substitution.

- Provide simple activities to revise sound/phoneme blending, segmentation and deletion. Mount a poster of Learners Book page 58 on the board and demonstrate phoneme substitution. Explain simply that the task is to replace or change one of the sounds of a word in order to form another word. Let them know that the pictures are there to assist them. Lead the class to do the exercise orally on the poster. Note that in the absence of a poster, sketches on the board will serve a good purpose.
- Let learners sit in pairs or small groups to practise the activity orally.

Still sitting in their groups or pairs, ask them to look and listen as you repeat the word 'is' two or three times. Then ask them to tell you how many sounds they heard (two). Ask them to make the two sounds /i/ and /s/. Ask them to listen again as you now say the word 'in'

Learners say what happened: the letter/sound **s** has been replaced with **n**. Now ask them to tell you what the word becomes if **n** is also replaced with **f**. Repeat with several words and phonemes.

STRAND 2: READING

Sub-strand 7: Comprehension

B2 and B3: READING

Learner's Book, page 64

Before Reading

Remind learners that, they had been talking about their friends. Have them recall what friends must do together and what they should not do. Have them point to the title of the text and read it. Have them repeat the title a few times and look at the accompanying pictures as well as the picture in Section A again briefly. Based on the title and the pictures, ask them to try and guess the content of the text.

- Next revise the meaning and pronunciation of the items of vocabulary in B2: Drill the words again and have learners clap the syllables in each word as it is pronounced.



During Reading

- **Model Reading**

As learners listen carefully and follow from the board (If you decide to mount a poster of the text on the board) or in their books, read out the text or play a recorded version to the learners two or three times.

- **Echo-Reading**

Have the class and groups read the text after you in meaningful chunks several times. Follow this up by asking the class to read the passage together twice or thrice. Now have individuals read given words and sentences from the passage.

- Point to words/sentences in the passage for learners to read out.
- Individuals pick a word/sentence card, show it to the class and read out the word or sentence to the class.

- **Pair Reading**

Put learners into pairs to read the text together in their books as you monitor. Listen to individuals as you move round. They will also need your assistance and encouragement.

While Reading

- Choral Reading: Lead the class to do a brief choral reading of the text.

After Reading

Lead a brief discussion of the text and guide them with questions to recall words and names they had read, and also make simple statements about what they had read in the text.

Discuss the questions in each of the three sets of questions and have learners answer them orally. Encourage learners to show where an answer can be found, or read out the answer.

You may also encourage them with examples to express personal opinions about the text. They say whether or not they have enjoyed the passage and why. Encourage them also to ask different kinds of questions including inferential ones about what they do not understand etc.

Note: They are to be guided by examples to do this without necessarily using the word inferential.

STRAND 2: READING

Sub-strand 6: Vocabulary

D1. Vocabulary Consolidation

Revise the meanings and pronunciation of the listed words and have learners practise spelling the words in pairs.

D2. These words constitute another set of High Frequency and sight words. They are words that learners encounter frequently and which they must master. Play several games with the words including, “I am searching” T.G page 333 Let them also use the words in sentences.

D3.

Here also the focus is on consolidating vocabulary they have acquired.

Demonstrate the matching exercise and lead the class to do the first few orally. Put them into small groups of 3 - 4 to match the parts of words. Discuss the exercise and use learners/ groups' answers to copy the words on the board. Let them copy the words derived from the matching activity.

Introduce one or two word identification activities like word matching. Individuals match the words on the board with counterpart word cards.

friends

happy

Saturday

park

friends

happy

Saturday

park

STRAND 5: WRITING CONVENTION**Sub-strand 1: Write/Use Capital letters****E.1 Names of People**

Have learners individually search for names of people in the passage and dictate the names for you to list on the board.

Let them read the names and once again identify them in the passage. List the names on the board and draw learners' attention to the initial letter of each of the names and say what they observe . Demonstrate writing the names and assign learners to copy the words.

STRAND 4: WRITING**Sub-strand 4: Drawing****E.2. Drawing**

Have learners study the picture on page 55 and lead a brief discussion on it, focusing on what the friends are doing. Explain the drawing activity briefly and assign learners to do it in their books.

STRAND 4: WRITING

Sub-strand 2: Copying Letters

E3. Copying Letters

LB pages 67

Rule lines similar to those in the Learner's Book and as the learners observe carefully, demonstrate the correct formation of the target letters one at a time. Draw attention to where the letter begins. The hand movement required and where the letter ends. Let learners practise by writing in the air and on sheets of paper.

Assign them to do the exercise in their books.

STRAND 6: Extensive Reading

Read Aloud

This week, as in Unit 5, select a simple picture story to be told/read to the class.

- Follow the procedure outlined in Unit 5 to present the story.
- Encourage learners to retell or mime parts of the story.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers:

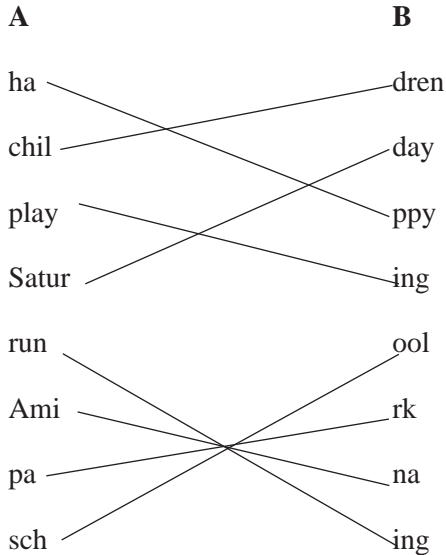
Section C: Comprehension

1. Edem is at the park.
2. Amina is at the park.
3. No.
4. Yes.
5. They/The children are playing.
6. They want to play.
It is Saturday. They did not go to school.
7. They like what they are doing.

They are playing.

8, 9 and 10. These are personal applicative questions and all reasonable answers should be accepted.

D3. Matching Exercise



The Words

happy	running
children	Amina
playing	park
Saturday	school

EI.

Names of People

Edem

Amina

Evans

Abena

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB), pages 68 - 75**Workbook (WB), Pages 62 - 65***LEARNING/INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.6.1.4 Use a wide variety of words to describe events and situations.</p> <p>B1.1.7.1.4 Listen to and produce description of pictures</p>	<p>Reading and Writing</p> <p>Personal Development</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B1.2.2.1.6 Use alphabetic knowledge to decode known words.</p> <p>B1.2.7.1.1 Use illustrations, text clues and context to make inferences and predictions.</p> <p>B1.2.7.1.2 Ask and answer factual and inferential and applicative questions about level – appropriate texts.</p>	<p>Reading and Writing</p> <p>Personal Development</p>

STRAND 4 AND 5: WRITING, WRITING CONVENTION	
B1.4.2.1.1 Write letters of the alphabet.	Reading and Writing Skills
B1.4.4.1.1 Draw pictures of persons.	Personal Development.
STRAND 6: EXTENSIVE READING	

Strategies

Strand 1: Oral Language:

- Modelling/Demonstration
- Language drills: Chain Drill
- Role-play

Strand 2: Reading

- Modelling
- Drilling
- Echo-Reading
- Individual/Pair Reading

Strand 4: Writing

- Demonstration
- Materials
- Pictures on pages 68 and 70
- Word cards
- Sentence Cards

Key Vocabulary: Christmas, New Year, happy, gifts, balloon, toy.	Key Structures: Merry Christmas, Happy New Year, Many happy returns of the day
---	--

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 1 – Singing

A. Songs: Familiar Christmas and other Festival Songs

Lead a brief discussion on festivals and other similar occasions like Christmas, New Year, Eid ul Fitr, etc.

Ask learners to say what they like about such occasions and what they do. Remind them that such occasions are characterized by drumming, singing and dancing.

Have learners recall popular and familiar songs that mark the occasion and lead them to sing such songs and dance if need be.

You may play such songs on tape and invite learners to join in the singing and dance to the tune of the music.

You may invite individuals to sing their favourite songs.

Ask learners to name special days or festivals they know or have heard about.

Remind them of such occasions as festivals like Christmas, New Year Idul-Fitr, Damba, Akwasidae etc.

Remember to have learners name occasions celebrated in their particular area.

- Introduce Christmas as the topic for the day and invite learners to say what they know or have heard about Christmas. Lead a short discussion for learners to talk about what Christmas is, who celebrate Christmas, why Christmas is celebrated.
- Have the discussion focused on what happens during Christmas. Ask them to tell what they do during Christmas in response to the question. What do you do on Christmas day?

To elicit such responses as:

I wear a new dress.

I go to church.

I eat good food.

I go to a party.

I receive gifts.

- Create several situations to revise daily and other greetings. Examples:

Teacher: It is morning at home. I'm your father. Come and greet me.

Learner: Good morning, Daddy.

Teacher: Good morning, how are you?

Learner: I am fine, thank you.

2. It is morning. You are ready to go to school. Esi is your mother.

What will you tell her?

Learner: Goodbye, Mother.

Esi: Goodbye, Sulley.

3. This is Abiba. Abiba is your mother.

It is night and you want to go to bed. What will you say to Abiba? (your mother)

Learner: Good night, Mother.

Abiba (mother) Good night, have a sound sleep.

Inform learners that special occasions like Christmas have special greetings. Introduce and give practice on Christmas greetings. For instance, put up a few flowers and Christmas decorations to create an atmosphere of the occasion. Introduce and give practice on greetings such as (I wish you) Merry Christmas!

Response: (I wish you) many happy returns of the day. Drill the greeting and its response. Go round the class to greet individuals and have them respond appropriately. Introduce a chain drill in which learners greet and respond to the greeting round the class.

STRAND 1: ORAL LANGUAGE

Sub-strand 2: Conversation

Christmas is here again.

Talking About Pictures.

LB, page 68.

-
- Play one or two popular carols on a compact disc (CD), pendrive or phone and have learners join in. Briefly discuss the message of the story.

Review the discussion on Christmas and have learners sing a carol or two or any songs related to special occasions. Inform learners they will continue the conversation on Christmas by talking about pictures.

Let them look at the picture on page 62 and name whatever they see using the structure.

I see

I can see

- Use the opportunity to teach such words as Father Christmas, balloon, flower, gift, toys. Drill the words and use the pictures on the page to teach their meaning.

Lead learners with questions to say what is happening in the picture. Draw attention to the gift boxes and ask learners to guess what will happen to them. Use the occasion to tell the story of Father Christmas. Draw attention to the speech bubbles, for learners to read or guess what it says and revise the Christmas greeting and its response.

STRAND 2: READING

Sub-strand 1: Phoneme Substitution

B1. Phonics

Topic: Phoneme Substitution

LB page 69-70

W.B. 62

Revise the sounds and names of the letters of the alphabet focusing on **f d h**. Refer to Units 8 and 9, sections B1 for examples of activities to use.

- Revise blending using the activity in the first part of the section.

Note that in this exercise, learners do not have the written names of the pictures to guide them. They have to depend on names of the objects/animals in the pictures.

You need therefore to teach the names thoroughly and guide them to make each component sound separately before blending them into the word/name.

f – a – n fan /f/ + /æ/ + /n/

d – o – g dog /d/ + /ô/ + /g/

h – e – n hen /h/ + /â/ + /n/

- Revise phoneme substitution as introduced in the last lesson – Unit 9, B1. Mount the poster of the second part of the section and explain it simply. For example, show by demonstrating that by changing or replacing the first letter/sound of the word **ball** from **b** to **c**, a new word **call** is formed.

Provide several similar examples and lead the class to do the exercise orally from the chart. Let learners then sit in pairs or groups to do it orally in their books. Note that close monitoring is required.

STRAND 2: READING

Sub-strand 7: Comprehension

B2 and B3 Reading

LB pages 70 and 71

Before Reading



Remind learners about the discussion about Christmas. Have them recall what they can about Christmas especially;

- why Christmas is celebrated.
- who celebrate Christmas.
- what happens during Christmas and the Christmas greeting and response.

Read out the title of the passage to learners, print it on the board and have learners repeat it a few times. Remind them of the Father Christmas story and ask them to name what they wish Father Christmas would bring them at Christmas.

Have them also take a look at the picture accompanying the passage and lead them with questions to describe it.

- Based on the discussion, the picture that accompanies the text and the title, ask learners to try to predict what they will be reading about in the passage.
- Revise the items of vocabulary listed in B2; revise their pronunciation, meaning and provide one or two word identification activities.

During Reading

Model the passage: You may either read it aloud 2 -3 times or play an audio tape of it as learners listen and follow from the book or from the board.

Echo-Reading: Let learners read after you as a class and in groups two-three times.

Chorus Reading: Lead the class to chorus -read the text a number of times.

Word/Sentence Identification

- Point to a word/sentence in the passage for the class, groups or individuals to read.
- Individuals read words and sentences on word/sentence cards.
- Read out a word /sentence for individuals to identify in the text.

Pair Reading Aloud

Put learners into pairs to read aloud together. You may encourage them to track the words as they read; that is, they point to the words with a finger or other objects as they read. After a while, they take turns to read to each other.

Note that pair reading requires close teacher monitoring for the purposes of offering assistance and encouragement when it is required.

After Reading

- Discuss the passage briefly with learners by having them recall words they read. They may also have to remember what they read about Father Christmas. You will then ask them for specific information from the passage.
- Read out each question and explain it to learners and have them answer orally. Remember to treat each of the three categories of questions as required.
- Finally, have learners express personal opinions about the passage. They may say whether they like the story or not, what they specifically like or do not like and why.

Sub-strand 6: Vocabulary

D. Vocabulary Consolidation

Explain the spelling activities and let them do it in pairs. They read the words together.

While one looks on the list, the other spells the first word. They then change roles. They do this repeatedly for all the words to be spelt several times by each of them.

STRAND 4: WRITING

Sub-strand 1,3: Drawing

E1. Drawing

Have learners take a close look at the two pictures of Father Christmas and decide which to draw.

Explain the exercise; they will draw Father Christmas and colour it. Provide materials and set them to work.

Remember to monitor the activity closely. At the end, hold a mini exhibition of learners' work by displaying them to be admired by themselves and others such as learners from other classes.

E2. Copying Letters

Introduce the activity by showing learners well printed samples of the letters they are about to write.

- Demonstrate each of the target letters on the board on lines similar to those in their penmanship books. Invite the learners to observe carefully the point the letter begins from, the hand movement that executes it and the point at which it ends.
- Have learners practise by writing in the air, and writing on sheets of paper.
- Assign them to do the work.

Strand 6: Extensive Reading

Read Aloud

The teacher or other experienced reader reads aloud a text to learners. Learners listen and take part in pre- and post-reading discussion and other activities geared towards comprehension and appreciation.

Note that learners may listen to/view a story on a computer app such as playhouse, Moral Stories if the facility exists.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers:

1. Father Christmas
2. Merry Christmas
3. Happy returns of the day
4. To give out gifts (to good children)
5. Good children.
6. During Salla.
7. The answers here are personal and apply to learners differently.
8. Accept any reasonable response.

TEST YOURSELF

- This section presents activities for learners to do as self-assessment.
- Explain each exercise carefully and where there is the need, demonstrate it.
- Assign them to do each activity allowing sufficient time for the execution of the task.
- It is necessary that, as each set of exercises is being done, the teacher's presence is ensured so that learners' difficulties can be addressed.
- After learners work has been assessed, it is essential that there should be a feedback session where they are commended and where necessary attention is drawn to their weaknesses and how to overcome them.

Answers To Self-Assessment

- A. 1. b 2. t 3. h 4. c
5. b 6. f 7. b 8. h

B. Reading Words.

Ensure correct pronunciation of the words.

C. Word- Picture Matching

1. table 2. chair 3. house 4. desk 5. book

D. Letter – Sound- Object Association

Objects and where they can be found.

1. (A standing fan) home 2. (A bell) school 3. (A pot) home
4. (A cat) at home 5. (A standing fan) at home
6. (A book) at school/at home 7. (A bed) at home
8. (A lid) at home 9. (A board) at school.

G. Where people are:

E.

1. cooking
 fetching water
 cutting
2. drawing
3. eating

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB), pages 76 - 82**Workbook (WB), Pages 66 - 70***LEARNING/INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.6.1.3 Talk about their school and places (activities).</p> <p>B1.1.7.1.4 Listen to and produce descriptions of pictures and objects.</p>	<p>Listening and Speaking</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B1.2.2.1.1 Orally blend two or three sounds to form one-syllable words.</p> <p>B1.2.7.1.2 Ask and answer inferential applicative and factual questions about level-appropriate texts.</p> <p>B1.2.2.1.6 Use alphabetic knowledge to decode new words.</p> <p>B1. 2.9.1.1 Recognise one hundred and twenty sight words including content words.</p>	<p>Reading and Writing Skills</p> <p>Personal Development</p>

STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.7.1.1 Find, read and copy sentences from a given substitution table.	Reading and Writing Skills
B1.4.7.1.2 Write a simple composition using a substitution table.	Communication and Collaboration Critical Thinking and Creativity
B1.5.4.1.1 Use the present tense of verbs to describe habitual actions	
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES

Strand 1: Oral Language.

- Language Drill: Question and Answer Drill (in a chain)
- Field trip

Strand 2: Reading

- Demonstration
- Modelling
- Echo-reading
- Group/Pair Reading
- Individual Reading

Strand 4: Writing

Demonstration

Teaching and Learning Resources

Pictures on LB, pages 76, 78, 72 and 79

- Word cards
- Letter cards
- Sentence card
- A substitution Table Chart

Key Vocabulary: March, read, write, colour, play, computer.

Teaching and Learning Activities

STRAND 1: ORAL LANGUAGE|

Sub-strand 6,7: Convention, Picture Description

A1. Conversation: School Activities

In this unit, your learners return to talking about activities. They had previously talked about activities that take place in their homes. Have learners recall the discussions and respond to the questions.

What do you do at home?

This may take the form of a chain drill round the class. Example;

Teacher: What do you do at home?

Learners A: I bath at home (Turns to learner B)

Learner A: What do you do at home?

Learner B: I eat at home (Turns to learner C)

Learner B: What do you do at home?

Learner C: I learn at home (Turns to learner D)

Learner C: What do you do at home?

Learner D: I play at home (Turns to Learner E)

Learner D: What do you do at home?

It continues until every learner has had a turn to ask and respond to the question.

Think – Pair – Share

- Commend the learners for their efforts and inform them that they will now talk about what they do at school. Have learners, in pairs, reflect about the topic, ‘What we do at school’ and remind each other about what they do at school.

Lead the class with questions and examples to name and talk about common school activities. They may state these activities in the local language. Accept such effort and promptly teach the English equivalent.

Example:

Teacher: When do we come to school?

Learner A: We come to school/We come at 8 O’clock.

Teacher: What do we do before we have morning assembly?

Learner B: We sweep the compound.

Learner C: We sweep the classroom.

Learner D: We clean our tables and chairs.

Teacher: What do we do at morning assembly?

Learner E: We pray.

Learner F: We sing.

Learner G: We greet the teachers.

Learner H: We greet our friends.

Learner I: We march.

Note that it may be necessary to drill some of the words and the structure.

- Invite individuals to demonstrate these activities. For example, invite a learner to sweep. As he/she sweeps, ask.

What are you doing?

Teach the response, “I am sweeping”, and have several learners perform different activities and respond to the question.

Put learners into pairs. One performs an action/activity, the other asks the question “What are you doing” to elicit the response.

“I am” Then reverse roles.

Repeat the process to teach and give practice on the structures.

“What is he/she/Ama doing”

He/she/Ama is

You may introduce other pronouns like ‘we’ and ‘they’ to go with the structure.

Examples:

We are sweeping.

They are marching.

Remember to extend the discussion to cover classroom activities like reading, singing, drawing, writing and any other activities.

Conversation 2 (A2)

Talking About Places at School.

Remind learners that they had previously been talking about the home, especially the places at home. Remind them that they had also talked about their school, and have them recall the discussion on their classroom by naming classroom objects.

Field Trip

Inform learners that they will now talk about other places in the school. Take them on a short field trip to key places in the school, particularly, the office, the canteen, the library,

toilet/urinal etc. At each place, ask them to note carefully what they see and what they hear because they will talk about the trip.

Back in the classroom, lead the learners with questions to talk about each place:

- Where it is.
- The people at the place.
- What things are found at the place.
- What happens at each of the places.
- Whether or not they also sometimes go to the places.
- What they do at the places they go to etc.

For example: The Office

Q. Where is the school office?

A. The school office/It is near

Q. Who is in the office?

A. The Headmaster/Headmistress

Q. What is in the Office?

A. There are many books.

There is a wall clock.

There are many books etc.

(Note: It is necessary to organise the field trip before the lesson in order to save time.)

Have the class, groups and individuals respond to each of these questions.

A2. Ask learners to look at the pictures on page 71 of their books and then allow them some time to study them. Lead them with questions to talk about the pictures.

Examples:

Teacher: Look at Picture 1. How many people are in Picture 1?

Learner: There are two people.

Teacher: What are they doing?

Learner: They are reading.

Teacher: Look at picture 2. How many learners are in picture 2.

Learner (2) There is one learner.

Teacher: What is the learner doing.

Learner (s). He is drawing.

Put the learners into pairs to ask and answer questions about the pictures.

STRAND 2: READING**Sub-strand 2,1: Phonics****B1. Phonics****Topic: Sound Blending**

In this unit, learners return to sound blending. The focus letters are V and U.

Introduce the two, one at a time, following the usual four-step procedure of having learners listen and observe you as you produce the sound a number of times. You will then drill the sound by having the class, groups and individuals repeat it after you.

Next, let them independently pronounce the sound. A learner, for instance, picks the letter card, shows it to the class and then makes its sound. Learners next identify the letter on the alphabet strip or an alphabet chart or on letter cards.

- Remind learners that they had learnt to put sounds together into words and demonstrate blending with VC (vowel-consonant), CVC (consonant – vowel – consonant) etc. words: on the board. For example:

a – n blends as **an**

i – s blends as **is**

c – u – p blends as **cup**

b – u – s blends as **bus**

Lead the class to blend several of such words orally.

- Mount a chart of the phonic exercise on Learner’s Book, page 72 on the board.

Explain it: they are to sound out each letter and blend them into words.

- Let them sit in small groups or pairs to do the exercise in their books orally.

STRAND 2: READING**Sub-strand 7,9: Comprehension****What we do at School**

Learners Book, pages 80

Before Reading

Remind learners that they had been talking about things they do at school and have them name some of the school activities. Tell them they will now read a “story” about what two children do at school.



Lead learners to describe the picture on page 79

Have them name what they see, the number of persons, their clothes, what they are doing, the bus, its colour, size, number etc.

Ask them to guess where the two children are going and what they are going to do.

- Based on the discussion and the picture accompanying the text, ask learners to guess what the story will be about.

Follow the procedure outlined in Unit 3, section B2.3 to teach the meaning, pronunciation and recognition of the words in B2.

During Reading

- Model Reading:

Do a model reading of the text a number of times as learners follow from their books or from a poster of the text mounted or copied out on the board.

- Chorus Reading

Lead the class and groups to chorus-read the passage a number of times.

- Word and Sentence Recognition

Engage learners in some recognition activities. For example, read out words for learners to identify on word and sentence cards and in the passage. Learners may also, in a lucky dip fashion, pick word/sentence cards, show them to the class and read them out.

- **After Reading**

Lead a discussion of the passage and have learners answer a few questions orally. They may also give their personal impressions or opinions about the passage.

They may also be guided to compare what happens in their school to the school they had just read about.

C. Comprehension:

Read out each question, ensuring that it is well understood, and have learners answer orally. Encourage a mini debate on the category 2 question which is more or less inferential.

As usual, the category 3 questions, except question 8, are personal and all reasonable answers may be accepted.

STRAND 2: READING

Sub-strand 6: Vocabulary

D1. Have learners sit in pairs to read the words listed and practise spelling them orally.

D2. High Frequency Words

As before, introduce simple vocabulary games e.g Say and Keep, to revise the words and use the words in sentences.

STRAND 5: WRITING CONVENTION

Sub-strand 4: Action Words

E1. Using verbs in the Simple Present Tense.

LB, page 81

Revise the oral activities briefly by having individuals respond to the question

- What do you do at school? Write some of their responses on the board and lead the class to read them out.
- Explain the substitution table exercise to learners and demonstrate it. Individuals then take turns to read sentences aloud from the table.

E.2 Again, demonstrate the activity with a number of examples and assign learners to do it as you monitor closely.

STRAND 4: WRITING

Sub-strand 7: Controlled Writing

E.3. Composition

In this exercise, your learners will write a simple composition on the topic, What I do at school, from a substitution table.

Review Sections E1 and E2, and lead them to repeat E1 and E2.

Let them read the several sentences from the table after you have once more demonstrated it. Explain what they have to do, and model it on the board. Let them practise on sheets of paper and then do it in their books. Once again, the activity will benefit from your close monitoring as this is the first time they will do this kind of activity.

Ask them to look at what they have written, read it carefully to make sure that it is exactly what they want to copy from the table.

Sub-strand 2

E.4. Copying Words.

On lines similar to those in the Learners' Penmanship Books, demonstrate the activity on the board, stressing such aspects as good spacing of words, alignments of letters, clearness and boldness. Have them practise on sheets of paper and assign them to do the exercise.

Strand 6: Extensive Reading

Individual Reading

This week, organise your class to select books from the class stock of supplementary readers. Help each child to select a level-appropriate book.

Take them through the required pre-reading activities such as looking closely at the covers to identify the writer and the illustrator.

Let them study the pictures closely and discuss same with their partners. Visit those who have books with text to assist and encourage them.

Let learners share things of interest from their books with the class.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers:

Reading

Cat 1.

1. Oko and Akwetey.
2. They sing (at school)

They march (at school)

They write etc.

3. They/The children have bags

Cat 2. (They like their school because)

They play games.

They read.

They sing etc.

Accept it even if a learner states just one of the many activities listed.

Cat 3.

1. Accept usual school activities.
2. Accept any reasonable response.

E1 and E2 Examples of expected sentences:

I sing at school.

We read at school.

All of us draw at school.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Pages 83 - 90

Workbook (WB), Pages 71 - 80

LEARNING/INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.3.1.1 Listen to stories to identify characters with their roles.</p> <p>B1.1.4.1.2 Retell short stories.</p>	<p>Listening and Speaking, Cultural Identity and Global Citizenship.</p> <p>Communication and Collaboration</p> <p>Cultural Identity and Global Citizenship</p>
STRAND 2: READING	
<p>B1.2.2.1.1 Identify the alphabet in order.</p> <p>B1.2.7.2.5 Use a variety of comprehension Strategies.</p> <p>B1.2.9.1.1 Read short and simple sentences at a good pace</p>	<p>Reading and Writing Skills</p> <p>Personal Development</p> <p>Communication and Collaboration</p>
STRAND 4,5: WRITING, WRITING CONVENTION	
<p>B1.4.7.1.3 Match parts of sentences to compose meaningful texts.</p> <p>B1.4.7.1.3 Find, read and copy sentences from a substitution table.</p>	<p>Reading and Writing Skills</p> <p>Personal Development</p> <p>Critical Thinking</p>
STRAND 6: EXTENSIVE READING	

Strategies

Strand 1: Oral Language

- Narration
- Modelling

Strand 2: Reading

- Modelling
- Group Reading
- Echo-reading
- Language Game: The Search.

Strand 4: Writing

- Demonstration

Learning Resources

Oral Language.

Picture on LB, pages 83 and 84

Reading: word cards, alphabet cards

Writing: A substitution table chart

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 3: Stories

Story: An Accident at Home

LB, page 83

WB page 71

-
- Re-organise the classroom setting by getting learners to sit in a semi-circle. Inform them that they are about to listen to a story. Have them say a rhyme or two and sing an action song with the accompanying dance. Ask them to recall a story they had heard and name the characters.
 - Ask them to look at the picture on page 76 of their books and lead them to discuss it briefly: they state what they see in the picture, the place, the people and what they are doing. Tell them the title of the story they are about to hear and write it boldly on the board.
 - Lead a brief discussion on the title and explain the word '**accident**'. Based on the title and the picture, ask learners to try to guess what may happen in the story.

As the learners listen, present the comprehension passage in Section B3 as a story which may begin like this:

“Once there lived two children. Their names were Ali and Alima. One Saturday, their mother went to her shop. Their father went to the farm

Repeat the story once or twice more and lead a discussion on it.

Focus the discussion on learners naming the characters, what they did (event) and the setting/ place of the events, that is, what happened at the beginning, the middle and at the end.

Post-Presentation

- Let learners answer simple questions based on the story. They may also express opinion about the characters and the story as a whole.
- Have individuals retell the story in small groups.
- Ask learners to draw a scene from the story e.g Alima jumping from a window.

STRAND 2: READING

Sub-strand 2: Phonics

B1. Phonics

Topic: Letters – their names and sounds

-
- Have learners sing the alphabet song and do one or two chants to revise the names and sounds of letters.
 - Mount the alphabet strip on the board and explain simply that every letter has its place among its “friends” i.e , some come before and some come after others. Let them sing the alphabet song again with you pointing to letters as they are named in the song.
 - Now point to the target letters on the board and revise the names one after the other beginning from a – f. Drill the sounds and have learners identify the letters on the alphabet strip.
 - Introduce one or two language game activities for learners to identify the letters and their places in the alphabet sequence. For example, they may play the game “The Search”. Refer to page 333 of this Teacher’s Guide for how to play the game. Learners may also do letter matching. Individuals match letter cards with their counterparts on an alphabet chart, alphabet strip or printed on the board.
 - Let learners do the exercises on LB, page 75.

STRAND 2: READING

Sub-strand 7: Comprehension

LB, page 85

- **Before Reading**



Have learners recall the story “An accident at Home”

They again name the characters, the events etc. Inform them that they will now read the story. Draw their attention to the accompanying picture and have them describe it based on the story they have heard.

Introduce and teach the vocabulary items in B2: As usual, teach the meaning, pronunciation and provide recognition activities. Model forming sentences with the words e.g.

‘jumping’ – Alima is jumping from the window.

Have individuals form sentences with the words.

- **During Reading**

- **Model Reading**

As learners follow in their books or a poster of the text mounted on the board, read the text aloud two or three times. Have them mention words or sentences they heard as you read.

- **Echo-reading**

Introduce an echo-reading session in which the class and groups read the text after you a number of times.

- **Chorus Reading**

Follow up by leading the class and groups to read the passage together a number of times.

- **Word/Sentence Recognition**

Display word and sentence cards face down in front of the class. Individuals pick a word card or a sentence card and show it to the class, then read its content aloud. This may be played like a game among teams in which a correctly read word or sentence earns points.

- **Group Reading Aloud.**

Learners now sit in small mixed ability groups and take turns to read aloud.

After Reading

- Lead learners to discuss the passage read. Learners may be encouraged to make comments about the text stating what they like or do not like about it, pointing out/ reading their favourite sentences etc.
- Read out each question in section C, explain it, if necessary, have learners give oral answers. Remember to treat the category 2 and 3 questions appropriately.
- Encourage learners to ask similar questions based on the passage.

STRAND 2: READING

Sub-strand 6: Vocabulary

Vocabulary Consolidation Activities

LB page 86 - 87

D1, 3, 4

In each case, explain the activity simply and demonstrate it with several examples. Let learners work in pairs and small groups to practise each before assigning them to do them individually.

D4. Learners again meet a group of high frequency and sight words.

Introduce a game or two, e.g. Read and Keep, to revise the words. Let learners also use the words in sentences.

In each case demonstrate the activity well.

STRAND 4: WRITING

Sub-strand 7: Controlled Writing

E1. Writing: Sentence Part Matching

In this exercise, learners have to match the beginning of sentences with their correct endings.

- Have learners read each sentence a number of times. Explain the exercise with several examples. Demonstrate the activity by leading the class to do the first one.

Assign learners to do the rest.

E3. Reading and Writing Sentences from a substitution table

- Mount a chart of a similar exercise on the board. Explain reading sentences from a substitution table and demonstrate it with the sample chart on the board. Lead learners to chain-read sentences from the chart.
- Have learners read sentences from the table and write the sentences they read. Explain that they have to do same and assign them to execute the task.

Revision 3

LB, pages 88- 89

These are revision exercises.

Explain each set of the activities just before learners do it. Demonstrate it with examples and allow them adequate time to complete each task.

After you have gone through learners' work, it is necessary to give them some feedback and commend them for their effort.

Where you find it necessary, you may need to re-teach a particular activity or put in place some remedial work to correct the situation.

STRAND 6: EXTENSIVE READING

Shared Reading

The teacher reads aloud to children from a big book which all the children can see. During reading, the teacher points to or slides his/her hand under the words so that the children can see and follow. In the absence of a big book, the text may be written out boldly on the board or on manila or similar cards.

The imported thing is that all learners should be able to see/read/follow from their text.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers:**C. Comprehension****Cat 1**

1. There are 2 (two) people.
2. The boy's name is Ali.
3. The girls name is Alima.
4. They are playing.
5. Alima is jumping

Cat 2

6. No (it is not good to jump from a window)
7. One can be hurt.
8. Accept any reasonable answer.

Cat 3. Answers will vary from person to person. Accept all reasonable answers.

D2.

Spelling:

home

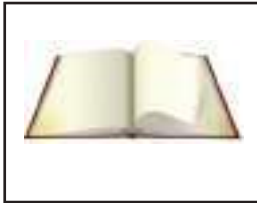
playing

jumping

window

fall

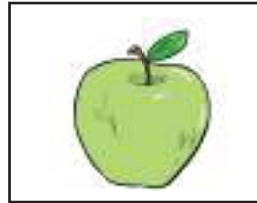
break

E1.

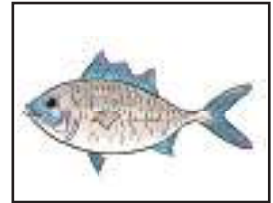
b



c



a



f

E2. Matching of Sentence Parts

Look at _____ playing

They are _____ jumping

Amina is _____ Ali and Amina

E3.

Copying sentences from a substitution table.

Examples of sentences

Esi is sweeping.

Oko is cooking.

Mansa is eating.

Revision 3 Answers

LB, pages 89 - 90

C.

1. Kofi
2. Aba
3. Daddy (their father)
4. In their father's house

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
 - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB), Pages 91 - 96**Workbook (WB), Pages 81 - 84***LEARNING/INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.1.6.4</p> <p>Use a wide variety of words to describe different situations</p> <p>B1.1.7.1.4</p> <p>Listen to and produce descriptions of pictures and objects.</p>	<p>Listening and Speaking Skills</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B1.2.2.1.6</p> <p>Use alphabetic knowledge to decode unknown words.</p> <p>B1.2.7.1.1</p> <p>Use illustration, text clues and context to make inferences and prediction</p> <p>B1.2.7.1.2</p> <p>Ask and answer factual and inferential questions about level-appropriate texts.</p>	<p>Reading and Writing Skills</p> <p>Personal Development</p> <p>Communication and Collaboration</p>
STRAND 4,5: WRITING, WRITING CONVENTION	

B1.4.7.1.3	
Match parts of sentences to compose meaningful texts.	Critical Thinking

STRATEGIES

Oral Language

- Modelling

Reading

- Model Reading
- Echo-reading
- Chorus Reading
- Group Reading

Vocabulary

Road safety, traffic light, pedestrian crossing, policeman, traffic warden, lorry, driver, mate

Language structures

Look left /right

What is this?

It is/This is a

STRAND 1: ORAL LANGUAGE

Sub-strand 2: Rhyme

A. Rhyme

Rhyme: PiiPiiiPi.....

Refer to page 329 of this TG for the words of the rhyme.

- Make a sketch of a funny looking lorry/truck being driven by a girl, with a boy sitting at the back as a driver's mate.
- Make up and tell a brief story about the picture.

Example:

Once, there were two children, a boy and a girl. Their names were Kofi and Ama. One day, Ama and Kofi entered their daddy's lorry. Ama was the driver and Kofi was the mate.

- Ask questions about the story and have children say, for example,

- whether children must drive their parents' vehicle;
- what they think happened to Kofi and Ama;

Write the words of the rhyme on the board. As learners listen and observe, recite it with suitable actions a few times.

Teach the words: lorry, driver, mate and recite the rhyme again a number of times for learners to repeat after you line by line. You may point or track the words as they repeat them.

- Lead them to repeat lines of the rhyme clapping or beating the rhythm.
- Finally, introduce any appropriate actions to accompany the rhyme.

Note: Remember to recycle the rhyme over the next few days for learners to memorise it.

STRAND 1: READING

Sub-strand 6: Conversation

Topic: How to be safe on the road

- Lead the class to recite the rhyme, “

Pii.....Piiii.....Pi.....”

Retell the story of Ama and Kofi and their father's lorry. Follow it up with a few questions. Individuals mention places they usually go, such as school, the shop, the market, friends' houses, church, the mosque and others.

Lead them to say how they go using structures such as;

I walk.

I join a bus.

I go in my daddy's/mummy's car. etc.

- Lead a short discussion and guide learners to appreciate the fact that roads are very important and also that we are exposed to danger on the road.

We can get killed.

We can get seriously hurt etc.

- Lead them to say what they have to do to be safe such as:
 - Avoid using a busy road alone.
 - Walk on the left side of a road, facing traffic.
 - Cross a busy road at a pedestrian crossing.
 - Cross a road in the company of an adult.
 - Look left, look right and look left again before crossing a road.
 - Avoid playing on the road. Etc.

- Explain simply how traffic lights work.

Use marks on the floor in the classroom or on the ground at a suitable place on the school compound to demonstrate and give practice on the correct uses of the road.

Note: You may arrange with road/traffic authorities to take learners to observe and practise using the road.

STRAND 1: READING

Sub-strand 7: Picture Description

Talking about pictures

LB, Unit 13, page 91

- Lead the class to recite the rhyme ‘pii.....piiii.....pi’
- Ask learners to look at the picture on page 83 of their books and name the things they see, using the structures, ‘This is a ..I can see a.....’

Use the chance to teach such words as ‘police, traffic light, car, pedestrian crossing’.

Lead them to talk simply about the scene and explain simply what is happening. Let learners note, in particular, that the children crossing the road are in the company of a policeman and they are crossing the road at the correct point.

Let learners sit in pairs to talk about the picture. In their pairs, learners should be encouraged to ask each other questions such as ‘What is this?’ or make the request, ‘Show me a/the’

STRAND 2: READING

Sub-strand 2: Phonics

Topic: Phoneme Deletion

- Lead the class to perform one or two chants to revise the names and sound of the letters of the alphabet.
- Also briefly revise blending and segmentation.
- Explain and Demonstrate phoneme deletion with several examples.
- Mount a chart of the exercise on page 92 of LB on the board or make a sketch of it. Lead learners to do it orally. Let them sit in pairs and do it again orally.
- Provide similar action for learners to do orally.

B2 and 3 Phonics

Reading

Before Reading

Remind learners about the rhyme they had learnt and the discussion about road safety.

Write the title of the passage on the board and discuss it briefly with learners. Also, repeat a brief discussion of the picture on page 91.

Prediction:

Based on these, ask learners to guess what they will be learning about in the passage.

Use the picture on page 91 to teach the meaning of the key words (Section 2). Assist learners to pronounce the words correctly, following the usual three – step procedure of listening, repetition and independent production.

During Reading

Model Reading:

Read the passage aloud two or three times as learners listen and follow from the board or in their books.

Echo-reading: Have learners read after you in meaningful chunks. If you are reading from the passage printed or mounted on the board, point to the words and chunks of words as you read. Encourage them to also point to the words as they read.

Word and Sentence Recognition: Engage learners in a number of word and sentence recognition activities. Learners may, for instance, play **Lucky Dip** and **Say and Keep** with the word and sentence cards. Refer to page 334 of this Teachers Guide for how the games are played.

Chain Reading: Have learners read the text aloud in a chain several times. Ensure that each child has two or more chances to read.

Pair Reading: Learners now sit in pairs to read the text to each other.

Discussion: Lead them with questions to talk about the passage and also answer the comprehension questions in Section C questions orally.

STRAND 2: READING

Sub-strand 6: Vocabulary

D1. Vocabulary Consolidation

Use word cards to review recognition of these words. As they pronounce the words, let them clap the syllables and count the number of syllables in each word.

Let them sit in pairs to practise spelling the words. One picks a word card, looks at the word, hands it over to the other and spells the word as the partner looks on the card to check the correctness of the spelling. Roles are then reversed. This continues until both have been able to spell all the words, a number of times.

D2. High Frequency Words:

Here are more high frequency words. Let learners read the words on word cards. Group the words into two packs. A child picks a pack and reads the words on each card and uses some in sentences.

D3. Word - part Matching

Matching the end of words to their correct beginnings. Explain the exercise. Demonstrate it with other familiar words. Give learners practice with other familiar words and assign them to do the exercise.

D4.

Spelling – Explain the missing letter exercise and let the learners use word cards if necessary to do it.

STRAND 4: WRITING

Sub-strand 7: Controlled Writing

E1.

Matching the beginning of sentences with their correct endings. Lead learners to read the sentences in the first part of the exercise. Let them identify the sentences in the text they have

read. Demonstrate the exercise with other sentences. Have them join you to do the first two. Have learners then sit in small groups to do the exercise orally. They then individually do it in their exercise books.

STRAND 6: EXTENSIVE READING

Have learners get ready for the extension reading session. Ensure, for example, that their hands are clean. Have each learner say one thing about the book they 'read' the last time. Assist each of them to pick a suitable book from the class stock of supplementary readers or school library.

Have them identify the names of the author and the illustrator. Assist them to read pictures, words sentences, stories etc. as appropriate.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers:

Comprehension

Section C.

Cat 1. 1. They are on the road.

2. The man/His name is Mr. Bansah.

3. He is a policeman.

4. The children/They are going to school.

5. The children/They are crossing the road.

Cat 2. 6. Accept usual objects like books, pencils, erasers etc.

7. They are children/children must not cross a road alone. This may be said in several ways.

Cat 3. Accept all reasonable answers.

D2. Matching word-parts syllables to form words.

polic <u>man</u>	childr <u>en</u>
cross <u>ing</u>	help <u>ing</u>
peop <u>le</u>	pol <u>ice</u>

D4. Spelling

cross	road	children	woman	bags
-------	------	----------	-------	------

E1. Matching the beginning and ending of sentences:

This is	in Accra
He lives	the boys and girls
Look at	Mr. Bansah
They all	on the road
He is standing	have bags

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) Unit 14, pages 97 – 102

Workbook (WB) Unit 14, pages 85 - 90

LEARNING/INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.2.1.1 Listen to and recite rhymes and tongue twisters with actions</p> <p>B1.1.7.1.4 Listen to and produce descriptions of pictures</p> <p>B1.1.6.1.4 Use a variety of words to describe different situations (sickness)</p>	<p>Listening and Speaking</p> <p>Cultural Identify and Global Citizenship</p> <p>Communication and Collaboration.</p>
STRAND 2: READING	
<p>B1.2.2.1.6 Use alphabetic knowledge to decode known words.</p> <p>B1.2.6.1.1 Read level-appropriate sight words and use them in sentences.</p> <p>B1.2.7.1.1 Use illustrations, text clues, title/heading and context clues to make inference and predictions.</p>	<p>Reading and Writing</p> <p>Personal Development</p> <p>Reading and Writing Skills</p>

STRAND 4,5: WRITING, WRITING CONVENTION	
B1.4.7.1.1 Copy sentences from a substitution table.	Writing, Personal Development
STRAND 6: EXTENSIVE READING	

Background Knowledge

Learners engage in a lot of physical activities; they can identify the letters of the alphabet in both lower and upper case, they can read simple sentences as well as ask and answer simple questions.

Key Vocabulary: games, strong, healthy, football, basketball

Key Structures

What are you / they doing? I am / they are

What is he / she doing? He / she is

Teaching and Learning Resources

Letter cards (both lower and upper case), word cards, sentence cards, the pictures on page 99 of the Learners' Book, a phonic chart as on page 99 of the Learner's Book.

Strategies:

Picture description

Language games

Echo-reading

Chorus reading

Group / pair/ individual reading Letter matching

LEARNING AND TEACHING ACTIVITIES**STRAND 1: ORAL LANGUAGE****Sub-strand 2: Conversation****A.**

Rhyme: "Boys and Girls" Refer to page 329 of this Teacher's Guide for the rhyme.

Have learners sing one or two action songs and recite one or two rhymes.

Mount the new rhyme on the board and as learners listen and observe, recite the rhyme two or three times.

Recite it again and encourage learners to join in wherever they can.

Drill the rhyme briefly and introduce suitable actions.

Divide the class into 3 groups. The first group is a mixture of boys and girls, the second only girls and the third only boys. The first group recites the greeting part of the rhyme while the second responds/recites that of the girls and the third that of the boys. Repeat this several times, changing the composition of the first group.

Conversation Topic: How to be strong and healthy

Lead learners to recite the rhyme “Boys and Girls” with the accompanying actions.

Discuss the rhyme briefly focusing on the meaning of “How are you?” and “Very well, thank you.”

Discuss the importance of good health and	- We are sad.
have learners say how it feels when we are	- We cannot eat.
not “very well”. to elicit responses like:	- We cannot go to school.
- We feel pain.	- We cannot sleep etc.

Learners recall when they were not “very well”

Lead them with questions to talk about what to do to be healthy, e.g.

“What must we do to be strong? Expected responses;

- We must eat good food.
- We must wear clean clothes.
- We must sleep well.
- We must play games etc.

Drill learners on the responses, and end up with the rhyme “Boys and Girls”

Conversation 2

Section A of Unit 14 of the Learners Book, pages 97 and 98.

Lead the class to perform the rhyme, “Boys and Girls” two or three times.

- Review the earlier conversation lessons.

Have learners look at the pictures on page 90 of their books.

Let them demonstrate or revise the activities and say what they are doing. Eg.

Teacher: Run, Yao.

Yao: (Running)

Teacher: What are you doing?

Yao: I am running.

Lead learners with questions to talk about the pictures eg.

Teacher: Look at the first picture, Ama.

Ama: (Looks at the picture)

Teacher: How many people do you see?

Ama: I see two people.

Teacher: What are they doing, Kweku?

Kweku: They are playing basketball etc.

Drill each response by having the class, groups and individuals repeat it.

Learners sit in small groups of 3 - 4 to talk about the pictures. In the groups, they take turns to ask questions about the pictures for the other members to answer. You may first have to drill the questions and their responses. Eg.

What is he / she doing? He / She is

What are they doing: They are

End with the rhyme, "Boys and Girls"

B1. Phonics

Topic: Letters of the Alphabet: names, sounds and sequence. Target Letters: g - l

- Introduce interesting activities such as rhymes and chants to revise the names and sounds of letters of the alphabet. For example, groups of learners come to the front to chant the names and sounds of the letters a - f.

Six learners come to the front each holding one of the cards of the target letters. Each one chants with his/her letter name:

Learner A: When I say A

Learner B: I say B

Learner C: When I say C

Learner D: I say D

Learner E: When I say E

Learner F: I say F etc.

Another group takes over and it continues until all learners have had their turns.

- Print the new set of letters, that is, g - i on. Drill them in sequence.

Let them match the cards of given/named letters with their counterparts printed on the board, on an alphabet card or in the alphabet strip.

Provide groups of learners with sets of letter cards of the target letters to arrange sequentially.

Now get learners to recite the letters of the alphabet from a - i without looking on an alphabet chart or strip. The class, groups and individuals may be requested to do the recitation.

STRAND 2: READING

Sub-strand 7: Comprehension

Section B of Learners Book, Unit 14 page 100 - 101

Before Reading.

Remind learners that they had been talking about how to keep themselves healthy and strong, and say other ways in which they can keep themselves healthy and strong.



Write the title of the passage in section B3 on the board. Discuss the title with learners briefly and ask them to look at the pictures in section A briefly.

Ask them to say what the people in the pictures are doing and why they are doing them.

Prediction: Based on the above, ask learners to guess what they will learn when they read the passage in section B.

Vocabulary: Use the picture in section A to teach the meaning of the words in section B. Teach and give practice on the pronunciation of the words following the 3 - stage procedure of listening practice, repetition practice and independent production.

During Reading

Model Reading: As learners listen and follow from the board or from their books, read the passage aloud once or twice.

Echo-Reading: Lead the class, groups and individuals to echo-read the passage several times, pointing to words and chunks of words as they are reading.

Chorus Reading: Learners together read the passage aloud pointing to the words and chunks of words as they are read.

Word and Sentence Recognition

- Have pairs and individual learners match words and sentences in the passage with appropriate word and sentence cards.
- Pairs of learners and small groups build sentences from the passage using word cards e.g:

They play games at school

Reading Aloud

Chain Reading: Learners now read the text in a chain with each child reading a few sentences aloud

Pair/Group Reading:

Put learners into pairs/small groups to read to each other/one another. Go round to monitor the groups and assist and encourage individuals and groups.

After Reading

Discussion: Discuss the passage with them and guide them to give oral answers to the questions in **Section C**.

STRAND 2: READING

Sub-strand 6: Vocabulary

D. Vocabulary

This is a pronunciation and spelling activity aimed at consolidating the key vocabulary of the unit. Review the pronunciation of the words and have learners match the words on the board with word cards. Learners may also pick and read the words on word cards in the Lucky Dip fashion.

Demonstrate word building using letter cards E.g.

play –

p	l	a	y
---	---	---	---

home –

h	o	m	e
---	---	---	---

run –

r	u	n
---	---	---

After each word is built, it is orally spelt and pronounced. Put learners into pairs to do the activity.

STRAND 4: WRITING

E1. Sub-strand 7: Controlled Writing

Reading Sentences from a substitution table

Mount a chart of the substitution table in this section on the board and demonstrate the activity several times pointing to words as they are read.

Lead the class to read sentences from the chart on the board. Then put them into pairs to do the activity using their books. Remember to visit learners to offer encouragement and assistance.

- Let learners do the exercise in their exercise books.

E2.

Again, demonstrate writing sentences from the table and assign the learners to do the task.

E3 and 4. Copying of Letters and Words.

Demonstrate each of the tasks separately on lines similar to those in learners' penmanship books on the board as learners observe closely. Give them practice on armboards and sheets of paper and assign them to do the exercises at separate times.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

STRAND 6: EXTENSIVE READING

Individual Reading

In this unit, guide learners as usual to select books and take them through the preliminaries of correct opening of the pages of a book, brief survey of the book, studying the accompanying picture, etc. Have them sit and read individually as you visit to encourage and assist.

At the end, encourage them to share issues of interest.

Answers:

Comprehension

1. Edem and Amina play games.
2. They play football.
They play ampe.
They skip with ropes.
3. The name of their pet is Doggie.
4. They like playing games/They are happy when they play games. etc
5. They are strong because they play games.
- 6 – 8. Accept any reasonable answers.

Examples of sentences

E1 and E2.

- Amina and Edem run every day.
- We read on Saturdays.

They skip every day.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

role-play	hymes and Songs
Story Telling	Dramatisation
Conversation	Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in

groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) Unit 15, page 103 - 108

Workbook (WB) Unit 15, pages 91 - 96

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.1.6.1.4 Use a variety of words to describe different situations</p> <p>B1.1.7.1.4 Listen to and produce descriptions of pictures</p> <p>B1.1.3.1.1 Listen to stories and be able to identify characters with their roles.</p>	<p>Listening and Speaking</p> <p>Communication and Collaboration</p> <p>Cultural Identity and Global Citizenship</p>
STRAND 2: READING	
<p>B1.2.2.1.6 Use alphabetic knowledge to decode known words.</p> <p>B1.2.6.1.1 Read level-appropriate sight words.</p> <p>B1.2.7.1.1 Use illustrations, text clues, title/heading and content clues to make inference and predictions.</p>	<p>Reading and Writing</p> <p>Personal Development</p> <p>Collaboration and Communication</p>

STRAND 4,5: WRITING, WRITING CONVENTION	
B1.4.2.1.1 Copy letters of the alphabet clearly	Writing Personal Development
B1.4.7.1.2 Write a simple composition using a substitution table.	Reading and Writing, Personal Development Critical Thinking
STRAND 6: EXTENSIVE READING	

Background Knowledge

Learners sometimes fall ill;

They sometimes go to a clinic or hospital;

They are able to read short sentences

Key Vocabulary: Baby, mosquito, woman, mother, spoon, nurse, bed, mosquito net.

Key Structures

What can you see? I can see

What is he/she/ the woman doing?

The woman/She is

Show me a /the

This is a/the

Strategies

Picture Description,

Language Game

Language Drill

Echo-reading

Group/Pair Work

Shared Reading

Materials

The pictures on pages 95 and 96 of the Learner's book, word and sentence cards, a treated net, a large picture of a mosquito actually biting someone.

TEACHING AND LEARNING ACTIVITIES

STRAND 2: READING

Sub-strand 6,7: Conversation, Picture Description

Preventing Malaria

LB, Unit 15, Sections A and B, page 103 - 105

- Lead the class to sing an action song or two and recite a rhyme.

Individuals respond 'Yes' or 'No' to whether they have been ill before. They try to say what the sickness was. (This may be in the local language if need be).

Use learners' responses to teach such vocabulary as 'headache, stomachache, fever, malaria, measles'.

- Inform learners that malaria is a common disease. It is dangerous because it kills. Discuss its causes. Explain simply that it is caused by mosquitoes and simply describe how malaria is caused. Show the picture of a mosquito 'at work'.

Conversation 2

Talking about Pictures

Unit 15, Section A, page 103

- Show a large picture or sketch of a mosquito to learners.
Learners name it and talk about it briefly; they say for example,
 - whether it is big or small,
 - where it is usually found,
 - what it does to people (bites them),
 - what happens to people who are bitten.

Guide learners with questions to talk about the pictures on pages 103 and 104

Teacher: What can you see in the picture?

Learner A: I can see a baby.

Learner B: I can see a woman.

Learner C: I can see a nurse.

Learner D: I can see a mosquito.

Teacher: Show me the baby, Esi.

Esi: (showing) This is the baby.

Teacher: Show me the mosquito, Oko.

Oko: Here is the mosquito (pointing to it).

Guide learners with further questions to talk about what is happening in the pictures.

Examples:

What is the mosquito doing?

What is the baby doing?

What is the woman doing?

Sub-strand 3: Story Telling

As learners follow from the book, tell a simple story of the sick child with the pictures in sequence.

Repeat the story 2 – 3 times and ask simple questions based on it.

Example;

Why is the baby ill?

What is the nurse doing?

Why will the baby not be ill again?

Let each repeat the answer to each of these questions.

Now learners say what they must do so that they do not fall sick.

STRAND 2: READING

B1. Sub-strand 2: Phonics

Topics: Phoneme Deletion

Let Learners sing the alphabet song and also do a few chants. Introduce activities to revise the names, sounds and ordering/sequence of the letters of the alphabet.

Also provide activities for learners to revise blending and segmentation of sounds. Refer to Units 1- 4, Section B1 of this Teacher's Guide for examples of activities.

Remind learners of sound deletion - a phonic activity in which sounds are omitted from words to form other words. For example, omission of **m** from the word **mat** gives the word **at**.

Refer to units 7 and 8, Section B1 to revise sound deletion and provide additional practice. Demonstrate that sound deletion does not happen only at initial position but at middle and ending of words as well.

Mount a chart of the exercise in Unit 15, Section B1 of the learners' book on the board and explain it simply. Lead them to do it orally. Let them sit in small groups or pairs to practise it.

You may also provide them with letter cards to practise phoneme deletion after you demonstrate how to use letter cards for the purpose.

STRAND 2: READING

Sub-strand 7: Comprehension

Topic: Preventing Malaria

Sections B2 and B3, pages 106 of Learners Book.



Before Reading

Ask learners to name the insect they had been talking about –the mosquito – and say a few things about it. eg. – whether it is harmful or harmless.

- why it is harmful
- how it can be prevented from causing harm etc.

Write the title of the passage on the board and lead learners to read and discuss it briefly.

Ask learners to recall some of the things they said

about the pictures on pages 95 and 96.

Use the pictures and simple explanation to teach the meaning of the key words: clinic, baby, mosquito, doctor, net, malaria, ill.

Prediction: Based on the above, ask the learners to say what they think they will be reading in the passage about ‘Sika’.

During Reading

- **Model Reading:** As learners listen and follow in their books or from the chalkboard, read the passage aloud once or twice. If you are reading from the board, track the words as you read. Encourage them to point to the words as they read, if they are following in their books.
- **Echo-reading:** Lead the class and groups of learners to echo-read the passage several times. Point to the words and chunks of words if you are reading from the board.

- **Word and Sentence Recognition:** Engage learners in some recognition activities.

For example;

i) Read at random words and sentences for learners to identify in the passage, on the board or on word and sentence cards.

ii) Point to words and sentences for learners to read in the passage.

iii) Pairs of learners go to the front of the class, one picks a sentence or word card and the other reads it. Roles are then reversed

- **Pair Reading:** In pairs, learners read aloud to each other. Visit pairs to assist.

After Reading

- **Discussion:** Lead a discussion with simple questions E.g. What can we do to prevent malaria?

The class, groups and individuals repeat what they must do to prevent malaria.

E.g.

- I/We must sleep in a treated mosquito net.
- I/We must see a doctor.
- I/We must keep our surroundings clean. Etc.

Discuss the questions in Section C and guide learners to answer the questions orally.

STRAND 2: READING

Sub-strand 6: Vocabulary

D1. Vocabulary- Spelling

Introduce some spelling activities to enable learners practise the spelling of the words:

Have learners use letter cards to build/form the words.:

ill - i l l

doctor - d o c t o r

sad - s a d

mother - m o t h e r

sleep - s l e e p

After a word is built, the child pronounces the word, spells it by repeating the letters on the cards and pronounces the word again. The activity may be done individually, in pairs or in small groups.

D2. High Frequency Words

Have learners play the game ‘**Searching For My Friend**’ to revise high frequency words so far introduced.

Refer to page 340 of this TG for how to play the game.

Introduce other games for learners to use the new set of high frequency words.

D3. Matching the ending of words to their correct beginning.

Revise the pronunciation and meaning of the words (taught in Section A, B2 and B3).

Let learners identify the words on word and sentence cards.

Demonstrate the matching activity with several familiar words. Lead the class to do the first two on the board and have them do the rest.

STRAND 4: READING

Sub-strand 7: Controlled Writing

E1 and E2 Reading and writing Sentences from a substitution table.

Lead learners in a brief discussion to recall what they had said and read about malaria in Sections A, B and C. Inform them they now have to talk about stopping malaria again and also write about it.

Focus the discussion on preventing malaria. Explain simply that ways of stopping/preventing malaria are written in the table.

Demonstrate reading sentences from the table and have each child have a chance or two to do same. Again, demonstrate writing sentences read on the board and have them do the exercise.

E3. Writing a simple composition from a substitution table.

Review the E1 and 2 and explain the new task simply. Lead the class to write a simple three-line composition titled ‘Stopping Malaria’ under this heading on the board.

Copy these sentences on the board.

Stopping Malaria.

We must sleep in a treated net.

We must keep gutters clean.

We must stay away from mosquitoes.

Learners now copy the sentences.

Strand 6: Extensive Reading

Shared Reading

Remind learners about the previous week's activity: They selected their own books and sat down to read. Have each to say one thing they remember from the book they read.

This week, they return to shared reading. Look for an interesting level-appropriate text/story. Ideally, it should be one in a 'Big Book' from which you and the learners can sit together and read.

- Sit learners so that they can see the illustrations and the text.
- Show the title, the cover illustration, the author's name and the first few lines of the text. You may also show the illustrations in the body of the text and discuss them briefly.
- Read the full text aloud clearly, fluently and enthusiastically, tracking the words and phrases. That is, move your fore finger or some other suitable pointer under the words and phrases. Read at a pace learners can easily cope with.

Pause often to ask learners to suggest a predictable word or a phrase or to ask them to make predictions about what will happen next.

You may read the story/text a second or even a third time if necessary.

- Lead them to talk about the text.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers:

Section C

Category 1.

1. The baby/Sika (is ill).
2. Sika's mother (is sad).
Her daughter/Sika is ill.
3. Sika (must sleep in a treated net)
Everybody must sleep in a treated net.
4. Sika has malaria

Category 2.

5. The baby is ill

Category 3.

6. Yes, No -Accept either answer.

D3. Correct Word Endings

treated

crying

malaria mother

doctor

baby

E1 and 2

Accept correctly read sentences.

E3.

Accept three sentences correctly copied out from the table on page 100 under the title 'Stopping Malaria'.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
 - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book LB Unit 16, pages 109-118**Workbook (WB) Unit 16, pages 97 - 101***LEARNING / INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>By the end of this unit, the learner will be able to:</p> <p>B1.2.3.1.1 Use common rhyming endings and digraphs to decode</p> <p>B1.1.6.2.1 Make simple Statements. Engage in Collaborative Conversation about places of interest they visit</p> <p>B1.1.7.1.4 Listen to and produce description of pictures.</p>	<p>Listening and Speaking</p> <p>Communication and Collaboration</p> <p>Personal Development</p>
STRAND 2: READING	
<p>B1.2.6.1.1 Read level-appropriate sight words.</p> <p>B1.1.2.7.1.1 Use illustrations, text clues/title/heading and context to make inference and prediction.</p> <p>B1.1.2.7.5 Use a variety of comprehension strategies e.g Prediction before reading a text.</p>	<p>Reading and Writing</p> <p>Critical Thinking</p> <p>Personal Development</p> <p>Communication and Collaboration</p>

STRAND 4,5: WRITING, WRITING CONVENTION	
<p>B1.4.2.1.1 Copy letters of the alphabet in both lower and upper cases.</p> <p>B1.4.3.1.2 Copy words in both upper and lower cases.</p> <p>B1.4.7.1.1 Find, read and copy sentences from a substitution table.</p>	<p>Reading and Writing Skills</p> <p>Communication and Collaboration Critical Thinking</p>

Background knowledge

Learners have and use books of various kinds;

Some of them visit the school or other libraries

Learners understand simple English and are able to make simple statements in English;

They can write the letters of the alphabet in both lower and upper case.

Teaching Strategies

Strand 1: Oral Language

Modelling

Pair/Group Work

Discussion

Strand 2; Reading

Modelling

Echo-reading

Chorus Reading

Strand 3: Writing

Copying words

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 6,7: Convention Description

Topic: Talking about Places (The Library)



Introduce the topic to the learners and inform them that sometimes when we are not in school, we visit places of interest on our own or in the company of others.

Name some of the places you like to visit and invite individuals to do same. Using the structure:

I go to/ I visit

Lead them with questions to elicit such responses as

- I visit the market.
- I visit the chief 's house.
- I visit the shop.
- I go to church.
- I go to the mosque.

Inform learners that we visit these places for a purpose, that is to do one thing or another. Tell them what you do at some of the places you visit to provide them with a model to follow. Eg

Teacher: I go to the playing field on Saturdays. I go to play football.

Lead learners with questions to make similar responses. Eg.

Teacher: Where do you go on Saturdays, Kwesi?

Kwesi: I go to my friend's house.

Teacher: What do you do there?

Kwesi: I go to play with my friend.

Drill the responses learners make.

Pair Activity: In pairs, learners ask and answer the questions Where do you go/visit?

What do you do there?

Conversation 2**Talking about pictures:** *Unit 16, Section A, pages 109 - 112*

- Have learners study the pictures for a while.

Ask them to look at the first two pictures and lead them with questions to talk about the pictures

Teacher: Look at the first picture. Tell me what you see.**Learner A:** I can see a boy.**Learner B:** I can see a girl.**Teacher:** What is the colour of the girl's dress?**Learner C:** The colour is/It is**Teacher:** Where are they?**Learner D:** They are**Teacher:** What are the children doing?**Learner F:** They/The children are

Proceed similarly to guide them to talk about the other pictures focusing on where the children are and what they are doing, the librarian and her role etc.

Have learners sit in small groups to talk about the pictures.

STRAND 2: READING**Sub-strand 2: Phonics****Common Digraphs***LB, page 110***Topic - Letters and their Sounds****The digraph Sh**

Revise the names and sounds of letters of the alphabet using several activities. For example, individuals pick letter cards, name the letter, make its sound and name an object whose name begins or contains the sound of the letter.

They may match letters, or play games such as Lucky Dip, Pick and Say, with letter cards.

Say a sentence or two which feature words with the sound prominently.

E.g.

- She showed Shama and Charlotte the shed.

Repeat the sentence a few times as learners listen carefully. Ask them to make the commonest sound they heard.

Print the digraph **Sh** on the board and repeat it several times as learners listen attentively. Drill them on the sound by having the class, groups, and individuals repeat it after you.

Mount the poster of the phonic exercise on LB, page 110 on the board. Lead them with questions to describe the pictures and name the objects listed. Lead them to read aloud the content of the two speech bubbles.

Drill the names of the objects in the listed pictures with emphasis on the digraph.

Have them sit in pairs or small groups to talk about the pictures and read the speech bubbles as well as the labelled pictures.

STRAND 2: READING

Sub-strand 7: Comprehension

Topic: At the Library

Learner s Book, Unit 16, pages 111 - 112

Before Reading

Remind learners that they have been talking about visiting places. Have them name places they visit and what they do at the places. Inform them that they will now read about a visit made by two friends. Write the topic of the unit on the board and discuss it with learners focusing on what a library is and why it is an important place.

Revisit the pictures accompanying the passage and lead learners with questions to talk about them.

Prediction: Based on the above, ask learners to guess what they will read about in the passage.

Vocabulary: Use the pictures and simple explanation to teach the meaning of the key words. Then use the three – step procedure of listening, repetition and independent production to guide the learners to pronounce the words correctly. Also, teach identification of the key words using word and sentence cards.

Model Reading: Ask learners to look at page 101 of their books and remind them about

what a speech bubble is. It contains the words being spoken by the people in a picture. As they listen and follow in their books, read the contents of the speech bubbles aloud two or three times. Encourage learners to follow by pointing to the words as they are read. Read the rest of the text on pages 111 – 112 similarly.

Echo-reading: Lead the class and groups to echo-read the contents of the bubbles and the passage several times.

Group Reading: Put the class into groups; Let them read the text, first in chorus and then individually.

Individual and Pair Reading:

Invite several good readers to take turns to read aloud as the others follow in their books. Pairs of learners then read aloud to each other as you visit them to encourage and assist.

After Reading

Discussion: Ask questions to guide learners to talk about the passage and help them to answer the questions at the end of the passage orally.

STRAND 2: READING

Sub-strand 6: Vocabulary

D1. Vocabulary – Word Matching

Word Matching Activity

Inform learners that the words are words they have talked about and read. Have them identify the words on word and sentence cards and also in their books.

Using other familiar words, demonstrate word matching with word cards. Provide word cards to learners in small groups to match cards with same words.

Demonstrate matching by drawing lines to link/connect same words on the board and assign learners to do the work.

Explain and demonstrate the word matching exercise in the section and assign learners to do it orally in pairs.

D2. Missing Letter Spelling Activity

Have learners identify the target words on word and sentence cards.

Have them use letter cards to build/spell the words one at a time repeatedly.

Explain the missing letter exercise and demonstrate it with several familiar words. Assign the learners to do the work.

STRAND 4: WRITING

Sub-strand 2, 3: Phonics, Drawing

E1. Letter Matching.

Lead learners to sing the alphabet song. Have them identify both lower and upper case letters on the alphabet chart/strip letter cards.

Put learners into pairs to match lower and upper case letter cards. **a** **A** , **b** **B** ,
c **C** Let them do the exercise orally.

E2. Copying of words. Rule lines similar to those in learners books on the board.

Demonstrate the correct way of writing the letters d, k and m.

Have learners practise these on armboards or sheets of paper.

Reproduce the exercise on the board (on the lines ruled) as learners observe.

As learners watch, demonstrate the activity on fresh lines, drawing attention to correct formation of letters, spacing between letters and words and the alignment of letters.

Assign them to do the exercise and move round to guide and assist individuals.

Dramatisation Revision

Guide children with questions and pictures to recall the story told in Unit 14, Section G.

Retell the story and guide learners to dramatise episodes from the story.

Strand 6: Extensive Reading

Follow the procedure outlined in Unit 5 Strand 6 of this Teacher's Guide to present another Read Aloud activity.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.
Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers: Section C Comprehension

Category 1 Questions

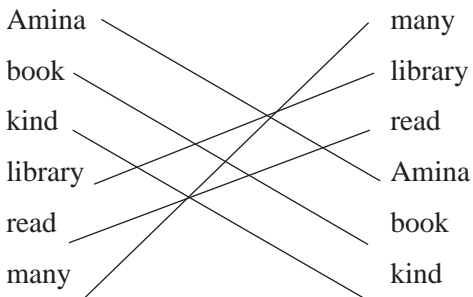
1. Edem and Amina (go to the library)
2. (They go) on Saturdays
3. A (Kind) woman

Category 2.

1. They go to read/learn/listen to songs etc.
 2. They do not go to school/they are free etc.
- Accept any reasonable answer.

Vocabulary – Word Matching

Category 3. Accept any reasonable responses



- D2.** book library choose
 Saturday read woman

Revision 4 Answers

LB, pages 116 - 118

A. This is an oral exercise. Have learners recall the scenes depicted in the pictures and try to retell what they read in the respective texts.

B. Comprehension Exercise

Have learners sit in pairs to read the quoted texts. Discuss each text and have learners answer the questions orally.

D.

- | | | |
|---------|-----------|---------|
| 1. cup | 2. hut | 3. sun |
| 4. bus | 5. bucket | 6. nuts |
| 7. dog | 8. pot | 9. log |
| 10. mop | 11. hen | 12. box |

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?

- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB) Unit 17, Pages 119 – 123**Workbook (WB) Unit 17, Pages 102 - 107***LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
STRAND 1: ORAL LANGUAGE	
<p>B1.1.8.1.2 Use appropriate pronunciation and intonation in asking and answering WH questions.</p> <p>B1.1.7.4 Listen to and produce descriptions of pictures.</p>	<p>Listening & Speaking</p> <p>Communication and Collaboration</p> <p>Cultural Identity and Global Citizenship</p>
STRAND 2: READING	
<p>B1.2.2.1.2 Recognise and produce letter names and sounds randomly.</p> <p>B1.2.6.1.1 Read level appropriate sight and high words</p> <p>B1.2.7.1.1 Use illustrations, text clues/title/heading and context clues to make inferences and predictions.</p> <p>B1.2.3.1.1. Use common rhyming endings and common digraphs to decode simple words.</p>	<p>Reading and Writing Skills</p> <p>Communication and Collaboration</p> <p>Reading and Critical Thinking</p> <p>Personal Development</p>

STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.3.1.2 Copy words in both upper and lower cases.	Reading and Writing Skills
B1.4.7.1.1 Find, read and copy sentences from a substitution table.	Communication and Collaboration Critical Thinking
STRAND 6: EXTENSIVE READING	

Background Knowledge

Learners are aware of the existence of ICT gadgets such as mobile phones and computers. They can identify the letters of the alphabet by their name and sound. They can blend sounds into one syllable words. They are able to read simple words and short sentences.

Teaching Strategies

Strand 1: Oral Language

- Discussion
- Modelling
- Drilling

Strand 2: Reading

- Echo-reading
- Chorus Reading
- Group/Individual Reading
- Discussion

Strand 3: Writing

Demonstration

Learning and Teaching Resources

- a television set
- a mobile phone
- a computer
- pictures of the above
- Word cards
- Letter cards
- Sentence cards
- A substitution Table Chart

TEACHING AND LEARNING ACTIVITIES

STRAND 2: READING

Sub-strand 6: Conversation

A. Oral Language: Conversation

Topic: Computers

LB page 119

In this lesson, you will guide learners to talk about computers: what computers are, what they are used for, why they are important, etc. in very simple terms.

First, mount the picture of a television set on the board and lead a brief discussion on it to review learners' background knowledge. Let them tell you their favourite programmes and television personalities. (If you can have the real object, use it).

2) Next, show mobile phones or their pictures to learners to talk about briefly. They talk about what mobile phones are, what they are used for, whether they use them and for what purpose, etc.

In each case, it may be necessary to drill both the questions and their responses. For example,

Teacher: (Holding up a mobile phone) What is this?

Say: It is a mobile phone.

Class: It is a mobile phone.

Boys: It is a mobile phone.

Girls: It is a mobile phone.

Esi/Learner: It is a mobile phone.

Teacher: What do we do with a mobile phone?

Say: We make a call with a mobile phone.

Class: We make a call with a mobile phone.

Boys: We make a call with a mobile phone.

Girls: We make a call with a mobile phone.

Ali/Learner: We make a call with a mobile phone.

Inform learners they will now talk about another important and useful gadget and ask them to guess which gadget you have in mind. Mount the picture of a desktop computer on the board or place a real desktop computer in front of the class. Have learners respond as a class, in groups and individually to the question.

What is this?

Response: It is a computer.

Lead a discussion for them to learn such Basic parts as the **screen**, the **mouse** and the **keyboard** and what a computer is used for. Help them to identify these parts by name and by pointing or touching.

Example:

Teacher: What is this? (touching the screen)

Learner A: It/This is a computer.

Teacher: Show me the screen, Evans.

Learner B: This is the screen (touching the screen)

Teacher: What is this? (touching the mouse)

Learner C: This is the mouse (touching the mouse)

Teacher: Show me the keyboard (touching it)

Learner D: This is the keyboard (touching the keyboard)

Put learners into pairs to practise the above. Conclude the session with a discussion of the importance/usefulness of the computer. If need be, you may invite an ICT teacher to do a short delivery on it.

STRAND 2: READING

Sub-strand 7: Conversation

Topic: Talking About Pictures

LB, pages 119 & 121

Remind learners about the discussions they had about the communication gadgets in the previous lesson. Have them recall the names of the gadgets and their uses. Note that you may prompt them when the need arises or accept answers in the Ghanaian language and teach the English equivalent.

Mount the poster of the picture on page 119 on the board, or in its absence, let learners look at the picture in their books. Read the title to them to be repeated by the class, groups and individuals. Let them study the picture in pairs to find answers to the questions accompanying it.

Ask questions about the pictures: the people, their names, their ages, their dresses, their demeanor, what they think is accountable for their demeanor, etc.

As before, you may prompt learners and accept responses in their first language and promptly teach their English equivalents.

There will also be the need to drill correct responses.

Examples:

Teacher: How many people are in the picture?

Say: There are two people.

Class: There are two people.

Front Row: There are two people.

Back Row: There are two people.

Middle Row: There are two people.

Akoto: There are two people.

Teacher: What is the girl's name?

Say: The girl's name is Sena.

Class: The girl's name is Sena.

Boys: The girl's name is Sena.

Girls: The girl's name is Sena.

Abiba: The girl's name is Sena.

Have learners sit in pairs to ask and answer questions about the pictures.

Reading

B1. Reading – Phonics

LB, page 120

Topic: Letters of the Alphabetic Names, Sounds and Sequence. Target letters: m – r

Revise letters already taught (a – i) using various activities and games. Refer to Units 12 and 14 Section B1 of this Teacher's Guide for examples of activities and games.

Introduce the letters one at a time. Make the sound as you print it on the board. Have them join you to make the sound as you print the letter. Drill it by having the class, groups and individuals repeat it.

Introduce the name similarly and have learners identify it on the alphabet chart, on the alphabet strip and also on letter cards. Have them recite the letters as they are pointed to on the alphabet chart and on the alphabet strip. Give groups of learners sets of letter cards of the

letters m – r to arrange in the right order: A member of the groups receives the set of letters jumbled up. He/she arranges the letters in the right order and hands over the set (jumbled up) to the next person in the group who takes his/her turn to re-order the cards. This continues until all members of each group have had turns.

Have learners sit in small groups or pairs to do the activities in LB, page 120.

STRAND 2: READING

Sub-strand 7: Comprehension

Topic: A Computer for Setor and Sena

LB, pages 121 – 122

Before Reading

Ask learners to recall the discussions about the three gadgets and have them name the gadgets, say what they are used for and why they are important.

Let them look at the picture on page 112 again and try to repeat the things they had said about the picture during the previous lessons. Print the title on the board and lead learners to repeat it a few times. Based on the pictures, the discussion so far and the title, ask them to predict the content of the passage they are about to read.

Vocabulary

Use the picture or real object – a computer and simple explanation to teach the meaning of the key words. Then use the usual three step procedure of ;...

- Listening (when learners listen to you, pronounce each word a number of times)
- Repetition (when you drill the words)
- Independent Production (when they pronounce the words on their own) to teach the pronunciation of each of the words.



You will then assist learners to recognise the words by having them identify each word in different environments like on word cards, on sentence cards and in the passage.

During Reading

- Have learners listen and follow from their books as you do a model reading of the passage two or three times. At the end of the model reading, have learners say words and sentences they heard during the reading.
- Lead the class and groups to echo-read the passage a number of times. Pause intermittently to check whether or not they are following. You may also divide the passage into three parts and do the echo-reading over the parts separately.

Have learners identify words and sentences on word and sentence cards.

They may also use word cards to build the sentences they have read. E.g:

My name is Setor

My

name

is

Setor

This is my sister Sena.

This

is

my

Sister

Sena

After these word and sentence recognition activities, lead the class and groups to chorus read the text a number of times. They now sit in groups to take turns to read the passage aloud. Each reads two or three sentences at a time as you go round to assist and encourage the groups and individuals.

After Reading

Lead a short discussion of the passage during which they answer the questions orally. Remember the three categories of questions during the discussion and encourage learners to share their feelings and what interests them about the passage. Encourage them to ask questions about whatever is not clear to them.

D1.

These are vocabulary consolidation activities. Revise the pronunciation and meaning of the listed and other words learners may want to understand. Guide them to break the words into syllables by clapping the syllables as they pronounce the words.

Explain the word – part matching activity in D2 and demonstrate it with other familiar words.

Provide them with syllable cards to practise blending the syllables. Examples

Sis ter com puter

Lis ten sto ries

Christ mas

D2.

These are high frequency words. Have them play vocabulary games with the e.g Lucky Dip, Say and Keep etc. to revise them. Let learners also use the words in sentences.

D3.

Let them finally copy the words.

E1. Reading and Copying Sentences from a Substitution Table.

Mount the substitution table chart on the board and explain the activity to learners.

Demonstrate it and invite learners to join in to read sentences from the table.

E2. Demonstrate copying and have learners practise on sheets of paper before working in their books.

Strand 6: Extensive Reading

Group Reading

Assist groups to select suitable books from the class stock of supplementary readers – mainly picture books.

Group members take turns to open the pages of the picture, look and lead the ‘reading’. Visit the groups to assist and encourage individuals and groups.

Ask questions to guide the groups to share their reading with other groups/class.

Learners draw objects, animals, people, etc. from their respective books and exhibit their work for others to advise and comment on.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

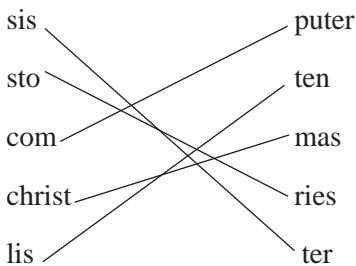
It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

C. Comprehension

1. Sena and Setor (have a computer)
2. Setor
3. Their uncle Amenyo gave it to them
4. They listen to stories.
They read stories.
They listen to stories.
They play games.
5. It is a machine
6. God must bless Uncle Amenyo for giving them a computer.
7. Accept reasonable responses.

D1. Vocabulary – Word part Matching.



Examples of sentences

- I read stories on the computer.
- We play games on the computer.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB) Unit 18, Pages 124 – 130**Workbook (WB) Unit 18, Pages 108 - 113***LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
B1.1.6.2.1 Make simple statements about electric power: Its importance and conservation	Listening and Speaking
B1.1.5.1.1. Dramatize stories heard.	Communication and Collaboration
B1.1.6.1.4 Make simple statements to describe pictures.	Personal Development
STRAND 2: READING	
B1.2.1.2.3 Orally form new words/sounds by phoneme deletion.	Reading and Writing
B1.2.3.1.1. Use common rhyming endings and common digraphs to decode simple words.	Reading and Writing
B1.2.6.1.1 Pronounce common sight words correctly and use them in sentences.	Critical Thinking
B1.2.7.1.2 Read a short text and answer questions based on it.	Communication and Collaboration
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.2.1.1 Copy given letters of the alphabet in both lower and upper cases clearly and correctly.	Writing Skills
B1.5.1.1.1 Use capital letters at the beginning of titles and names.	Personal Development

STRAND 6: EXTENSIVE READING

TEACHING STRATEGIES

Strand 1: Oral Language

Discussion

Role-play

Group/Pair Work

Modelling

Strand 2: Reading

Modelling

Echo-reading

Demonstration

Chorus Reading

Group/Pair Reading

Teaching and Learning Resources

Word Cards

An alphabet Chart

Sentence Cards

A Phonic Slide

Alphabet Cards

LEARNING AND TEACHING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand : Conversation

ORAL LANGUAGE (Conversation 1)

Topic: Saving Energy

Have learners recite/perform a rhyme or two. Lead them in a simple discussion to say what they do during the day and during the night. They may also say in simple terms what difference(s) they see between day and night e.g. There is darkness during the night and light during the day.

Continue the discussion for learners to establish that different kinds of light enable us to see and do many things in the night. Have them tell simply their experiences during periods when electric lights go off. Have them now talk simply about the different kinds of light e.g. candles, kerosene lamps, fire (from firewood). Focus the discussion on electric power and let them mention things electricity is used in doing in their homes, at school and in the community generally e.g. as a source of light, in cooking, ironing, washing, to operate electrical gadgets such as radio, television, fans, mobile phones, etc.

Have them respond to the question; What do we use electricity to do? To elicit the structure:

We use it/electricity to

Drill the question and the response and provide ample practice through Repetition and Question and Answer drills. Example: Question and Answer drill in pairs.

Teacher: What do we use electricity to do?

Learner A: We use it to cook.

Learner B: What do we use electricity to do?

Learner C: We use it to iron our dresses

Learner D: What do we use electricity to do?

Learner E: We use it to give us light.

Finally, lead learners to talk about how to save or conserve electricity and provide practice as above.

Note: ways of energy conservation include; putting off lights when not needed especially in the day time, turning off electrical gadgets when they are not in use, avoid playing with electrical gadgets. etc

Sub-strand 4, 5: Retell stories, Role-play stories heard.

Topic: Talking about Pictures

LB, pages 124 - 126

Revise the previous conversation by having learners recall why electric power is good. Each learner says one thing that electricity is used in doing using the structure:

We use it/electricity to

Again, each learner tells the class one way of saving energy. Ask learners to sit in small groups to look at the picture on page 124 of their books closely and tell one another: what they can see and what may be happening/ why the picture is so dark.

Make and tell a simple story about the picture. Your story may begin this.

One day, there was lights off/ power outage in a big city.

For many days, there was no light

Break the story here and ask the learners to imagine and say what happened to the people and what may have been experienced by the people of the city as a result of the many days of power outage. Continue and end the story.

Re-telling: Invite learners to retell the story. They may do so in a chain. After two to three sentences, another takes over until all of them have had a turn.

Role-play: Tell learners that they will now take turns to advise the people of the city about what they can do to prevent frequent power outages.

The whole class plays the role of the people of the city as individuals take turns to play the role of an “energy expert” to advise on saving energy.

STRAND 2: READING

Sub-strand 2: Phonics

Common Digraphs

Topic: Letters and their Sounds

The digraph **ch**

LB, page 125

Revise the lesson on the digraph **sh** by leading learners to give examples of words that have the digraph **sh** particularly at the beginning. You may lead them with questions and prompting to come out with such words as she, shop, shut, shine, show, shout, sheep, shirt.

Drill each word and guide learners with examples and questions to use the words in simple sentences.

For example,

Teacher: Where is Esi?

Say: She is in the shop.

Class: She is in the shop.

Groups: She is in the shop.

Learner A: She is in the shop.

Learner B: She is in the shop.

Teacher: What is the colour of your shirt?

Learner C: My shirt is blue.

Learner D: My shirt is white, etc.

Follow the procedure outlined in Unit 16 Section B1 to introduce and provide practice on the correct production of the digraph.

Guide them also with examples and prompt them to give examples of words having the sound such as child, chair, chalk, chain, chief, etc.

Mount the chart of Section B1 on LB, page 125 on the board. Lead learners with questions to talk about the pictures and read the speech bubbles as well as the names of the labeled pictures.

Learners then sit in pairs or small mixed-ability groups to talk about the pictures and read the texts on the page.

Encourage them with examples and prompting to use the words in simple sentences.

B2 and B3. Reading

Topic: Saving Energy

LB pages 126 – 127

Before Reading

Remind learners that they had been discussing energy; its importance and how to conserve it. Have them give examples of ways in which energy is useful and how energy can be conserved. Have them also recall the discussion on the picture about a power outage and the story that goes with it.

- Have learners look at the pictures again to say what they see and what they think the pictures are about. Print the title of the passage on the board and have learners repeat it after you a few times. Discuss its meaning briefly relating it to the issues discussed in the earlier oral lesson.

Now ask them to guess what information or message the writer of the passage has for them.



- Introduce and teach each of the key words one at a time. Teach the meaning of the words using simple explanation, examples and pictures or real objects such as an electric fan. In teaching the pronunciation of the words, first have learners listen to you, pronounce a word two to three times. Drill the words by having the class, groups and individuals pronounce it after you.
- Print the word on the board and ask, ‘What word is this?’ to elicit independent pronunciation of it. Let learners identify the word on word cards, sentence cards and in the passage.

During Reading

Model Reading: Ask learners to listen carefully and follow in their books or from the passage mounted or printed on the board as you read the passage aloud twice or thrice.

Echo-Reading: Have the class and groups read the passage after you a number of times. During this exercise, it is important to occasionally pause to ascertain that each learner is following or keeping pace at which you are going. You may also pause at points during the echo-reading to ask individuals to read given words, phrases or sentences. They may also pick word and sentence cards to read their content.

Chorus Reading

Follow up with a chorus reading session in which you and the class together read the text aloud a number of times. You may pause at points for learners to answer questions orally.

Pair/Group Reading. Now let learners sit in some groups (mixed ability) to read given portions aloud together and individually as you visit the pairs/groups to offer support and encouragement.

After Reading

Lead a discussion of the passage and encourage learners to ask questions about what is not clear to them including words they do not understand.

C. Comprehension

Now read out each question. Discuss it briefly to ensure learners fully understand it before they answer orally.

STRAND 2

Sub-strand 6: Vocabulary

D1. Vocabulary

LB, page 128

Revise the pronunciation and meaning of the words listed. Let learners identify the words on word and sentence cards. You may also put the learners into small groups to use letter cards to build/spell the words.

Guide them with examples to use some of the words like father, mother, today, radio, etc. in sentences.

D2. Matching of Word Parts

LB, page 128

Explain the exercise using several examples involving familiar words. Give groups working versions of the exercise to draw lines to match the beginnings of the words with their appropriate endings.

D3 and D4

Still in the groups, learners identify the initial letters of the matched words and take turns (in their groups) to sound out the initial letters of each of the words. Learners then copy the words.

E. STRAND 5

SUBSTRAND 1: Using Capital Letters

LB Pages 129 – 130

Ask learners to study the picture in page 126 as well as the passage that accompanies it. Ask them to identify the names of persons in the passage.

List these on the board ask learners to say what they observe about the names: they all begin with capitals.

Explain with emphasis the need to begin names and titles with capital letters. Ask them to each write his/her name on a sheet of paper or in the jotter. Ensure that the names have been correctly written and that each has been correctly written with a capital beginning each.

Explain the exercise in the learners' book and the workbook with examples. Assign them to do the exercises.

Strand 6: Extensive Reading

Group Reading

Assist groups to select suitable books. Guide them to first look closely at the cover and talk about the picture(s) on the cover, if any, and also identify the name of the author as well as the illustrator (You may actually visit groups to enable them to do this).

Let group members take turns to open the pages of the book and "lead" the "reading". At the end of the reading, guide groups with questions to share their reading with the class.

Learners draw pictures of objects, people, animals, etc. they saw or 'read' about in their respective books.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

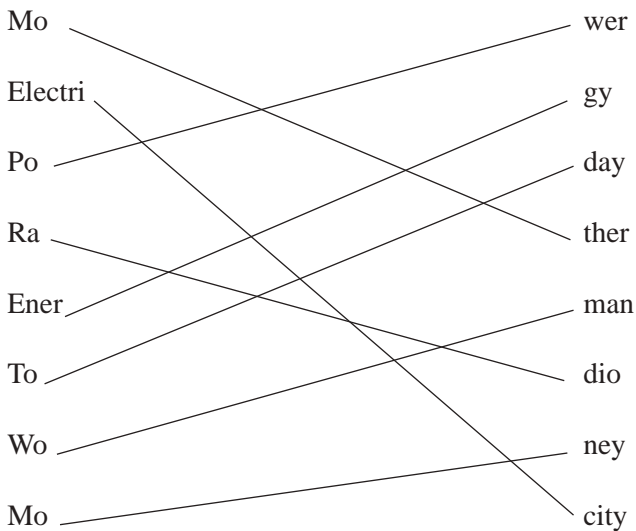
Answers:

C. Comprehension

LB page 118

1. (The girl's name is) Alima.
2. (The boy's name is) Ali
3. A woman (came to the school)
4. She talked to the learners (about electricity)
5. Accept names of the common electrical gadgets
6. To conserve/ save energy
7. To conserve/ save energy
8. Put off lights /gadgets when we are not using them. etc.

D2. Mother



Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a

good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 19 pages 131 – 137

Workbook (WB) Unit 19, pages 114 - 119

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.6.1.4: Make simple statements about helping others. B1.1.5.1.1 Dramatize a story heard	Listening and Speaking Communication and Collaboration Cultural Identity and Global Citizenship
STRAND 2: READING	
B1.2.2.1.1 Identify letters of the alphabet in order. B1.2.2.1.2 Recognise and produce letter names and sounds randomly B1.2.2.1.6 Use alphabetic knowledge to decode known words	Reading and Writing Communication and Collaboration Personal Development and Leadership
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.2.1.1 Copy letters of the alphabet clearly B1.4.7.1.1 Find, read and copy sentences from a substitution table	Reading and Writing Skills Personal Development
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES

Strand 1: Oral Language

Discussion

Dramatisation

Strand 2: Reading/Phonics

Modelling

Group and individual Reading

Echo-reading

Discussion

Drilling

Strand 4, 5: Writing

Demonstration

Copying from a substitution table

Strand 6: Extensive Reading

Learning and Teaching Resources

Alphabet Cards

Word Cards

An alphabet Chart

A poster of the picture on LB, page 131

TEACHING AND LEARNING ACTIVITIES

Strand 1: Oral Language

Topic: Helping Others

LB page 132

Invite individuals to recite their favourite rhymes or sing their favourite action songs. The class may join in the singing or recitation.

Introduce the topic and print it on the board. Have learners repeat it a few times and lead a brief discussion for learners to share experiences of people they know, who need other

people's help in order to live, such as people who are ill and people with disabilities (PWD's)

- Mount the poster on the board (Note: In the absence of the poster, learners may look at the picture on page 131 of their books). Have learners respond to the questions.

What do you see in the picture?

Using the structure.

I see in the picture.

- Have the class, groups and individuals repeat each correct response a number of times. Let learners then focus on what is happening in the picture, particularly in relation to the beggar. Using modeling, assist learners to talk about who the person is, what he is doing and why.
- Now lead them with further questions to talk about whether they help others and what they do to help. Let them similarly talk about themselves; whether they sometimes receive help from others and the kind of help they receive.
Finally, lead a brief discussion on why it is good to help people who need help and the ways in which such people may be helped.

Sub-strand 3, 7: Story Telling/ Listening Comprehension

Topic: Talking About Pictures – Pictures accompanying the reading text – *LB, pages 133 & 134*

Mount the poster used in the last lesson again or in its absence, have learners look at them on LB, page 131 and recall the discussion about 'Helping Others'. In particular, let them say why it is good to help those in need and what they can, in their small ways, do to help others.

Inform them that they will now listen to the story about a little girl who helped an elderly man who needed help. Have learners look at the two pictures in pairs and tell each other what is happening in each picture.

After a brief discussion of the pictures, recast the reading passage into a moving story of a girl who helped an old and sick man. He blessed the little girl and she became
(choose an ending)

Listening - Comprehension

Repeat the story and have learners answer few factual questions based on it orally.

They should also comment on the two characters and their roles.

Discuss the story briefly and have individuals retell it: In groups of three, one begins the story, the next tells the middle part and the third tells the ending.

Dramatisation

Explain to learners that they will dramatize the story in pairs. One of each pair takes up the role of the old man while the other plays the role of the little girl.

Have learners adequately prepare to dramatize the story in a subsequent lesson.

Strand 2: Reading

Sub-strand 2: Phonics

B1: Phonics

Learner's Book page 132

Topic: Letters of the Alphabet and the Sounds: s – z

Use several activities to revise the letters so far taught; their names, sounds and their correct places when the letters are presented in order.

Follow the procedure outlined in Unit 17, Section B1 of this Teacher's Guide to teach the target letters.

Strand 2: Reading

Sub-strand 7: Comprehension

Topic: Amina and the Old Man

Before Reading

Lead learners with questions to recall the discussions about **Helping Others** in the previous oral lessons. Let them look at the pictures again and have two or three groups retell the story as they did in the previous lesson. Introduce the title of the passage and write it on the board clearly and boldly. Let the learners echo-read it a few times. Discuss the title briefly and ask them to “predict” the content of the passage.

Introduce and teach the key vocabulary following the procedure outlined in Unit 18, Section B2 & 3 of this unit.

During Reading

As learners listen and follow in their books, read the text aloud a number of times. Follow the model reading up with thorough echo and choral reading sessions.

Demonstrate reading the dialogue with a pre-prepared learner over the first half of the text. Repeat the demonstration and let pairs of learners read out the dialogue, one reading the part of Amina and the other Mr. Otu, the old man. Learners may continue the practice in pairs, changing roles to ensure that each

practises the whole text.

After Reading

Discuss the story as read in the dialogue and have learners answer the comprehension questions in section C orally. Remember the three different categories of questions and treat each as required.

Strand 2: Reading**Sub-strand 6: Vocabulary****D. Vocabulary**

Have learners read the words and identify them again on word cards, sentence cards and in the passage. They may clap the syllables of each word as it is pronounced e.g

today – to / day : 2 (syllables)

heavy – hea / vy : 2 (syllables)

please – please : 1 (syllable)

afternoon: – (af / ter / noon = 3 syllables, etc.)

Have them also practise segmentation to correctly pronounce words.

Put them into pairs to practise spelling the words. Let them also use letter cards to build the words.

E.g.

heavy : – **h** **e** **a** **v** **y**

today : – **t** **o** **d** **a** **y**

Let them pronounce each word two to three times clapping the syllables.

Explain the missing – letter exercise with examples. Assign them to do it.

D2. High Frequency Words

Have learners sit in groups to take turns to read the words on word cards. A member picks a card, reads it and uses it in a sentence. Each learner must have the chance to read and use each word in a sentence.

E1 & 2: Demonstrate reading sentences from a substitution table and let learners take turns to read sentences from the table.

Demonstrate copying sentences from a table and have learners follow suit.

E3 & E4

Writing

Copying Letters and Words

On lines similar to those in the learners' book, demonstrate each of the activities on the board. Let learners practise on arm boards and jotters and set them to do the exercises.

As they write, remember to ensure:

- good sitting posture.
- correct grip of pencil.
- bold and clear writing.
- correct spacing and alignment of letters.

Strand 6: Extensive Reading

In this Unit, as in Unit 18, continue with the group reading activity. Assist each group to make the right choice of book, and guide them through the preliminary activities of identifying the author as well as the illustrator. Where necessary, join the groups in their work. You may join the discussion of pictures and in the actual reading where there is a text to be read.

At the end of the exercise, let each group share issues of interest with the rest of the class.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples. Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary. It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

B1. Phonics

Correct order:

s t u v w x y z

C. Comprehension

1. (Amina is going) home.
2. (Amina is) from school.
3. (The old man's/ His name is) Mr. Otu
4. (The old man/ He is going) home.
5. Accept a reasonable answer.
6. Yes. She has helped a person in need.
7. Yes. He has been helped (by Amina)
8. Accept reasonable responses.

D. Spelling

- | | | |
|----------------------|------------------|-------------------|
| 1. <u>to</u> day | 2. <u>he</u> avy | 3. <u>pl</u> ease |
| 4. <u>bl</u> ess | 5. <u>fi</u> ne | 6. <u>he</u> lp |
| 7. <u>af</u> ternoon | 8. <u>th</u> ink | |

E1. Accept correctly copied requests from the table.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 20, Pages 138 – 148

Workbook (WB), Unit 20, Pages 120 - 128

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
B1.1.7.1.4 Listen to and produce descriptions of pictures of animals. B1.2.1.1.1 Listen to and recite rhymes B1.1.6.2.2 Talk about likes and dislikes about animals	Listening and Speaking Communication and Collaboration.
STRAND 2: READING	
B1.2.3.1.1 Use common rhyming words and common digraphs to decode simple words. B1.2.7.1.2 Ask and answer factual, inferential and applicative questions B1.2.7.2.4 Read a short text aloud and answer questions on it.	Reading and Writing Skills Communication and Collaboration Personal Development
Strand 4, 5: WRITING, WRITING CONVENTION	
Draw and label animals (own choice) B1.4.4.1.1	Critical Thinking
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES**Oral Language**

Discussion

Modelling

Pair Work

Reading

Drilling

Modelling

Echo-reading

Group/Pair reading

Choral reading

Strand 3: Writing

Demonstration

Learning and Teaching Resources

Pictures of wild animals

Letter cards

Word cards

Sentence cards

A picture of a lion

A sentence holder

TEACHING AND LEARNING ACTIVITIES**Strand 1: ORAL LANGUAGE****Sub-strand 2: Rhymes**

Rhyme: A lion

T.G. page 331

A1. Word – Picture Matching

Refer to page 128 of this Teacher's Guide for the words.

- Lead the class to recite one or two rhymes and sing an action song.
- Mount the picture of a lion on the board and lead learners to talk about it briefly. Guide them to make short statements about it.

Examples:

It is a big animal.

It is strong.

It lives in the bush/zoo.

It is dangerous.

- Inform learners they will learn a rhyme about it. Mount the poem on the board and as they listen and observe, recite the rhyme two or three times with appropriate accompanying actions. Now lead learners to recite it line by line several times. At this stage, point to each word as it is mentioned.

As learners observe and listen, recite the rhyme a few times this time, clapping or tapping its rhythm. Learners may join in the tapping or clapping. Lead groups to recite lines of the rhyme. They beat, clap and tap the rhythm as they recite each line.

- Let groups, for example, boys recite lines, while girls tap or beat the rhythm. Finally, teach the actions that accompany the rhyme and explain simply what the poem means.

Tell learners they will now write their own rhyme.

Ask them to think of an animal their own poem will be about in place of a lion.

When a class decision is made, lead them to develop a poem/rhyme parallel to “A Lion”.

Recycle the class poem during the week.

STRAND 1: ORAL LANGUAGE

Sub-strand 7: Picture Description

A2.

TALKING ABOUT PICTURES

LB Unit 20, Section A, pages 138, 139 and 140

Lead the class to recite the rhyme, ‘A Lion’.

Remind them about the discussion they have had about the lion and inform them that apart from the lion, there are other animals which do not live in or around our homes.

Ask learners to name some of such animals. Accept local language names and teach the English equivalents. Show pictures of animals and teach their names. Discuss briefly what a zoo is and inform them that their friends in the book, Edem and Amina, were on a visit to a zoo. (p. 141)

Let learners look at the picture on page 125 and lead them with questions to talk about them.

They name the animals (and those in the pictures on pages 139 and 140) and talk about them; their size, colours, height, where they live in the zoo (in cages), etc.

Have learners sit in small groups to talk about the animals.

Ask them to draw and colour their favourite animal in their drawing books.

STRAND 2: READING

Sub-strand 3: Common Digraphs

B1. Phonics

Topic: Lead learners to play games like the Sound Ball game, Treasure Hunt and Lucky Dip to revise the names and sounds of the letters of the alphabet.

Have learners name the animals in the pictures in the first part of the section. They may give the local language names in which case you promptly teach the English equivalent.

Ask learners to give both the initial and final sounds of the names of the animals. Example, lion initial sound /l/, find sound /n/. They may go on to name other objects having the same initial/final sound.

Lead the class to talk about the pictures in the second part of the section. Ask learners to name the objects in the pictures. Teach those that learners do not know and ask them to say what is common to all words/names: the oo sound.

Drill the sound as well as the words and have learners identify the words on word cards and in the book. Have learners use the words in a few simple sentences after giving them several examples.

STRAND 2

Sub-strand 7: Comprehension

B. Reading and Comprehension

LB Unit 20, Section A – D

Before Reading

Lead the class to recite the rhyme ‘A Lion’ once or twice. Refer to page 331 Of this T.G for

the rhyme.

Lead them with questions to recall their discussion about the zoo.

Lead them with further questions to talk about the picture on page 138.

Example:

What do you see in the picture? What are the children doing?

During Reading

- As learners follow in their books, read the passage aloud at a moderate pace two or three times.

Echo-Reading

- Let the class, groups and individuals as well read the sentences aloud after you several times

Word/Sentence Recognition

- Read out sentences and words at random for individuals to identify in the passage.

Mount the sentence holder on the board, and lead the children to build the sentences read with word cards in the holder: Learner A identifies the first word of the first sentence and it is placed in the holder. The next child identifies the next word. This continues until the desired number of sentences have been formed.

Chorus Reading

- Lead children to read sentences in chorus from the books. The learners point to each word as it is read. Let individuals read aloud as others follow in their books.
- Learners now sit in pairs or in small groups to take turns to read as you visit groups to listen to individuals and help them.

After Reading

- Ask a few simple questions about the passage. Assist them to answer the questions orally. Discuss the questions in Section C and let them answer them orally.

STRAND 2: READING**Sub-strand 6: Vocabulary***LB page 141*

Use word and sentence cards to revise the pronunciation and meaning of the listed words. Let learners sit in small groups to practise spelling the letters.

Demonstrate breaking the words into syllables by clapping each syllable as the word is pronounced.

E.g. mother – mo / ther = 2 syllables

Father – fa / ther = 2 syllables

Looking – loo / king = 2 syllables

They – they = 1 syllable

Zoo – zoo = 1 syllable

Animal – a/ni/mal = 3 syllables

Provide the groups with sets of letter cards to build each of the words. After each word is built, have learners identify the missing letter. Assign learners to do the exercise.

D3. Word-Picture Matching*LB, page 143*

Revise the names of the animals and birds in the pictures using the pictures used in the earlier lesson.

Explain the matching activity using the pictures of familiar objects and put learners into small groups to practise the exercise.

Let them do the exercise in their workbooks.

Revision 5 LB, pages 145 - 148

Once again, these are exercises expected to be used for revision, consolidation and assessment or remedial purposes. As before, your task is to explain the specific exercise or activity simply. Next, demonstrate it using examples. Lead them to do a few orally and

assign them to do it.

Strand 6: Extensive Reading

Read Aloud: Repeat the group reading activity of Unit 18 of this Teacher's Guide. Refer to page 194 of this Teacher's Guide.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

C. Comprehension

1. (They are) at the zoo.
2. (He is) at the zoo.
3. (He/Edem's father is) at the zoo.
4. He is looking at the animals.
5. They are looking at the animals.
6. (I will see) animals.
7. (They want) to see the animals.
8. Accept any reasonable answer.
9. Accept any reasonable answer.

D2.

1. animal
2. they
3. children
4. looking
5. father
6. zoo
7. mother
8. look

E1. Word – Picture matching

1. monkey
2. ostrich
3. lion
5. elephant
6. giraffe

4. zebra

Revision 5 Answers

B.

1. t 2. n 3. f 4. p
5. t 6. g 7. w 8. r

E. 1. Esi 3. friends
 2. library 4. books
 5. Saturdays

F. 1. lion 2. ostrich 3. computer 4. monkey 5. elephant

G.

m n r o q p
R O N P M Q

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Dramatisation

Story Telling

Others

Conversation

Rhymes and Songs

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 21, pages 149 – 155

Workbook (WB), Unit 21, pages 129 - 133

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
By the end of the unit learners will be able to	
STRAND 1: ORAL LANGUAGE	
B1.1.2.1.1 Listen to and recite the rhyme, Moo!..... Moo!	Cultural Identity and Global Citizenship
B1.1.6.2.2 Make simple statements about domestic animals.	Listening and Speaking
B1.1.7.1.4 Make simple statements to describe pictures.	Communication and Collaboration
STRAND 2: READING	
B1.2.2.1.4 Blend sounds to produce simple syllables/words and blend syllables to produce words.	Reading and Writing Skills
B1.2.3.1.1 Use common rhyming endings and common digraphs to decode words.	Communication and Collaboration
B1.2.7.2.3 Connect ideas and information in stories (and other texts) to own experiences.	Personal Development
STRAND 4: WRITING, WRITING CONVENTION	
B1.4.2.1.1 Copy letters in both lower and upper case clearly	Reading and Writing Skills
B1.4.4.1.1 Draw pictures of familiar animals and label them.	Personal Development
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES

Strand 1: Oral Language

Discussion

Drilling

Strand 2: Reading

Modelling

Demonstration

Echo-reading

Chorus reading

Strand 4, 5: Writing

Demonstration

Strand 6: Extensive Reading

TEACHING AND LEARNING RESOURCES

Pictures of animals commonly kept as pets.

Lucky Dip Box

Letter, word and sentence cards

A poster of the rhyme Moo! Moo!

LEARNING AND TEACHING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 2: Rhymes

A. Oral Language – Rhyme

Topic: The rhyme Moo...! Moo...!

Have learners perform a rhyme or two. Inform them they will learn another interesting rhyme. As they listen and observe, recite the new rhyme with accompanying actions.

Mount a poster of the new rhyme (an illustrated version if possible) on the board and lead a brief discussion on it e.g. learners repeat the title and name the animal that makes the sound ‘Moo...! Moo...!’

Lead learners, as a class and in groups, to echo-read the rhyme several times. As they listen and observe again, recite the rhyme clapping/tapping/stamping the rhythm.

Let them join you in this activity. Boys may recite lines of the rhyme as girls clap or tap the rhythm a few times and then change roles.

Model the rhyme with accompanying actions and give learners practice. Lead a brief discussion of the rhyme showing pictures of the various animals named in it.

STRAND 2: READING

Sub-strand 3: Vowel Digraph

A. Conversation

Topic: Our Animal Friends

Tell learners the name of your friend using the structure,

My friend is Mr./Miss/Mrs.



Have each learner similarly tell the class the name of his/her friend in response to the question,

Who is your friend?

Inform learners that apart from human friends, they can have non-human friends and have them guess what non-human friends can be (animals).

Have learners name animals and birds they see at home and which are kept as friends/pets such as dogs, cats, monkeys, parrots, etc. Explain simply that people keep animals which they

like at home as friends/pets. Let each learner name the animals they like using the structure, 'I like

Examples: Learner A: I like cats

Learner B: I like dogs

Learner C: I like monkeys

Learner D: I like parrots.

Let them identify the pictures of these animals and lead them with questions to say a few things about these animals such as their colour, size, habits, the food they eat, etc. and why they like the animals.

Ask learners to look at the picture on LB, page 149 in pairs and briefly discuss it. Each pair then tells the class about what they see and what is happening. Focus should be on the animal and its relationship with the people (two children).

STRAND 2: READING

Sub-strand 3: Vowel Digraph

B1. Phonics

Topic: Letters and their Sounds

The digraph 'ee', Word and syllable segmentation.

LB pages 150 - 152

Have learners recite a rhyme or two and also do a chant or two. As they listen and observe, carefully recite the rhyme, 'I can see the Moon', two or three times. Mount a poster of the rhyme on the board and recite it again. Have learners say some of the words they heard in the rhyme.

Let them repeat lines of the rhyme a few times and ask them to repeat some sounds that are prominent in the rhyme e.g. 'oo' and 'ee'. Have them give more 'oo' words that contain the 'oo' sound (they recall words from the lesson in Unit 20 such as book, boot, spoon, zoo, etc.)

Ask them to name some of the things they see in the pictures. As they listen, read out each word once or twice and have them identify the sound common to all the words: 'ee'

Drill the words with emphasis on the digraph. Ask learners to give more examples of words that have the sound. Lead them with words like see, week.

Guide learners with examples to use the words in simple sentences like:

There are bees in that tree.

That is a mango tree.

My mum feeds our dog.

End up with the new rhyme.

Word and Syllable Segmentation

- Use word cards to revise the names of the listed objects.
- Have learners pronounce the words clapping the syllables.
- Put learners into pairs to talk about the Segmentation activity in Section B1.
- In the same pairs, let them do exercise in the same section orally.

STRAND 2: READING

Sub-strand 7: Comprehension

Topic: Our Animal Friends

LB, pages 152 – 153

Before Reading

Have learners recall the discussions they have had about animals and say the specific types of animals involved in the discussions (pets)

- Guide learners to study the pictures on pages 152 – 153 and say what is happening in each picture. Write the title of the reading text on the board, discuss it briefly and ask learners to predict what the story they are about to read is about.
- Use pictures to teach the meaning of the key vocabulary and follow the usual three steps of;
 - Listening
 - Repetition (Drilling)
 - Independent Production

to teach their pronunciation.

- Let learners identify the words on word cards, sentence cards and in the passage. Guide them with examples to use these words in simple sentences. For example:

Teacher: I like cats

Which animal do you like, Esi?

Esi: I like dogs.

Ali: I like monkeys.

Teacher: My brother has a pet.

Who has a pet?

Abiba: My father has a pet.

Akos: My friend has a cat.

Okoko: My sister has a pet, etc.

During Reading

Read the first part of the text aloud to learners as they follow in their books. Repeat it twice more and lead them to echo-read this portion of the text several times as a class and in groups. Read out words and sentences for learners to identify in the passage, and on word and sentence cards. Repeat the echo-reading with the remaining part of the passage.

Lead a chorus reading of the passage treating the four parts one at a time. Repeat the word and sentence recognition activity which marked the end of the echo-reading.

Pair, Group and Individual Reading Aloud

Organise learners into small groups or pairs to read the passage aloud. They may start by reading together and then change to taking turns to read individually. Monitor this stage closely and offer the necessary support and encouragement to the groups and individuals.

After Reading

Discuss the passage with learners and let them answer the questions in Section C. Remember the questions are in three categories: factual, inferential and applicative and treat them as such.

You may also encourage learners to comment on the passage and ask questions about what is not clear to them.

STRAND 2: READING

Sub-strand 6: Vocabulary

D. Vocabulary Consolidation

Labelling of Pictures

Revise the meaning and pronunciation of the words. Let learners also identify the words on word and sentence cards.

Explain the activity with examples of familiar objects and assign learners to do it.

Copying of Letters and Sentences.

Demonstrate each activity on lines similar to those in learners' penmanship books on the board. Regarding the letters, draw attention to the point at which each begins, the specific hand movement and the point at which it ends.

In demonstrating the sentence, point out the need for proper inter and intra-word spacing. As they write, ensure proper sitting posture, correct grip of the pencil and correct placement of the non-writing hand.

Remember to provide feedback after assessing their work.

E3. Drawing and Labelling

LB, page 155

Explain the activity and show examples of labeled pictures. Assign learners to do the work as you closely monitor.

Strand 6: Extensive Reading

This week you may organise another visit to the public library if there is one nearby.

The purpose is for the learners to have access to a wider range of books. You will then assist them to select level appropriate books.

If this facility is not available, you may consider arranging a visit to that of a nearby school (Basic or Senior High) for the purpose. You may make do with the class stock of supplementary readers if none other is available.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary. It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

B1. Ordering of Letters

Correct Order

s t u v w x y z

C. Comprehension

1. Edem (has a cat)
2. Amina (has a bird)
3. Ama (has a monkey)
4. Dan (has a dog)
5. (Inferential) They love/like the animals.
- 6, 7, 8. Applicative/Personal: Accept any reasonable answers.

D. Picture 1 – monkey

Picture 2 – cat

Picture 3 – dog

Picture 4 – bird

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
 - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) pages 156 -162

Workbook (WB) 134 - 140

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to;	
STRAND 1: ORAL LANGUAGE	
<p>B1.1.8.1.2 Use appropriate pronunciation and intonation in asking and answering questions</p> <p>B.1.1.1.1.1 Listen to and recite a rhyme</p> <p>B1.1.7.1.4. Listen to and produce descriptions of pictures.</p>	<ul style="list-style-type: none"> • Communication and Collaboration • Listening and Speaking Skills • Cultural Identity and Global Citizenship • Personal Development and Leadership
STRAND 2: READING	
<p>B1.2.1.2.3. Say the new word when asked to delete, add initial sound</p> <p>B1.2.6.1.3 Use words acquired through talk and reading in conversation</p> <p>B1.2.7.2.4 Read level-appropriate texts with prompting and support.</p>	<ul style="list-style-type: none"> • Reading and Writing Skills • Personal Development • Communication and Collaboration
STRAND 4: WRITING, WRITING CONVENTION	
<p>B1.4.7.1.1 Find, read and copy sentences from a given substitution table.</p> <p>B1.4.3.1.3 Write words using both capital and small letters.</p> <p>B1.5.7.1.1. Identify and use prepositions in oral and written</p>	<ul style="list-style-type: none"> • Reading and Writing Skills • Personal Development and Leadership

STRAND 6: EXTENSIVE READING

TEACHING STRATEGIES

Strand 1

Oral Language

Discussion

Modelling

Drilling

Strand 2

Reading

Modelling

Echo-learning

Chorus Reading

Group/Pair Reading

Individual Reading

Strand 4

Writing

Demonstration

LEARNING/TEACHING RESOURCES

- Letter cards
- Word and sentence cards
- A sentence holder
- A substitution table chart

LEARNING AND TEACHING ACTIVITIES

STRAND 2: READING

Sub-strand 6: Conversation

Topic: Talking about pictures. **The position of things.**

Learners book, page 156

Have learners recite one or two rhymes and sing the alphabet song as you point to the letters on the alphabet strip as the letters are named in the song. Think of and use practical situations to introduce the topic. For example, have individuals respond to the question:

Where are you now?

Teacher: I am in the classroom.

Where are you?

Learner A: I am in the classroom

Learner B: I am in the classroom

Learner C: I am in the classroom.

- Print the word ‘**in**’ on the board and drill it briefly. Continue to guide learners or prompt them to use the preposition.

Eg:

Teacher: Where are the writing books? Say they are in the cupboard.

Class: They are in the cupboard

Groups: They are in the cupboard

Learner C: They are in the cupboard

Teacher: Where is your pencil, Esi?

Esi: It is in my bag.

Teacher: Where is your eraser, Okai?

Okai: It is in my pocket, etc.

Introduce and give similar practice on other simple prepositions on, near, under.

- Have learners study the picture on Learners Book page 156 briefly in pairs. Then have them name the things they see in the picture.

Model the structures.

Where is/are the _____.

It is/They are _____.

Example: Where are the bananas?

Say, They are on the table

Class: They are on the table.

Groups: They are on the table

Individuals: They are on the table

- Now provide one or two language drills for learners to have adequate practice. You may for instance introduce a question and answer drill to be done in pairs:

Teacher: Where are the mangoes.

Learner A: They are in the basket.

Learner B: Where are the bananas?

Learner C: The bananas/They are on the table.

Learner D: Where are the pears.

Learner E: They are on the table etc.

This continues until every learner has had a turn and another drill is introduced.

Learners may finally sit in small groups to converse about, for example, where common

objects are in the classroom.

A2 Rhyme: The rhyme, ‘A man in a Hat’.

The rhyme is what you may want to call a ‘nonsense’ rhyme because what it says does not make much sense. Indeed, such rhymes aim at something much more than a message. In this particular case, as in the case of others that follow, the rhyme is intended to reinforce a particular sound, in this case /a/ sound which learners had earlier learnt and practised.

Mount a poster of the rhyme on the board.

- Recite the rhyme two or three times as learners listen. Ask them to listen carefully again as they will answer questions on the rhyme after listening to it. Recite and have them answer a few simple questions.

Have the class and groups repeat lines of the rhyme after you as you read and track the words on the chart. Have the class, groups and individuals recite the lines of the rhyme clapping, tapping or stamping the rhythm.

Pose the question: ‘What sound do you hear most in the rhyme?’ and several individuals respond to it, mentioning or showing the words that have the sound.

Ask individuals to give their own examples of words that have the sound.

B1. Phonics

Topic: Letters and their sounds.

Target sound /a/

Use the alphabet strip as well as letter cards to revise the names and sounds of the vowels. Similarly, revise blending, segmentation and deletion of sounds involving words and syllables that have the sound. Explain the phonic exercise on page 157 - 158 of Learner’s Book. Demonstrate it and lead the class to do it orally.

Have them sit in groups and pairs to do the exercise orally.

STRAND 2: READING

Sub-strand 7: Comprehension

Learner's Book, page 158



Before Reading

Ask questions to review the discussion on the position of things and the picture on Learner's Book page 156. Ask them to study the picture and say what they think is happening in it. Read out the title of the comprehension text to learners to repeat and print it on the board. Have them look at the picture carefully again and guess what the passage will tell them.

Use the picture to teach the meaning of the key vocabulary. Teach the pronunciation of the words using the usual three-stage approach of:

- Listening
- Repetition
- Independent production

Let them then identify the words on word cards, sentence cards and in the passage.

During Reading

Model reading the passage aloud a few times as learners listen and follow in their books.

Next, lead them to echo-read the passage as a class and in groups several times. Follow the echo-reading session with a brief chorus reading by the class and groups.

Read out words and sentences for learners to identify in the passage and on word and sentence cards.

Let them also read out given words and sentences from word and sentence cards. Finally, let learners sit in pairs or small groups to practise reading the passage aloud as you monitor closely to encourage, support and listen to individuals read aloud.

After reading

Lead a discussion of the passage and let learners answer the questions in section C orally.

D. Vocabulary Consolidation**STRAND 2: READING****Sub-strand 6: Vocabulary**

D. Use word cards to revise the words in this section and have learners match the words with the correct pictures.

STRAND 5: WRITING CONVENTION**Sub-strand 7: Preposition****E. Using Prepositions**

E1. Revise the **in, on, under, near**, by having learners describe or state where several common objects are in the classroom. Eg.

Teacher: Where is the clock?

Learner A: It is on the wall.

Teacher: Where is the box of chalk?

Learner B: It is on the teacher's table.

Teacher: Where are the pictures?

Learner C: The pictures are on the walls.

Take the class orally through Section E1 and let them practise workbook questions and answer activity in pairs. One asks the questions and the other reads out the answers. Roles are then reversed.

E2. Explain and demonstrate the activity and let learners do it orally in pairs.

STRAND 4: WRITING

Sub-strand 2: Handwriting

E3. Writing - Copying

Rule lines similar to those in learner's penmanship books on the board and as they observe, closely demonstrate the activity. Draw attention to clear and bold writing, inter and intra word spacing as well as the alignment of letters. As learners write, ensure correct sitting posture, correct grip of pencil and placement of the non-writing hand.

E4 & 5 Reading and writing sentences from a substitution table.

Mount a poster of the table in the section on the board and explain as well as demonstrate reading sentences from it. Let each learner have a turn or more to read a sentence from the table.

Assign them to do both activities as you monitor closely.

Strand 6: Extensive Reading

This week, you may organise a shared reading session. Remember this is the activity in which both you and learners read from the same source. Eg: a big book or a story boldly printed out on a chart or on the board.

Remember these essential steps:

- Identify the name/ title of the book/ story
- Identify the author and the illustrator
- Do a picture walk
- Guide learners to predict the content
- Lead the reading and also track the words as they are read
- Discuss the story
- Let learners answer simple questions.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

A2:

1. A man in a hat.
2. The man in a hat
3. The man took an axe
4. The /a/ sound
5. Accept any words from the rhyme.

B1:

- | | |
|------|------|
| 1. h | 4. b |
| 2. r | 5. m |
| 3. a | |

C:

1. Amina's mother/She is in the market
2. She is selling fruits/bananas/mangoes etc
3. The bananas/ They are on the table
4. The pears/They are on the table.
5. She is selling fruits to get money.
6. Accept any fruit named.
7. Accept a reasonable answer. eg:
Fruits are enjoyable, tasty, sweet.

Fruits make us healthy and strong. etc.

D:

- | | |
|----------|-----------|
| 1. mango | 3. banana |
| 2. pear | 4. dog |

E2:

1. On
2. In
3. By

E4: Examples of sentences:

- The pen is on the table
- The ball is under the table
- The book is near the chair

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), pages 163 -168

Workbook (WB), pages 141 - 147

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit learners will be able to;	
STRAND 1: ORAL LANGUAGE	
B1.1.2.1.1 Listen to and recite rhymes and tongue twisters with accompanying actions.	<ul style="list-style-type: none"> • Communication and Personal Development
B.1.1.7.1.4 Listen to and produce descriptions of pictures.	
STRAND 2: READING	
B1.2.2.1.3 Understand the relationship between spelling of words and the sounds of speech.	<ul style="list-style-type: none"> • Reading and Writing skills • Personal Development • Communication and Collaboration
B1.2.3.1.1 Use common rhyming endings to decode simple words.	
B1.2.7.2.5 Use a variety of comprehension strategies of prediction before reading a text etc.	<ul style="list-style-type: none"> • Communication and Collaboration
STRAND 4,5: WRITING, WRITING CONVENTION	
B1.4.3.1.3 Write words using both capital and small letters.	<ul style="list-style-type: none"> • Reading and Writing Skills • Personal Development
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES
Oral Language

Discussion

Reading

Modelling

Writing

Demonstration

Modelling	Echo-learning
Field Trip	Group/Pair Reading
	Individual Reading

LEARNING/TEACHING RESOURCES

- A sentence holder
- Word and Sentence cards
- A chart of the phonic exercise in section B1, LB, page 164

LEARNING AND TEACHING ACTIVITIES.

STRAND 2: READING

Sub-strand 6: Conversation

A1. Conversation 1

Field Trip

Note: In this unit, your learners are required to talk about shops in order to acquire vocabulary and some Basic structures related to shops and shopping.

As part of preparations for this unit, therefore, it is advisable to take out your learners to visit a shop in the neighbourhood to experience what goes on there.

Your field trip will go through these stages:

Planning: Choose the particular shop and meet the shopkeeper to prepare and be ready to receive and assist your class.

The trip: What happens at the shop? Children may be encouraged to listen to the shopkeeper and ask questions about things in the shop, their prices and the work of the shopkeeper.

After the trip: Discussion of the visit. Learners are guided to talk about their experiences.

Sub-strand 7: Picture Description

Topic: Talking about pictures

Unit 23, Section A, page 163

-
- Remind the learners about their field trip and its aftermath. Inform them that their textbook friends, Amina and Edem, also visited a shop together with their teacher and mates and that they (the learners) will talk about that visit.
 - Have learners study the pictures on page 163 for a while. Lead them to talk about it. They name the items they see in the shop, the people in the shop, the items they would like to buy in the shop, who the shopkeeper is and others.
 - Remind learners about speech bubbles and have them say what the shopkeeper and the teacher are saying. They now sit around in small groups to talk about the picture

STRAND 2: READING

Sub-strand 3: Phonics

B1. Phonics

LB page 164

Topic: The short /e/ sound and a phonic rhyme.

Review the common digraphs practised in recent lessons by having learners repeat the sounds and pronounce words containing the digraphs (**sh, ch, oo, ee**) eg:

shirt, shoe, child, chest, school, moon, sleep, see.

Lead them to repeat the phonic rhyme: **A man in a hat.**

Inform learners they are about to listen to another phonic rhyme and answer questions on it.

- You will then have them listen carefully as you read out the rhyme three or four times. Then as in a listening comprehension lesson, ask simple questions based on the rhyme eg:
 1. Who rang a bell?
 2. Who took a pen?
 3. What did Ben do?

4. What did the hen do?
5. What sound did you hear most?

Lead learners to echo-read the rhyme several times and have them identify all words in the rhymes that have the target sound /e/

- Lead the class to do the phonic exercise in Section B orally on the chart of the exercise mounted on the board. Let them match word cards (of the words in the section) with their counterpart on the poster. You may also provide groups of learners with sets of letter cards to build given words. Eg.

h	e	n
---	---	---

Hen

b	e	d
---	---	---

bed

d	e	s	k
---	---	---	---

desk

b	e	l	l
---	---	---	---

bell

- Construct two or three tongue twisters based on the /e/ sound and have learners repeat the twisters. E.g Ken sent Ben's pen and pet to Helen

STRAND 2: READING

Sub-strand 7: Comprehension

LB, pages 165 -166

Before Reading

Ask learners to recall the field trip they had been on as well as the discussion that they had about the picture on LB page 150. Lead them with a few questions to talk about the shops in their area as well as those they had visited on their own. Print the title of the passage on the

board and lead learners to read it out a few times. Based on the discussions, the pictures and the title of the passage ask learners to guess what the passage will tell them.

Use the field trip experience to teach the meaning of the key vocabulary.

During Reading

Do the usual model reading, ensuring that learners do follow as you read. Follow it up with echo-reading in which all learners participate fully and actively. Introduce activities that promote recognition such as word-word and sentence –sentence matching using word cards, sentence cards and a sentence holder.

Lead a chorus reading session followed by pair/group and individuals reading aloud.

After Reading

Lead a discussion of the passage during which learners orally answer the questions in Section C. Explain the activities/exercises in the workbook. Demonstrate them and supervise individuals to do them in their books.

STRAND 2: READING

Sub-strand 6: Vocabulary

Vocabulary Consolidation

D1. The activity is intended to revisit vocabulary related to shop and shopping. Encourage them with questions to recall things they saw on their field trip and what happened. You may use the opportunity to teach additional vocabulary related to the topic.

D2. This is a spelling activity. Give out word cards to groups of learners to assist them in filling in the missing letters.

E1. In this exercise, learners are required to familiarize themselves with common objects which they encounter daily, by counting them, reading them as words and also writing them. This implies spelling. They can do the exercise in pairs or small groups.

E2. This is a copying exercise involving both capital and small letters. First, demonstrate the capital letters involved and give learners practice on arm boards and sheets of paper/jotters

Then on lines similar to those in learners' penmanship books, demonstrate the exercise, drawing attention to essential features such as correct formation of letters and clear and bold writing. As they write, continue to insist on correct sitting posture, correct grip of the chalk/pencil, correct inter and intra word spacing etc.

Strand 6: Extensive Reading

Activity: Individual Reading

Get learners ready for the activity and ask a few questions to review the shared reading lesson of the last session.

Assist learners to select the right materials from the available stock. Remind them of the preliminary activities such as brief survey of the book, and a picture walk.

Assign them to the task and remember to be available for close monitoring. At the end, remember to assemble learners for a plenary in which issues of interest are shared.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

A2

1. Ben dressed his bed.
2. Seth (took a pen).
3. It laid an egg.

C. Comprehension

1. Mr. Dagadu has a shop.

2. Amina/She is in the shop.
3. Edem/He is in the shop.
4. The teacher/She is in the shop.
5. Mr. Dagadu/He sells many things.
6. He sells things to get money.
7. Accept a reasonable answer including, 'He sells things that the children like'.
8. Yes/No.
9. Any reasonable answer.
10. To buy/to look at things in it.

D2. Spelling

- | | | |
|-------------------|---------------------|--------------------|
| 1. <u>to</u> y | 4. sh <u>o</u> p | 7. swee <u>t</u> s |
| 2. bo <u>o</u> ks | 5. pe <u>n</u> s | 8. lo <u>v</u> e |
| 3. se <u>l</u> l | 6. tea <u>ch</u> er | |

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
 - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
 - Did some meet the indicators?
 - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 24, pages 169 -178

Workbook (WB) Unit 24, pages 148 - 153

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.6.2.1 Engage in collaborative conversation. B1.1.6.2.2 Talk about likes and dislikes – games and play activities.	<ul style="list-style-type: none"> • Listening and Speaking Skills • Communication and Collaboration
STRAND 2: READING	
B1.2.3.1.1 Use common rhyming endings to decode common words. B.1.2.7.1.1 Use illustrations, text clues title/ heading and context to make inferences and predictions.	<ul style="list-style-type: none"> • Reading and Writing Skills • Communication and Collaboration
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.7.1.3 Match parts of sentences to compose meaningful texts B1.5.4.1.1 Use the present tense of verbs to describe habitual actions.	<ul style="list-style-type: none"> • Personal Development and Leadership • Critical Thinking • Reading and Writing Skills
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES**Strand 1****Oral Language**

Discussion

Modelling

Pair/Group work

Strand 2**Reading**

Demonstration

Discussion

Modelling

Echo-reading

Group/Pair Reading

Word and sentence matching

Strand 3**Writing**

Demonstration

Learning/Teaching Resources

The pictures on LB pages 169 - 172

- Word cards
- Sentence cards
- A sentence holder
- A chart of the phonic exercise on LB, page 156

Background Knowledge

Children are able to read simple words and short passages. They participate in common play and games activities and they are able to copy short words and sentences.

Key Vocabulary: Playground, football, basketball, skipping, running, tug-of-war, rope, starter

LEARNING AND TEACHING ACTIVITIES**STRAND 2: READING****Sub-strand 6,7: Conversation****A. Conversation****Topic: What We Do at the Playground**

1. Lead the class in a short discussion for learners to say what they usually do at home and then at school. Pose the question:

“What do you do at school?” to elicit such responses as;

I/We learn at school.

I/We sing at school.

I/We draw at school.

I/We march at school.

I/We read at school.

I/We eat at school etc.

Note: You need to model the appropriate response and drill it adequately.

- Have learners also name some of the things they do at home.

Example;

I/We bath at home.

I/We eat at home.

I/We fetch water at home.

I/We sweep at home etc.

Inform them they will now talk about the things they do in their free time.

Lead learners to talk briefly about the times they are usually free such as after school and at weekends.

- Lead them to talk about what they normally do after school.

Example:

Teacher: What do you do after school?

Learner A: I go home.

Learner B: I visit my friend.

Learner C: I play football.

Learner D: I play ampe.

Learner E: I go to the park.

Learner F: I play with my pet.

Repeat the step for learners to talk about what they do during the weekends.

Conversation 2: Talking about Pictures*Unit 24, Section A, page 169*

1.
 - i. Remind learners about their conversation on the things they do in their free time. Let each say what he/she does after school, on Saturdays and Sundays.
 - ii. Guide them with appropriate vocabulary such as learn-learning, watch television, play computer games, read a picture book, play with brothers and sisters, visit the park.

Note: This may take the form of a Question and Answer drill in pairs. One asks the question:

What do you do after school?

The other answers:

I _____ after school. Then he/she also asks the question for the other to respond to.

Have learners study the picture carefully for a few minutes.

Lead then with questions to talk about it. For example, point to particular parts of the picture and ask questions relevant to them such as-

- What are the boys doing?
- What are the girls doing?
- This boy has a rope. What is he doing?
- This boy and this girl are kneeling down, what are they going to do?
- Have children sit round in groups to talk about the picture. Go round to further assist groups and individuals with questions and requests such as;

Show me the boy with the rope.

This boy has a rope.

What is he doing?

Bring up essential vocabulary from the pictures:

basketball, skipping , skipping rope

STRAND 1: READING

Sub-strand 1: Phonics

LB, page 156

Topic: Sound Blending

In this unit, learners revisit sound blending which they had practised for several weeks. As before, revise the target sounds using letter cards. Demonstrate blending again and mount a poster of the phonics exercise on LB, page 156 on the board for the class to do the blending. They then sit in pairs to read the sets of rhyming words.

STRAND 2: READING

Sub-strand 7: Comprehension

Reading And Comprehension

LB, pages 171 - 172



- Remind learners that they had been talking about what they do in their free time. Read out the title/theme aloud to the children. Explain simply what a playground is. Discuss the four pictures briefly with the learners. Based on the earlier explanation, ask them where they think the children are (at a/the playground).

Based on the discussion so far, ask learners to guess what the sentences and the passage they will be reading from the passage.

- Teach the pronunciation and meaning of the key words in Section B2.

Follow the steps outlined in Unit 20, Section B2 r 3 of this Teacher's Guide to teach the passage.

STRAND 2: READING**Sub-strand 7: Comprehension****D. Vocabulary Consolidation - Spelling.***LB page 173*

Revise the meaning and pronunciation of the listed words.

- Write one or two words on the board eg: skip
- As learners watch, wipe off one of the letters from one of the words and in its place, make a dash: Sk-p

After a while ask learners to name the missing letter. Do several similar examples and involve the learners in identifying the missing letters.

Copy the blank-filling exercise on the board. Explain it further and assign learners to copy it and do it in their exercise books.

STRAND 5: WRITING CONVENTION**Sub-strand 4****E. Using Action Words**

Remind learners about the discussion they had on the picture on LB page 169.

Guide them with examples and questions to use the present progressive forms of verbs to describe the activities in progress.

Introduce practical activities for learners to further practise using the present progressing tense of verbs to describe actions in progress.

For example, have individuals perform actions and have they or others describe the action being performed:

Teacher: Write on the board Efua.

Efua: (Writing on the board)

Teacher: What are you doing?

Efua: I am writing.

Teacher: What is Efua doing, Ali?

Ali: Efua is writing.

Proceed similarly until all learners have had sufficient practise in describing actions in progress.

Have learners choose the right words to describe the actions in progress in the pictures in Section E on LB Page 173.

Strand 6: Extensive Reading

Review extensive reading activities

Ask learners questions about the last shared reading activity as well as earlier extensive reading sessions. Each child comes to the front to say one or two things he/she recalls from a book read.

- **Word Recognition**

In groups of 4, children play the game, “Say and Keep” with word cards prepared with key words learnt over the last few weeks. Refer to page 159 of this teachers guide for how to play the game.

- **Reading Aloud**

Reading from sentence cards.

Prepare sentence cards with some of the sentences read on pages 157 and 158 of the Learners Book.

Individuals are invited to pick and read a minimum of 3 sentences.

They also answer at least one question based on the text read.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

C. Comprehension

1. (It is) Friday.
2. (They are at) the playground.
3. The boys (are playing football).
4. (They are going) to run.
5. They/The girls are playing basketball/They are skipping.
6. They like/love to play/Playing makes them happy/Playing makes them healthy and strong etc.

7-9 These are applicative questions. Expect different answers.

D. Spelling

basket

footbll

friday

skipping

skip

girls

play

playing

E.

1. basketball

3. skipping

2. football

4. running

Revision Exercise 6, pages 175 - 178

Answers:¹

A. Expect mostly WH questions. You may accept one word or phrases as answers.

B. These are short vowel words and you must insist on this.

C.

- | | | | | |
|-------------|---------|-----------|----------|-------------|
| 1. cat | 2. bird | 3. monkey | 4. book | 5. football |
| 6. skipping | 7. on | 8. in | 9. under | |

D1. _____

- | | |
|-------------|------------|
| 1. teacher | 6. basket |
| 2. children | 7. selling |
| 3. table | 8. market |
| 4. bananas | 9. mother |
| 5. mangoes | 10. under |

E.

- | | |
|----------|---------|
| 1. on | 4. near |
| 2. in | |
| 3. under | |

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 25, pages 179 -184

Workbook (WB), Unit 25, pages 154 - 159

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.6.2.1 Engage in collaborative conversation. B1.1.7.1.4 Listen to and produce descriptions of pictures	<ul style="list-style-type: none"> • Listening and Speaking Skills • Communication and Collaboration
STRAND 2: READING	
B1.2.2.1.3 Understand the relationship between spelling of words and sounds of speech B.1.2.3.1.1 Use common rhyming endings to decode simple words B1.2.9.1.1 Read short and simple sentences at a good pace	<ul style="list-style-type: none"> • Reading and Writing Skills • Personal Development • Communication and Collaboration
STRAND 4,5: WRITING, WRITING CONVENTION	
B1.4.3.1.3 Write/Copy words using both lower and upper case letters. B1.4.7.1.1 Find, read and copy sentences from a given substitution table.	<ul style="list-style-type: none"> • Reading and Writing Skills • Communication and Collaboration • Critical Thinking

STRAND 6: EXTENSIVE READING

TEACHING STRATEGIES

Strand 1: Oral Language

Discussion

Modelling

Echo-reading

Group/Pair Reading

Strand 2: Reading

Modelling

Echo-reading

Strand 4: Writing

Demonstration

Learning/Teaching Resources

The pictures on LB, pages 164 - 183

- Letter cards
- Word and Sentence cards
- A substitution table chart
- A phonic slide

Key Vocabulary: market, sell-selling, buy-buying, trader, butcher, bread, fish, meat.

LEARNING AND TEACHING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 6,7: Conversation

A.

Conversation: At the market

Remind learners about their visit to the shop and what they read about Edem and Amina's visit too.

Tell them they will now talk about an important place where people buy and sell things.

Have them guess the place. (the market)

Lead them with a few questions to talk about the local market. They say:

- where the market is;
- what days are market days;
- the places in the market
- the people normally found in the market;
- the things sold in the market etc.

Model responses such as the following for the class, groups and individuals to repeat.

- The market is at/near _____.
- Market days are _____ and _____.
- There are shops in the market etc.

Learners who sometimes go to the market say what they go to do.

Guide them to express these simply with statements such as, 'I help my mummy'

Conversation 2

LB, page 179

Topic: Talking about pictures/Listening Comprehension

Mount the large picture of a market scene on the board. Ask learners to look at it and guess what they will be talking about.

Guide them with examples and questions to make simple statements about the kind of market (big or small), the places in it (shops, sheds, stalls) the people in it (buyers and sellers), the items that are sold etc.

Use pictures and simple explanation to teach the meaning of the words and drill pronunciation.

Have learners sit in small groups to talk about the picture.

STRANND 1: ORAL LANGUAGE

Sub-strand 2: Rhymes

A2. Rhyme: Six Pigs

- This is a phonic rhyme intended to provide the beginner with practice on the /i/

sound

Revise the short vowel sounds /æ/ and /e/ by having learners recite A man in a Hat (Unit 22) and Ken rang a Bell (Unit 23)

You may also use phonic slides to provide additional practice on the pronunciation of words having the sounds:

p	e	n
b		d
n		T
l		g

	t
a	s
	m
	n

Introduce the target sound /i/ and drill it briefly and lead learners with examples to give two and three-letter words having the sound eg: **is** / **in** / **it** / **big** / **this**

As learners listen, recite the phonic rhyme two or three times and lead the class, groups and individuals to echo-read it a number of times. Ask learners to listen again as you recite the rhyme two or three times and lead the class, groups and individuals to echo-read it a number of times. Ask learners to listen again as you recite the rhyme to identify the most common sound. Ask them to name the words that have the sound and make a list of the words on the board. Let the class, groups and individuals read the words and also form sentences with the words.

STRAND 2: READING

Sub-strand 1: Pre -reading

Topic: Phoneme Segmentation

LB, pages 180 - 181

Lead the class to recite lines of the phonic rhyme ‘Six Pigs ...’ and ask learners to name the words that have the /i/ sound. Make a list of these words on the board. Remind learners that they had learnt and practised breaking words into individual/component sounds.

(segmentation) Demonstrate segmentation orally with a few of the words. Eg.

pig = p-i-g

wigs= w-i-g-s

zip= z-i-p

hill= h-i-ll

Have learners sit in pairs to orally segment words in the section.

Sub-strand 7: (Comprehension)

Topic: At the Market

LB, Unit 25, pages 181 - 182

Before reading

- Remind learners that they had been talking about the market. Have them look at the pictures on pages 181 - 182 in turns and say what is happening in each. Lead them with questions to do this.



- Write the title of the unit on the board. Read it to them and ask learners to guess what the ‘story’ they are about to read will be about.

- Teach the pronunciation and meaning of the words in section B of page 181. Let learners identify these words on word cards and sentence cards.

During reading

As learners listen and follow in their books or from the board if a poster of the passage has been mounted on the board, read the first part aloud two or three times.

Follow it up with echo-reading:

The class and groups read this part of the passage after you several times. Read out sentences at random for individuals to identify in the text. Let learners similarly identify words read out in the text.

Put up the sentence holder and guide learners to use word cards to form some of the sentences on the board.

Now lead the class to chorus-read the passage a few times. Read out words and sentences and have individuals point to the words in their books.

Repeat the process with the rest of the passage. Have children sit in pairs to read the sentences aloud from their books to each other. Go round to listen to individuals as they read, and encourage them.

Sub-strand 6: Vocabulary

D1. Revise the words listed in this section by having learners identify the words on word cards and in their books. Have learners use letter cards to form the words, working in pairs or in small groups.

D2. Missing Letter Spelling Activity Still working in pairs or in small groups get learners to practise spelling the words. Demonstrate the activity and have learners sit in pairs to do it orally. They then do it individually in their exercise books.

STRAND 4: WRITING

Sub-strand 7: Controlled Writing

E1 and E2. Reading/Writing sentences from a substitution table. Mount the substitution table on the board and simply explain how it works. Demonstrate by reading a few sentences from the table. Remember to track the words as you read to enable learners to follow easily. Have the class and several individuals read out sentences from the table.

Demonstrate writing sentences from the table: Let them practise some in jotters or sheets of paper. Let them do Exercise E2.

E3. Copying

Rule lines similar to those in learner's penmanship books and as they observe write the sentences on the lines. Have learners read the sentence aloud as a class, in groups and individually

Draw attention to features such as;

- Clear and bold writing
- Correct formation of letter
- Good spacing between letters and words.

Assign learners to the exercise as you monitor closely.

Strand 6: Extensive Reading

Group reading

- Get learners ready: They clean their hands and move into their reading groups.
- Guide groups to select books for reading.
- Assist groups to read.
- Groups share their stories or things of interest from their books.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

A2.

1. Accept any words from the rhyme.
2. 6 pigs.
3. They were in a pit.

C. Comprehension

1. Mrs. Abu (is a trader).
2. Akosua (is selling bread).
3. She is selling tomatoes, yams, cocoyam and cassava.
4. Abu is a butcher.
5. She/ Edem's mother is selling fish.
6. She will cook food with it.
7. In the market.

D2. Vocabulary – Spelling

pepper	y <u>a</u> m
fish	tom <u>a</u> to
cocoy <u>a</u> m	br <u>e</u> ad
m <u>e</u> at	cas <u>s</u> ava

E1 and E2. Examples of Sentences

Esi sells meat.

The man eats fish.

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities

engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB), Unit 26, pages 185 -192

Workbook (WB), Unit 26, pages 160 - 165

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.3.1.1 Listen to stories and be able to identify characters with their roles. B1.1.4.1.2 Re tell stories B.1.1.5.1.1 Dramatize stories heard B1.2.7.1.3 Re-tell level-appropriate stories in own words	<ul style="list-style-type: none"> • Communication and Collaboration • Listening and Speaking Skills • Cultural Identity and Global Citizenship
STRAND 2: READING	
B.1.2.3.1.1 Use common rhyming endings to decode simple words B1.2.7.1.3 Re-tell level-appropriate stories in own words B1.2.9.1.1 Read short and simple sentences at a good pace.	<ul style="list-style-type: none"> • Reading and Writing Skills • Personal Development and Leadership • Communication and Collaboration
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.4.1.1 Draw simple pictures of self, peers, objects and use invented spelling B1.5.10.1.2 Fill in the blank spaces in simple words	<ul style="list-style-type: none"> • Reading and Writing Skills • Critical Thinking • Personal Development and Leadership

TEACHING STRATEGIES

Strand 1: Oral Language

Narration

Discussion

Modelling

Strand 2: Reading

Modelling

Echo-reading

Chorus-Reading

Individual Reading Aloud.

Strand 4: Writing

Demonstration

Learning/Teaching Resources

- The picture of LB, pages 185 - 190
- An alphabet string
- Word and letter cards
- Phonic slides of the letters a, e, i and o

Background Knowledge

Learners hear and tell stories in their own language. The animal characters in the target story are well known to learners. Learners are able to read simple words and simple sentences.

Key Vocabulary: cat, mouse, meal, okra, soup, sleep

Key Language Structures

What is this?

It is a

What is he/she doing?

He/She is

What are they doing?

They are

STRAND 1: ORAL LANGUAGE**Sub-strand 3, 7: Stories****Phonic Story: Granny's Pot**

LB, pages 185 and 186

Ask learners to look at the picture on page 185 of their books and name things they see. Read out the title of the page for them to repeat a few times. Guide them with questions to say what they think is happening in the picture. Ask them to guess what may have caused the people in the story to be laughing so heartily.

(They may have listened to an interesting story) Inform the learners they will be listening to interesting stories.

Quickly reorganise the sitting arrangement into an informal horse shoe.

As learners listen and observe, tell the story: “Granny’s Pot” making it as funny and amusing as it can possibly be. Have them answer a few simple questions based on the story. Repeat the story once more and ask learners to listen and identify the sound that is heard most in the story. Ask them to name the words in the story that contain the sound /o/ and make a list of the words as they are mentioned by learners. Have learners sit in small groups or pairs to practise pronouncing the words. Encourage them to give more examples of words having the sound.

STRAND 2: READING**Sub-strand 3: Phonics**

Topic: Rhyming Words: the sound /o/

Revise the short vowel sound featured in the last few units. You may use phonic slides for learners to form read rhyming words involving the sounds.

Ask a few questions to revise the phonic story Granny’s Pot and have learners sit in pairs to ask and answer questions about the labelled pictures in section B1. Learners then close their books and read the words on word cards and also form simple sentences with the words.

B2 and B3

Listening Comprehension

LB, pages 187 - 190



Lead learners to sing one or two action songs and recite a rhyme or two. Inform them they are about to listen to an interesting story and answer questions on it. Tell them the story is about a cat and a mouse. Ask questions to revise learners' background knowledge of the two animals and show them pictures of the animals.

As learners listen and observe read/tell the story. Repeat it if need be pausing at points for learners to predict what will follow. Have them answer a few simple questions based on the story orally. Examples:

- Who are in the story?
- Who are hungry?
- What food do they cook?
- Who wants to eat now?
- Why is there no food?
- Who runs away?

Have learners comment on the story: For example:

They say what they think about the story, whether they like it or not and why. Which of the characters they like and why etc. Ask learners to draw any scene from the story.

Put learners into pairs to prepare to dramatize the story. One will play the part of cat while the other takes that of mouse.

STRAND 2: READING

Sub - strand 7: Comprehension

L/B pages 188 - 190

Before Reading

Remind learners about the story of the cat and the mouse and ask a few questions to revise it. Inform them they will now read and enjoy the story again. Refer learners to the pictures accompanying the story. Discuss them one at a time, guiding learners with questions. Revise the pronunciation, meaning and recognition of the key words again and have learners identify the words on word cards and in the text.

During Reading

As learners follow from their books, read the story aloud in meaningful chunks at a measured pace to enable learners follow well. Repeat the model reading and lead them to echo-read the story a few times pointing to or tracking the words and sentences for learners to identify in their books and on word and sentence cards.

Put learners into pairs to read the story aloud as you visit them to hear individuals read aloud.

After Reading

At the end of the pair reading, ask a few questions to test comprehension. Let them also answer the questions in Section C orally.

Dramatisation

Remind learners about the story they had listened to and read, and encourage individuals to retell parts of it. They may retell it in a chain: One starts, the next continues, followed by another till the whole story is told. A new set then takes over. You may have to encourage them with prompts when they get stuck. Let learners act out the story in pairs. You may demonstrate it with a child, another teacher or an older person you have prepared for the task.

Note: You may repeat the dramatisation a few more times in the coming days.

D. Retelling

LB, page 191

Put learners into pairs to tell the story to each other. One tells the story while the other listens. Roles are then reversed. They may repeat the retelling several times.

Sub - strand 6: Vocabulary

D2. Vocabulary-Spelling

Working in pairs, learners play the ‘Say and Keep vocabulary game’ to revise the key vocabulary of this and the previous week. Refer to this T.G page 334 for how to play it.

E. Provide materials: Pencil and Crayon to learners to do the activity.

Strand 6: Extensive Reading

Individual Reading

In this unit, learners have another opportunity to select their own books (assisted by the teacher) and read on their own. You must, however, be available to assist and encourage them as they read.

At the end, encourage learners to share things of interest with one another.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

A2. 1

1. Tom (Saw the frog)

2. Granny's (pot was broken)

3. The log (broke Granny's pot)

C. Comprehension

1. Cat and mouse (are hungry)

2. Cat and mouse (cook a meal)

3. (They cook) banku and okra soup

5&6 Accept either and any reasonable response

7. Either Yes or No is acceptable

D2. Spelling

1. cat

4. sleep

7. hungry

2. mouse

5. meat

8. food

3. cook

6. eat

9. friend

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) Pages 193 – 200

Workbook (WB), Pages 166 - 173

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.3.1.1 Listen to stories and be able to identify characters with their roles B1.1.4.1.2 Re-tell short stories B.1.1.5.1.1 Dramatize stories heard B1.1.2.1.1. Listen to and recite rhymes with appropriate expressions.	<ul style="list-style-type: none"> • Listening and Speaking Skills • Cultural Identity and Global Citizenship • Communication and Collaboration • Personal Development
STRAND 2: READING	
B.1.2.3.1.1 Use common rhyming endings to decode simple words. B1. 2.7.2.1 Demonstrate understanding of the purpose and features of narrative texts. B1.2.7.1.3 Re-tell level-appropriate stories in own words. B1.2.7.2.2 Describe characters and their actions in a story.	<ul style="list-style-type: none"> • Reading and Writing Skills • Communication and Collaboration • Personal Development and Leadership

STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.4.4.1.1 Draw simple pictures of self, peers, objects and use invented spelling.	<ul style="list-style-type: none"> • Reading and Writing Skills • Communication and Collaboration
B1.4.5.1.3: Use Basic descriptive words in writing simple sentences.	
B1.4.5.1.2 Write simple familiar words	

TEACHING STRATEGIES

Strand 1: Oral Language

Narration
Discussion
Modelling
Chain Drill

Strand 2: Reading

Modelling
Drilling
Echo-reading
Chorus-Reading
Pair and Individual Reading

Strand 4: Writing

Demonstration

LEARNING/TEACHING RESOURCES

- Pictures of birds
- Pictures on pages 193 -197
- Word cards
- Sentence cards
- An alphabet strip/chart
- Phonic slides (short vowel sounds)

Background Knowledge

Learners listen to and retell stories. They see different kinds of birds and can identify some by name. Learners can identify all letters of the alphabet by their names and Basic sounds, and they can read simple words, simple sentences and short passages.

Key Vocabulary: bird, friend, farmer, wife, green, yellow, red

Key Language Structures

What is this?

It is a _____

What are these?

They are _____

Show me the _____

This is the _____

What colour is the _____?

The _____ is _____

LEARNING AND TEACHING ACTIVITIES

A1. Conversation

Topic: Talking about Pictures – Birds

Learner's Book (LB) page 193

Have learners sing a song or recite a rhyme related to animals or birds and ask them to name animals and birds they see in their environment. (Expected responses: names of domestic animals and birds) Inform learners that apart from domestic birds like the cockerel, hen, duck etc. there are many other birds, and that they will be talking about birds.

Let learners mention and describe any such bird they know about. They may say a few things about it such as;

- where it is usually found
- what it eats
- its size and colour
- how it cries etc.

Mount the poster of the picture on page 193 of learner's book on the board and lead learners with questions to talk about the pictures.

Examples:

- What do you see in the picture?
- How many birds are there?
- What is the name of this bird?
- Show me the duck/parrot.
- Drill the questions and responses and invite pairs of learners to the front. One asks a question about the picture. The other responds appropriately and roles are reversed.
- Invite learners to the board one at a time to show/point to his/her favorite bird and say it is their favourite.

Eg: Learner A: (Points to a bird) This is the bird I like. The name of the bird is _____

Teacher: Why do you like it?

Learner A: It is beautiful.

Note: Use the opportunity to teach the names of the birds; particularly the more familiar ones.

- Have learners sit in pairs or in their groups to talk about the picture.

STRAND 1:**Sub-strand 3:****Dramatisation**

Note: The dramatisation will take place after the story has been told and read.

Remind learners about the story; The Three Friends, which they had read. Let a few learners retell the story in a chain. Tell them they will now dramatize the story. Get learners out to sit under a tree or in a hall. They must sit in a circle or a semi-circle leaving enough space for the performance.

As they listen and observe, dramatize the story together with three other learners you have prepared beforehand. Repeat it once or twice more as learners watch and prepare to also participate.

Discuss the performance with the class allowing learners to comment on the drama.

Now put learners into groups of five to take the parts of the farmer, his wife and the three girls. Assist the groups to share the parts and also assist them to prepare/rehearse. Fix a date and a time when each group will perform before the class.

After each performance, have the class comment on it.

STRAND 1:**Sub-strand 2, 7****A2. Rhyme (Phonic rhyme)**

Rhyme: Mummy's Puppy

- Lead learners to recite the previous phonic rhymes learnt. After each rhyme is recited, ask learners to identify the target sound and also say words in the passage that have the sound.

Refer learners to page 194 of their books and ask them to name the animal in the picture (a dog, a puppy). Let them say what they know about puppies (dogs)

Write the title on the board and drill it briefly. As learners listen carefully, recite the rhyme a few times.

Ask them to repeat words they heard in the rhyme.

- As they listen again, recite the rhyme again a few times clapping or tapping the rhythm. Ask simple questions to test comprehension. e.g

Whose puppy is it?

What does the puppy?

When does the puppy jump?

When does the puppy run?

- Have learners join in to recite lines of the rhyme and tap/clap the rhythm. This should be done as a class, in groups and individually.
- Now ask learners to listen again as you read/recite the rhyme and try to identify the most common sound. / ʌ / Drill the sound briefly and ask learners to name words that have the sound e.g. Mummy, puppy, runs, jumps, mum. Guide them with examples to use the words in simple sentences.

STRAND 2:

Sub-strand 3:

B1. Phonics:

Rhyming Words – the / ʌ / sound as in sun

Revise the short vowel sounds treated in the recent units. Lead learners to sing songs and recite the rhyme associated with the sounds. Explain simply that you will say a word and they will in turn say another word that has the same sound or rhymes with your word.

Demonstrate it with a few learners and let them do the activity in a chain round the class:

Teacher: cat

Learner A: fat

Learner B: mat

Learner C: hat

Learner D: bag etc

Teacher: bed

Learner A: net

Learner B: leg

Learner C: hen

Learner D: pet etc

- Have learners study the pictures on page 195 in pairs and try to name the objects. Drill the words and ask them to identify or make the most common sound - / ʌ / in the list of words

Let them sit in pairs to read the words as well as segment them i.e break them into component sounds:

Examples

bug b-u-g
hut h-u-t
duck d-u-c-k etc.

Let them get into groups to find and write words that rhyme with those on the page.

Examples are: bus, gum, hum, cut, jug etc.

They may use a phonic slide for this exercise.

STRAND 2: READING

Sub-strand 7: Comprehension

B2 and B3

- **Listening Comprehension**

Topic: The Three Friends

- Remind learners that they had listened to and read an interesting story in the last lesson. Ask questions for learners to recall the title of the story, the characters, and the events of the story: the beginning, middle and ending.

Inform them that they are about to hear another interesting story about three friends and answer questions based on it.

Have learners tell who their friends are and what they do with their friends.

- As they listen carefully, tell them a summary of the story, ensuring that the key episodes are sufficiently covered.
- Repeat the story once or twice more and have them answer a few questions based on it. Examples:

1. How many friends are there?
2. What are their names?
3. What are the colours of the friends?
4. What song do the friends sing?
5. Who gives the friends food?

Ask learners to draw and colour the three friends.

STRAND 2: READING

Sub -strand 7, 9: Comprehension

Reading and Comprehension

Topic: The Three Friends

LB pages 195 - 197



Before Reading

Lead learners to sing one or two action songs including the song of The Three Friends. Revise the story as told in the listening comprehension lesson. Ask learners to say what happened at the beginning, at the middle and at the end of the story. Inform them that they will now read the story themselves in section B3 and guide them with examples to form simple sentences with the key words.

During Reading

- Do a model reading of the first two parts of the story as learners listen and follow in their books. Repeat the model reading once or twice and have the class and groups echo-read this part of the passage several times. Read out words and sentences from the parts read out. Individuals identify the words and sentences read out on sentence and word cards.

Repeat the echo-reading and word and sentence recognition activity with the other parts of the text.

Now lead the class to chorus-read the story once or twice and let learners sit in small groups

to read the story aloud. Visit the groups to encourage and assist individuals as they read aloud.

After Reading

- Lead a comprehensive discussion covering the characters, the setting and events. Let them then answer the questions in section C orally. Lead them again with simple questions to talk about what they like or do not like about the story, and what lesson there is to learn from it. Eg. The need for people/friends to live together in peace and unity.

STRAND 2: READING

Sub - strand Vocabulary

D1. Word - Colour Matching

Use classroom and other objects to teach common colours.

- Guide learners with examples to identify the written names of the given colours.
- Lead them with further examples to use the names of words to describe common objects. e.g.
- The walls of the classroom are white.
- This leaf is green etc. Have learners to sit in pairs to patch the patches of colours with the words LB page 198.

STRAND 5

Sub-strand 5:

E1 & E2. Using Describing Words

Revise briefly the names of the colours taught in Section D, LB Page 198. Have them describe various objects by their colours.

Extend the discussion on Sections E1 & E2 for the learners to orally describe the listed objects by their colours and then complete the sentences in E1 appropriately.

Demonstrate the drawing, colouring and labelling activity in E2 and assign learners to do it.

Strand 6: Extensive Reading

This is another week for shared reading. Remember shared reading is one in which the whole group led by the teacher (or some other person prepared for the purpose) read together from one source – a big book, poster or a text mounted or written on the board.

Make a good choice of text/story. You may prepare learners before the reading. For example, you may pre-teach critical vocabulary and lead a brief survey of the text, that is, discuss the cover, the title, the author and the illustrator. After the reading, there is the need to discuss the story and elicit learner's personal response. Learners may also do expression work like drawing, colouring etc.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers:

A2.

1. Mummy (has a puppy)
2. The puppy/It runs and jumps.

C. Comprehension

1. Three birds (fly to the farm)
2. Chii, Kaa and Kpantinkran
3. Chii (is red)
4. They sing
5. Chii....Kaa....Kpantinkran
6. When the three birds sing together
7. They want food.

8 and 9. Accept reasonable answers.

D. Vocabulary – Colours

- | | | |
|----------|----------|-----------|
| 1. White | 3. Blue | 5. Yellow |
| 2. Red | 4. Green | |

E. Using Describing Words

1. Red
2. Green

3. Yellow
4. Green

5. White

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Conversation

Dramatisation

Story Telling

Rhymes and Songs

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) Pages 201 - 207

Workbook (WB), Pages 174 - 181

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.6.2.1 Engage in collaborative conversation	<ul style="list-style-type: none"> • Listening and Speaking skills
B1.1.10.1.2 Generate and select ideas on a given topic for presentation.	<ul style="list-style-type: none"> • Personal Development and Leadership
STRAND 2: READING	
B1.2.7.2.4 Read level-appropriate texts with prompting and support.	<ul style="list-style-type: none"> • Reading and Writing skills
B1.2.7.2.5 Use a variety of comprehension strategies such as prediction before reading a text	<ul style="list-style-type: none"> • Personal Development
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.5.5.1.1 Identify adjectives and use them to describe self and other people.	<ul style="list-style-type: none"> • Reading and Writing Skills
B1.4.5.1.3 Use Basic descriptive words in writing simple sentences	<ul style="list-style-type: none"> • Communication and Collaboration
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES
Strand 1: Oral Language

Discussion

Modelling

Role-Play

Strand 2: Reading

Modelling

Echo-reading

Individual Reading

Strand 4: Writing

Demonstration

LEARNING/TEACHING RESOURCES

- Pictures of birds
- Pictures on pages 201 - 206
- Word cards

Background knowledge

Children use describing words to describe things and people they know, especially in their first language. They are able to read short sentences and passages.

Key Vocabulary: elephant, small, big, tall, short, long, ostrich, camel, coconut, goat, rope

Language Structures

- What is your name?
- My name is/I am
- The ostrich is tall/big
- I am tall/short

Teaching Resources

Classroom and other objects, the pictures on pages 201 - 206 word cards, sentence cards, a sentence holder.

A1. Conversation:**Describing the things and people around us.**

- Ask learners to look round the classroom and name the things they see. Assemble some of the items in front of the class. Lead the learners to use words like 'big', 'small', 'tall', 'short' to describe the items. Hold up an object, for example, a book, and say, 'This is a small/big book.' Learners repeat the sentence.
- Individuals then take turns to pick or point to an object and say whether the object is big or small. Use similar practical activities to teach the meaning of 'long' and 'short', 'tall' and 'short', 'thin' and 'fat'
- Have learners describe pairs of their colleagues using appropriate adjectives.

Example:

Ama is short.

Ali is tall.

Joe is short.

Aba is tall.

- Point to or name objects for learners to use simple adjectives to describe them.

Examples:

Akua's table, and the teachers table.

Akua's table is small

The teacher's table is big.

Note: They may add other features like the colour of dresses, shoes, hair, etc.

Working in small groups of four to five each, identify and describe two - three objects/ animals/birds picture etc. by their size, height, length, colour etc.

STRAND 2:

Sub-strand 7:

A. Describing Pictures

Unit 28, Section A, pages 201 - 207

Ask learners to look at the picture on page 184 and name the two animals; an elephant and a mouse.

Learners say what they see about the two animals: One is very small and the other is very big.

Ask learners to say what the two are doing (conversing). Ask them to guess what the animals are conversing about. Get a teacher or an older child to partner you to role-play the dialogue between the elephant and the mouse as learners observe and listen.

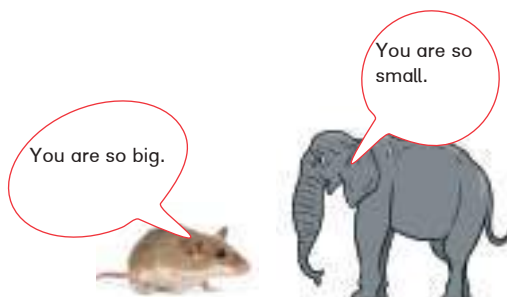
Let them look at the pairs of pictures on page 205 and suggest words to describe them (tall and short). Learners sit in pairs to talk about the pairs on pages 188 and 189.

B1. Phonics: Explain and demonstrate the missing letter/sound activity with several familiar consonant – vowel-consonant (CVC) words.

Let learners sit in pairs to do the activity on page 185 of their books orally.

B2 and B3**Reading and Comprehension**

Unit 28, Section B, page 203



- Copy the dialogue on page 203 boldly on the board or mount its poster.

Discuss the accompanying picture briefly again and tell them they will now read the conversation between the elephant and the mouse.

Treat this passage (the dialogue) on page 203 following the procedure outlined in Section B3, Unit 19, of this Teacher's Guide.

Role-play

Unit 28, Section A, page 201

Remind learners about the dialogue between the elephant and the mouse. Lead them to read it several times. Put the class into two (2) groups, for example, boys and girls.

One group reads the part of the elephant and the other reads the part of the mouse.

After learners have read several times, let them try saying the parts without reading from the book.

In pairs, one imagines himself/herself as the elephant while the other imagines him/herself as the mouse and then engage in the conversation. The pairs take turns to perform in front of the class.

Note: There is no need for learners to memorise the text.

STRAND 2: READING

SUB-STRAND 6: Vocabulary

D. VOCABULARY

Ask learners to recall some words they read in the dialogue. Write such words on the board and have them identify the words on the board and on word/sentence cards.

Draw specific attention to each of the listed words and let them sit in pairs or groups to practise spelling the words using segmentation e.g.

camel → c-a-m-e-l → camel

E. Using Describing Words (Adjectives)

LB Pages 206 - 207

- Remind learners about the dialogue between the elephant and the mouse. Remind them also about the ostrich and the hen, the camel and the goat, the mango tree and the coconut tree as well as the boy and the girl on pages 205 - 206. Have them recall the words they used to describe the various pairs and repeat the description of the pairs.
- Lead them to discuss the pairs of objects in Section E1. Have them suggest words to describe the two ropes, the two balls and the two trees. Extend the discussion to include several common objects in the classroom, the school compound and its vicinity.
- Explain the exercise in Section E1 and let them choose appropriate words to describe the various objects.

E2. Have them draw the objects and label them with suitable adjectives.

Writing

Copying words and sentences

LB page 206

- As learners observe, demonstrate the copying exercise a few times on the board.

Draw attention to the height of the ascending letters (b, d, h, l) and the bottom limit of the descending letters (g, p)

- Let them take note of the spacing between letters and words and then do the exercise in their penmanship books.

Strand 6: Extensive Reading

Individual Reading

This week, you may revert to individual reading. As usual, guide them to make the right choice of reading material and assign them to the task.

Remember to hold the plenary session where views and things of interest are shared.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

B1. Phonics

c [u] p

p [o] t

c [a] t

d [o] g

f [a] n

w [i] g

b [u] d

s [u] n

C.

1. The elephant (is very big).
2. The mouse (is very small).
3. The mouse (likes being small).
4. The elephant (likes being big).
5. The elephant was created in that way.
6. The mouse was created in that way.
7. Accept reasonable answers.

Use the opportunity to talk about the story and explain very simply the underlying theme and moral lesson: **Contentment.**

E1.

- | | | |
|----------|---------|----------|
| 1. big | 3. long | 5. short |
| 2. small | 4. tall | 6. short |

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Dramatisation

Story Telling

Others

Conversation

Rhymes and Songs

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) Unit 29, Pages 208 – 214

Workbook (WB), Unit 29, pages 182 - 186

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.10.1.1 Identify audience and purpose of a presentation. B1.1.10.1.3 Speak with confidence before different audiences e.g. a small group, class etc	<ul style="list-style-type: none"> • Communication and Collaboration • Personal Development
STRAND 2: READING	
B1.2.2.1.5 Segment syllables/words into sounds B1.2.7.2.4 Read level-appropriate texts with prompting and support	<ul style="list-style-type: none"> • Reading and Writing Skills • Communication and Collaboration • Personal Development
STRAND 4, 5: WRITING, WRITING CONVENTION	
B1.5.5.10.1.1 Identify and spell simple words correctly B1.5.10.1.2 Fill in blank spaces in simple words	<ul style="list-style-type: none"> • Reading and Writing Skills • Communication and Collaboration • Personal Development
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES

Strand 1: Oral Language

Discussion

Role-play

Strand 2: Reading

Modelling

Echo-reading

Chorus Reading

Individual/Group Reading

Strand 4: Writing

Demonstration

LEARNING/TEACHING RESOURCES

- Some of the items listed in Section E3 of Learner's Book
- The pictures on pages 208, 209, 212 and 213 of Learner's Book
- Letter cards

Background knowledge

Learners are able to make simple statements about pictures, they can read simple words and short passages.

Key Vocabulary: Safe, harm, hurt, mobile phone, blue, red, black, green, white

LANGUAGE STRUCTURES

- Is it safe?
- Yes, it is (safe)
- No, it is not (safe)
- What is this?
- This/It is a
- Show me the/a
- This is a/the

Materials

Some real objects like a mobile phone, a doll, a candle, a cutlass/knife, toys, a box of matches.

STRAND 1:

Sub - strand 6: Conversation

Conversation A1

Topic: Safety In the Community

Remind learners that they had earlier talked about how to be safe at home. Have them recall some of the ways in which they can be safe at home such as not playing with things that can harm them like knives, blades and electrical gadgets.

Inform learners that in some communities or neighbourhoods, some bad things happen to children. They are harmed and in some cases, they even die.

Ask learners to recall any such incidents they are aware of. They may provide such information in their own language and you restate it simply in English.

Have learners mention possible sources of danger and the type of danger such as being abducted, murdered or being harmed in other ways in the community.

Lead them to talk about what to do to be safe such as avoiding the company of people they do not know, not accepting lifts, refusing to run errands for strangers, not entering the rooms of other people, not allowing people, apart from their mothers to touch their private parts, reporting suspicious characters or people who touch their private parts to their parents etc.

Sub-strand 7: Conversation

Talking about pictures

LB 1 Unit 29, Section A and , page 208

- Remind learners about their discussion on some dangers that children are sometimes exposed to in the areas where they live. Have them restate some of these dangers.

Let them study the picture on page 190. Guide them with questions to talk about the people. They talk about; who the people are, (a young girl and a man), their dresses, where the girl may be going, what they are saying. etc Learners guess whether the man is a good man or a bad man. Read out the speech bubbles and have learners repeat each after you a few times.

Role-play: Invite a fellow teacher or an older child to partner you to role-play the scene.

- Working in small groups of four - five individuals take turns.

Learners say whether or not it was right for the little girl to refuse to go on the stranger's errand. They also try to say the likely consequences should the girl agree to be sent by the stranger.

Note: You may accept learners' responses in their own language, then help them to repeat the English equivalent.

Stress to learners the need to avoid the company of strangers. They must also not go on errands for people they do not know. Discuss the picture on page 194 briefly. Learners say what they think about Edem standing on two tables. They guess what Amina is telling him.

STRAND 2: READING

Sub-strand 3: Word families/common rhyming ending

LB page 191

In this unit, learners conclude work on the short vowel sounds by using their knowledge of the letters and their sounds to write the names of some familiar objects and animals.

Review the names of the objects and guide learners with examples to segment the name/ words into individual sounds. Eg. mat - m-a-t and proceed to blend the sounds into words: m-a-t = mat

Provide learners with letter cards to aid them in the exercise. Groups then sit around and use the letter cards to identify the missing letters and fill them in the blank spaces.

STRAND 2: READING

Sub-strand 7: Comprehension

B2 and 3: Reading and Comprehension

Topic: Amina and the stranger

LB Unit 29 pages 210 - 211

Follow the three-stage procedure outlined below to teach the passage.

Before Reading

Review learners background knowledge. Refer to LB unit 12 section B2 and B3 of this Teacher's Guide.

Discuss the title and the accompanying pictures and ask learners to predict the content of the passage. Teach the key vocabulary, focusing on meaning, pronunciation and identification of the words.

During Reading

Do a model reading of the text. Continue with echo reading followed by a brief chorus reading. Conclude this stage with pair and individual reading aloud.

After Reading

Discuss the passage with learners and guide them to answer the questions at the end of the passage. i.e. Section C

Sub-strand 6: Vocabulary

D. Vocabulary

Use word cards to revise the meaning and pronunciation of the words. Let learners play Lucky Dip with the target and other words particularly chosen from section B2 of Learner's Book.

Put learners into small groups of three to four members to practise spelling the words and then finally do the missing letter exercise.

E1 and E2

Lead a short discussion of the picture. Have individuals attempt reading the speech bubbles. Depending on the degree of success, let them echo-read it a few lines. Have learners role-play the scene, except of course climbing up a table. Have learners comment on the scene: What is good and what it is wrong. Let them answer the questions orally, then write their answers.

E3. Lead learners to quickly name and identify the objects in the section. In each case, let them say what it is used for (if it is useful) and where it can be found.

Explain the main task of the section. Learners must say which of the objects in the pictures are safe to play with and which are not. For those that are not safe, learners may go one step beyond to give the reasons.

Let learners work in pairs to ask and answer questions about the pictures. Example, one point to or name an object and asks:

Is it safe to play with -----? to elicit the response

Yes, it is safe,

No, it is not safe

Roles are then reversed.

Strand 6: Extensive Reading

- Assign learners to write the names of objects that are not safe to play with.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

C1. LB 192 - 193

1. Amina is going to school.
2. She/Amina does not want to be late.
She/Amina wants to get to school early.
3. A stranger (said so).
4. i. No.
ii. Amina did not agree/ Amina did not go to the man.
5. i. No.
ii. He wants Amina to be late to school.
6. No.
7. We do not know the kind of person they are/ They could be bad or wicked people.

C2. LB page 193

- | | |
|------------------|------------------|
| 1. The stranger. | 5. Amina. |
| 2. Amina. | 6. The stranger. |
| 3. The stranger. | 7. Amina. |
| 4. The stranger. | |

D. Spelling

- | | |
|----------------------|---------------------|
| 1. <u>s</u> tranger. | 4. to <u>ff</u> ee. |
| 2. so <u>rr</u> y. | 5. <u>q</u> uickly. |
| 3. m <u>o</u> ney. | 6. sch <u>oo</u> l. |

E2

1. Edem/He is standing on the table.
2. Amina (says come down)
3. Edem (must come down)
4. Edem/He may get hurt/fall down etc.

E3.

Things safe to play with:

- | | |
|--------------|------------|
| 2. A toy car | 10. Ludo |
| 3. A doll | 11. A ball |
| 5. A cat | |

Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

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E. How were learners organised for these activities? Did they work individually, in pairs, in

groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

Learner's Book (LB) Unit 30, pages 215 - 224

Workbook (WB), Unit 30, pages 187 - 190

LEARNING / INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B1.1.6.2.1 Engage in collaborative conversation. B1.1.10.1.3 Speak with confidence before different audiences.	<ul style="list-style-type: none"> • Listening and Speaking • Communication and Collaboration • Personal Development and Leadership
STRAND 2: READING	
B1.2.7.2.4 Read level-appropriate texts with prompting and support B1.2.7.1.3 Retell level-appropriate texts in own words.	<ul style="list-style-type: none"> • Reading and Writing Skills • Personal Development and Leadership • Communication and Collaboration
STRAND 4: WRITING	
B1.4.5.1.2 Write simple familiar words B1.4.5.1.3 Use Basic descriptive words in writing simple sentences.	<ul style="list-style-type: none"> • Reading and Writing Skills • Communication and Collaboration • Critical Thinking
STRAND 6: EXTENSIVE READING	

TEACHING STRATEGIES

Strand 1: Oral Language

Discussion

Modelling

Field Trip

Think-Pair-Share

Strand 2: Reading

Model Reading

Individual reading

Pair Reading

Strand 4: Writing

Demonstration

LEARNING/TEACHING RESOURCES

- Pictures of different kinds of trees
- Video Clip of heavily fruiting trees.

LANGUAGE STRUCTURES

What do you see?

I see

Where are they?

They are at

What are they doing?

They are

What is the colour of

It is

STRAND 1:

Sub-strand 6, 10

Conversation A1

Topic: Trees

Have learners sing one or two songs and recite a rhyme.

Field Trip - Lead learners out on a trip round the school and its vicinity to observe the different types of trees. Ask them to observe the role the trees play in the environment. (In

the absence of such an environment, you may show pictures of different kinds of trees)

Back in the classroom, have learners talk about the different types of trees they saw, their names, sizes, height etc. whether or not the trees are of any use where they are etc.

Lead a discussion on the usefulness of trees. You may begin by posing the question: Are trees useful?

Drill the answer: Yes, trees are useful.

Then ask: What do we get from trees/What do trees give us?

Model the response: Trees give us shade.

Have all learners respond to the question. You may prompt learners when they are unable to give correct English names or phrases or expressions. Expect uses like, as food, medicine, fruits, wood for production of furniture, roofing for buildings, the manufacture of paper/books etc.

Now ask learners to imagine a situation where there are no trees and allow them a little time to think-pair-share and then express their views. Again guide them with questions and prompts. Inform learners that for various reasons, trees are becoming fewer and fewer and have them say some of the reasons for this. Lead them on to mention the activities of charcoal burners, chainsaw operators and bush burners etc.

Lead learners with further questions to say what should be done to save or protect trees and forests so that we can continue enjoying the things they give us. In the process drill such responses as:

We must not cut down trees.

We must not burn the bush.

We must stop using trees for charcoal etc

Inform learners to prepare to tell the class four things that we get from trees and one way in which we can protect trees during the next lesson.

Sub - strand 7

Topic: Talking About Pictures

LB Unit 30, Pages 215 and 216

Remind learners about the discussion they had about trees, their importance and the need to protect them. Have individuals respond to each of these aspects, using the structures practised during the earlier conversation lesson.

Refer learners to the picture on page 215 of their books and have them critically study it in pairs for three to five minutes. Then lead them with questions to make simple statements about the picture. Drill each correct response.

Examples:

Teacher: What do you see in the picture?

Learner A: I see a big tree.

Class: I see a big tree.

Groups (e.g. Girl): I see a big tree.

Individuals: I see a big tree.

Teacher: What else do you see?

Learners B: I see three animals/sheep.

Class: I see three sheep.

Groups: I see three sheep.

Individuals: I see three sheep etc.

Proceed as above for learners to exhaust talking about all that the picture shows.

Particularly, they need to establish that the animals are enjoying the shade that the tree provides. The man is equally enjoying the cool shade as well as the birds for whom the tree provides a home.

Inform learners that they will each stand in front of the class and say four ways in which trees are useful to us and one way in which we can protect trees. Model the activity and invite them one at a time to make a presentation. Remember to support them with prompts should the need arise.

STRAND 2: READING

Sub -strand 2: Phonics

B1. Phonics

LB page 216

Topic: Letter Sounds: Initial and Final sounds of familiar words.

Use pictures and simple explanation to teach the meaning of the key words in section B2

Teach the pronunciation using the three stage process:

- Listening practice: Learners listen as you pronounce the word a number of times
- Repetition: Learners pronounce the word several times after you and as a class, in groups and individually.
- Independent production: Learners pronounce the word on their own as a class, in groups and individually in response to the questions. What word is this?

Have learners take turns to pronounce a given word which makes the sound that begins it as well as that which ends it. They may extend the activity to other familiar words.

Sub -strand 7, 9: Comprehension

B3. Reading and Comprehension

Topic: I am a tree (a poem)

LB Unit 30, page 216

Before Reading

Remind learners about the discussions they have had about the benefits we derive from trees and the dangers that trees are exposed to. Invite them to name some of the benefits of trees and how trees can be saved or protected.

Ask learners to look at the pictures on page 216 of their books carefully and say what is unusual about the picture: trees having human features such as a face with eyes, a nose and a mouth. Have them recall what speech bubbles are. Ask them to also study the two faces

carefully and say what difference there is or are between the two; one face looks cheerful while the other looks sad with tears flowing.

Print the title of the poem on the board and discuss it briefly.

Let learners know they are about to read a poem and based on the pictures, the title and all the discussion they had had, they should guess what the poem is about and what the trees may be saying. Then revise the pronunciation and meaning of the key words treated in the previous lesson. (Conversation 2)

During Reading

As learners listen and follow in their books, read out the first stanza of the poem two or three times. Display word and sentence cards (of words and sentences from the first stanza) in front of the class. Read out words and sentences. Learners step forward, pick the right word/sentence cards and read the content aloud. Repeat the process with the other two stanzas.

Let learners sit in pairs to read the poem together and also to each other as you visit the pairs to hear both pairs and individuals read aloud.

After Reading

Discuss the poem with the learners and ask them to try and say what the tree is saying in their own words. Let them say why the tree is sad and actually crying in the second picture.

C. Read out each question, discuss it briefly and have learners answer it orally. After questions have been answered, have learners give their personal views about the poem. They may for instance, say whether they like the poem or not and why. They may state which stanza is their favourite and which is their favourite line and why.

Sub -strand 6: Vocabulary

D. Things that come from trees

Explain the exercise to learners

Ensure that learners do recognise the object in each picture and guide them to read the words/names. Put learners into small groups to orally do the exercise. They then do the work individually in their exercise books.

Revision And Self-Assessment

As before, explain each exercise or activity carefully, giving several examples. Demonstrate the exercise or activity and guide learners to do a few orally. You then assign the work to be done by learners individually.

Note: that it is necessary for these activities and exercises to be monitored, and after assessment it is necessary to provide feedback

Strand 6: Extensive Reading

In this final extensive reading session, you may do a review of the terms/year's activities. Learners may recall highlights of the term's/year's work. E.g. naming interesting stories, characters, events, retelling episodes, etc.

You may also crown the year's work with a really interesting story from an audio gadget such as a computer.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples. Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers

B1. Initial & Final Sounds of Words

Food **f d**

Tree **t ee**

Forest **f t**

Climate c t

Burn b n

Home h m

C. Comprehension

1. Trees give us food, air, homes, life.
2. People will die.
3. They are useful (any other reasonable responses)
4. We must plant trees.
We must not burn trees. etc
5. I will tell the one never to cut down trees. He must plant another tree. etc.

D.

- | | |
|------------------|------------------|
| 1. (a table) Yes | 6. (a tyre) Yes |
| 2. (pears) Yes | 7. (a pot) No |
| 3. (a book) Yes | 8. (an egg) No |
| 4. (a fish) No | 9. (a canoe) Yes |
| 5. (a house) Yes | 10. (a bed) Yes |

Revision 7 And Self-Assesment

Answers,

LB, pages 200 - 205

B & C

A Reading of short vowel words

Listen for the accurate pronunciation of the sounds as distinct from the long counterparts

Note the exceptions in B – ‘well’ and ‘bell’

D.

e.g. fish

- | | |
|-------------|-------------|
| 1. cup | 7. reading |
| 2. cooking | 8. sweeping |
| 3. pig | 9. hut |
| 4. sun | 10. writing |
| 5. drinking | 11. singing |
| 6. pin | |

E1.

- | | |
|---------------------------|---------------------------------|
| 1. This is a red shirt | 10. This is a big/tall tree. |
| 2. This is a blue ball | 11. This is a short/small tree. |
| 3. This is a big goat. | 12. This is a big mango |
| 4. This is a small goat. | 13. This is a small mango |
| 5. This is a mango. | 14. This is a long rope |
| 6. This mango is yellow. | 15. This is a short rope |
| 7. This mango is green. | 16. This is a fat girl |
| 8. This is a short woman. | 17. This is a thin girl |
| 9. This is a tall woman. | |

E2.

Here, learners look at the pictures and try to recall the story. Each picture is associated with and then tell the story or recall the text it illustrates

Diagnostic Assessment

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Others

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G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

APPENDIX 1

Workbook Answers

UNIT 1 Greetings

Section A (page 1-2)

morning	go
wake	run
go	Dad
pray	Mum

Section B (page 2)

Mat	cat	ass	ant
socks	bed	star	sun

C. Pages 2 - 3

1. Edem
2. Good Morning Dad, Good Morning Mum
3. Good Afternoon Dad, Good Afternoon Mum
4. Good night Dad, Good night Mummy
5. Good night Edem
6. The children
7. Good evening
8. Miss Adoma
9. want to learn

D1. Page 4

good	parents
morning	night
parents	good
night	thank
thank	morning
afternoon	greet
greet	daddy
mummy	everyday
daddy	afternoon
everyday	mummy

UNIT 2 Myself

B1. Page 8

t	l	p	p
a	p	t	p

B2. page 8

a	b	c	d	e	f
a	b	c	d	e	f

C. Page 9

1. six years
2. Kpando
3. Mr. Mensah
4. Mrs Mensah
5. Jollof rice
6. Yes
7. Yes

D1. Page 9

1. father
2. mother

3. school
4. years
5. brother

6. sister
7. food

D2. Page 10

father	Basic
mother	sister
school	also
jollof	brother

UNIT 3 My Family

A. pages 12 – 13

1. a bird
2. hen
3. hen
4. the chicks
5. their mother
6. the hen and the hawk

B1. Page 14 - 15

car	nest
cot	cat
net	pig

B2. Page 16

- | | |
|--------------|----------------|
| 1. a (apple) | 2. e(elephant) |
| 3. f (fish) | 4. v(vase) |
| 5. b(ball) | 6. d(dog) |
| 7. h(house) | 8. h(house) |

9. c(cap)
11. k(key)

10. g(girl)
12. l(leaf)

C. Page 17

- | | |
|-----------|-----------|
| 1. three | 5. sister |
| 2. two | 6. happy |
| 3. shop | 7. Evans |
| 4. farmer | 8. seven |

D2. Page 19

This	family
father	sister
sister	brother
many	father
brother	happy
family	many
happy	this

D3. Page 19

- | | |
|-----------|----------|
| 1. read | 5. mat |
| 2. book | 6. daddy |
| 3. six | |
| 4. please | |

UNIT 4 Places and Things at Home

B. Page 23

p o t	m o p
e	i

n	n
c a t	l o g
o	e
t	g

C. Pages 23 - 24

- | | |
|----------------|------------|
| 1. Mrs. Mensah | 5. Yes |
| 2. No | 6. one |
| 3. Yes | 7. kitchen |
| 4. bedrooms | |

8 and 9 are personal response questions:
Accept learners' opinions.

D2. Page 25

1. broom – we use it to sweep
2. chair – we sit on it
3. kitchen – it is the place where we cook
4. bedroom – it is the room in which we sleep
5. coal pot – we cook on it
6. bed – we sleep on it
7. spoon – we eat with it
8. house – it is the place where we live

REVISION 1

A: Workbook page 26

1. Edem
2. Edem

B. Page 26 - 27

1. six
2. stories
3. jollof rice
4. pot
cot
5. ant
nest
6. bus
cup
7. bag
bell

C. Page 28

- | | | | |
|------|---|---|---|
| 1. a | b | c | d |
| 2. e | f | g | h |
| 3. i | j | k | l |
| 4. m | n | o | p |

D. Pages 28-29

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

E. Page 29

- 1. basket
- 2. cup
- 3. cow
- 4. fish
- 5. pig
- 6. pen
- 7. pot
- 8. cap

UNIT 5 What We Do At Home

B2. Pages 31 - 32

g e k h
 n m d t
 h c s p

C. pages 32 - 33

- 1. ten
- 2. Aba
- 3. Esi
- 4. Oko
- 5. Aba
- 6. Atu
- 7. She is the only adult and mother.
- 8. Abu and Amina
- 9. To make their teeth clean.

D1. pages 33-34

brush sweep
 fetch wash
 clean bath
 cook eat
 sleep

UNIT 6 Commands and Requests

B. Page 36 - 37

mat gas
 man sack
 four door
 dog mango
 moon top

UNIT 7 The Food We Eat

sit	cap	red	top
fish	ant	peg	dog
tin	cat	pen	fox
pin	hat	bell	pot
pig	bag	hen	
		bed	

C. Page 42

- 1. Edem and Mother
- 2. buy things in the market
- 3. Edem
- 4. Edem
- 5. Edem and his mother
- 6. banku
- 7. They are cooking so that they will have their meal

8. they are hungry

D1. Pages 42 - 43

- | | |
|--------------|-------------|
| 1. cassava | 2. maize |
| 3. tomatoes | 4. mango |
| 5. onions | 6. yam |
| 7. pineapple | 8. plantain |
| 9. pepper | 10. rice |

D2. Page 44

- | | |
|----------------------|------------|
| 1. cooking | 5. fish |
| 2. sweeping/sleeping | 6. buying |
| 3. peeling | 7. ready |
| 4. market | 8. cutting |

D3. Pages 44 - 45

- | | | | |
|----|----|----|----|
| Aa | Bb | Cc | Dd |
| Ee | Ff | Gg | Hh |
| Ii | Jj | Kk | Ll |
| mM | nN | oO | pP |
| qQ | rR | sS | tT |
| uU | vV | wW | xX |
| yY | zZ | | |

UNIT 8. In My Classroom

B. Pages 47 – 48

- | | | |
|------|-----|-----|
| bed | bug | hen |
| desk | dog | |

C. Pages 48 – 49

1. The teacher is Miss Adoma
2. Edem and Amina are in the classroom
3. It is in the classroom
4. Miss Adoma , Edem , Amina
5. there are pictures

D1. Page 49

1. teacher
2. picture
3. chairs
4. many
5. chalkboard

D2. Pages 49 - 50

- | | |
|---------------|----------|
| 1. chalkboard | 4. chair |
| 2. book | 5. bell |
| 3. desk | |

D3. Page 51

- | | |
|---------------|-------------|
| 1. classroom | 7. duster |
| 2. beautiful | 8. pencil |
| 3. picture | 9. table |
| 4. chalkboard | 10. running |
| 5. many | 11. teacher |
| 6. children | 12. fanta |

REVISION 2

B. Page 53

1. Mr. Mensah
2. Mrs. Mensah
3. Edem has two brothers
4. Edem has two sisters

D. Pages 54 – 55

1. house
2. sitting room
3. kitchen

E1. Page 56

Bedroom	Kitchen	Sitting room
bed	stove	television
fan	coalpot	radio
	saucepan	fan
	knife	sofa

E2. Page 57

- | | |
|-------------|-------------|
| 1. Sweeping | 4. washing |
| 2. fetching | 5. brushing |
| 3. jumping | 6. cleaning |

UNIT 9 My Friends

A2. Page 58

1. Evans
2. Amina
3. Edem

B1. Page 59

inn	jet	win
ink	jug	wig
in	jar	wet
is	jeep	wall
ill	joy	well

C. page 60

1. Saturday.
2. one friend.
3. Abena.
4. at the park
5. playing
6. because they are playing

D. Page 60

- | | |
|------------|-------------|
| 1. park | 5. children |
| 2. hello | 6. please |
| 3. today | 7. may |
| 4. brother | 8. Saturday |

E1. Page 61

Small letters missing

1. a b e j l n r y

Missing capital letters

C	F	G	I	K	M	Q	R
S	T	U	V	W	X	Z	

UNIT 10. Christmas Is Here Again**B. Page 62**

ball	bell
tall	sell
fall	tell
wall	well
small	swell
shall	smell
stall	hell
call	cell
hall	shell
mall	fell
	yell

C. Page 63

1. The children are happy
2. Father Christmas gives them gifts
3. Father Christmas
4. Good children
5. Father Christmas
6. He gives them toys, dresses, shoes
7. The good children

8. Happy Birthday, Mummy.

9 and 10. Accept what learners say.

D1. Page 64

- | | |
|--------------|-------------|
| 1. Christmas | 5. New year |
| 2. gifts | 6. returns |
| 3. again | 7. merry |
| 4. happy | 8. children |

D2. Workbook page 64

- | | |
|------------|---------|
| 1. happy | 5. new |
| 2. toys | 6. gift |
| 3. dresses | 7. year |
| 4. shoes | 8. gift |

UNIT 11. What We Do At School**A2. Workbook page 66**

- | | |
|------------|------------|
| 1. reading | 5. talking |
| 2. writing | 6. playing |
| 3. singing | |
| 4. drawing | |

B. Page 67

c u p	p o t	p i n
v a n	h e n	
c a p	v e s t	

C. Page 68

1. Kropa Basic School
2. No
3. They put their things in the bags.
4. They sing
 - They march
 - They read
 - They write
 - They draw
 - They play (any three)
5. Yes

D1. Page 69

- draw – draw
 march – march
 sing – sing
 read – read
 bus – bus
 play – play
 game – game
 write – write
 school – school
 going – going

*learners are to draw lines to the same words.

D2. Page 69

1. school
2. bus

3. read
4. draw
5. like
- E. e.g
 I sing at school
 We read at school

UNIT 12 Safety at Home

A2. Page 71

- e.g. no
- | | |
|--------|--------|
| 1. no | 5. no |
| 2. yes | 6. yes |
| 3. no | 7. yes |
| 4. yes | |

C. Page 73 -74

- | | |
|------------------|----------|
| 1. two people | 5. Amina |
| 2. Amina and Ali | 6. Ali |
| 3. at home | 7. Amina |
| 4. playing | |

D1. Page 74

- | | |
|-----------|----------|
| 1. school | 6. pray |
| 2. play | 7. jump |
| 3. window | 8. climb |
| 4. home | 9. leg |
| 5. hurt | |

REVISION 3

A. Workbook page 76

1. talking/conversing
2. drawing
3. writing
4. reading
5. playing
6. singing

B. Page 77

- | | | |
|----------|--------|-----------|
| 1. dress | 2. web | 3. tent |
| 4. ten | 5. red | 6. rabbit |

D1. Page 78

Safe

1. sleeping.
2. watching the television.
3. eating.

Not Safe

1. climbing a tree
2. fighting
3. climbing onto a table
4. playing with the stove
5. throwing stones

(accept anything that poses danger)

UNIT 13 Safety on the Road

B. page 81

- | | |
|-------|---------|
| 1. in | 4. and |
| 2. at | 5. ill |
| 3. an | 6. lock |

C. Page 82 - 83

1. on the road
2. five people
3. Policeman
4. in a big city
5. in the big city
6. crossing the road
7. Mr. Bansah
8. to school

D. Page 83

- | | |
|--------------|-----------------|
| 1. cross | 5. helping |
| 2. bags | 6. road |
| 3. going | 7. cross, adult |
| 4. policeman | |

UNIT 14. Be Strong And Healthy

B1. Page 85

c	f	g	j	k	m	n
p	q	s	u	v	x	y

C. Page 86

1. Edem and Amina.

2. Doggie, Football and Ampe.
3. football, skipping, running, jumping and ampe.
4. strong and healthy.
5. (Personal response).
6. strong and healthy.
7. an animal.

D1. Page 87

- | | |
|-------------|---------|
| 1. football | 4. run |
| 2. jump | 5. skip |
| 3. play | 6. ampe |

D2. Pages 87-88

football
 jumping
 running
 skipping
 hopscotch

D3. Pages 88 - 89

- | | |
|---------|------------------|
| 1. play | 5. home , school |
| 2. pet | 6. happy |
| 3. home | |
| 4. game | |

UNIT 15 Preventing Malaria

B. Pages 91 - 92

1. goat

- gas
- top
- soap
- nut

2. man
 - mat
 - cat
 - fan

3. boat
 - top
 - pot

C. Pages 92 - 93

1. Sika
2. Sika
3. the doctor
4. Sika
5. a mosquito
- 6.No
7. everybody

D1. pages 93 - 94

1. clinic
2. hut
3. doctor
4. treated net
5. mosquito

D3. Page 95

- | | |
|------------|---------|
| 1. happy | baby |
| 2. malaria | treated |
| 3. doctor | crying |
| 4. mother | |

UNIT 16 At the Library

B1. Page 98

WORDS

- shirt
- shoes
- shells
- shop
- sheep
- shorts
- shark
- shelves
- shallot

PICTURES

- picture of shirt
- picture of shoes
- picture of shells
- picture of a shop
- picture of sheep
- picture of a pair of shorts
- picture of shark
- picture of shelves
- picture of shallot

B2. Page 99

- | | |
|-------|-------|
| a – A | g – G |
| b – B | h – H |
| c – C | i – I |
| d – D | j – J |
| e – E | k – K |
| f – F | l – L |

C. Pages 99 – 100

- a) Edem
b) Amina
c) the librarian
- a woman
- Edem and Amina
- on Saturdays
- The librarian
- They read many books
- 12 o'clock
- librarian

D. Page 100

- | | |
|------------|--------------|
| 1. book | 6. they |
| 2. read | 7. library |
| 3. kind | 8. Edem |
| 4. many | 9. home |
| 5. goodbye | 10. Saturday |

UNIT 17 A Computer For Setor and Sena

A. Page 102

A computer is a machine used to store information. A computer is a machine that makes work easy, fast and efficient. It is used to store information I can learn many things on it.

B. Workbook pages 103 - 104

- | | | | |
|--------|-----|-----|------|
| 1. pin | pen | mat | moon |
|--------|-----|-----|------|

2. rope rake egg
 3. mop pear rat

C. Page 104 -105

1. Sena
2. Sena and Setor
3. Uncle Amenyio
4. Yes
5. No
6. Yes
7. Uncle Amenyio gave them a computer.

D2. Page 105

- | | |
|--------------|--------------|
| 1. computer | 5. many |
| 2. uncle | 6. listen |
| 3. storybook | 7. Christmas |
| 4. sister | |

UNIT 18 Save Energy

B. Learner's Workbook page 109

- | | |
|-------------|-------------|
| 1. chick | 6. children |
| 2. pot | 7. goat |
| 3. charcoal | 8. book |
| 4. chief | |
| 5. chain | |

C. Page 110

1. School
2. a woman

3. talk to the children
4. saving energy
5. when we are not at home
6. it costs a lot of money.

D2. Page 111

- | | |
|-------------|--------|
| mother | energy |
| electricity | today |
| power | woman |
| radio | money |

D3. Page 112

- | | |
|-----------|----------|
| 1. father | 4. money |
| 2 today | 5. greet |
| 3. energy | |

UNIT 19 Helping Others

B. Page 114 -115

S W U V Z Y

C. 115 - 116

1. Amina and Mr. Otu
2. Mr. Otu
3. afternoon
4. Mr. Otu
5. Mr. Otu
6. house / station
7. Amina is going home
8. She helped Mr. Otu.

D1. page 117

good	heavy	fine
afternoon	please	thank
bless	help	

D3. Page 117

1. heavy
2. help
3. please

UNIT 20 At the Zoo

A. pages 120 – 121

- | | | |
|--------|---------|-------|
| 1. No | 2. No | 3. No |
| 4. No | 5. Yes | 6. No |
| 7. Yes | 8. No | 9. No |
| 10. No | 11. Yes | |

B. Pages 122

- | | | |
|--------|--------|-------|
| 1. Yes | 2. Yes | 3. No |
| 4. No | 5. Yes | 6. No |
| 7. Yes | | |

C1. pages 122 - 123

1. zoo
2. It is Saturday
3. the Zoo
4. looking at the animals
5. No

6. they are happy at the Zoo

C2. Page 124

- | | |
|--------|--------|
| 1. Zoo | 3. Zoo |
| 2. Zoo | 4. Zoo |

D1. Page 124

- | | |
|-------------|------------|
| 1. elephant | 5. lion |
| 2. zebra | 6. ostrich |
| 3. monkey | |
| 4. giraffe | |

D2. Page 125

- | | |
|-------------|------------|
| 1. elephant | 5. lion |
| 2. zebra | 6. ostrich |
| 3. monkey | |
| 4. giraffe | |

D3. page 126

- | | |
|------------|------------|
| 1. lion | 4. giraffe |
| 2. monkey | 5. zebra |
| 3. ostrich | |

UNIT 21. Our Animal Friends

B. Page 129

s – S	w – W
t – T	x – X
u – U	y – Y

C. Pages 129 - 130

- | | |
|------------|----------|
| 1. a. Edem | b. Amina |
| c. Ama | d. Dan |
2. Edem
 3. Amina
 4. Ama
 5. Dan
 6. meat and fish
 7. grains
 8. fruits
 9. meat
 10. personal answers/responses
 11. personal answers/responses

D1. Pages 130 - 131

- | | |
|-----------|-----------|
| 1. animal | 7. dog |
| 2. fish | 8. monkey |
| 3. grain | 9. cat |
| 4. meat | 10. food |
| 5. bread | 11. pet |
| 6. bird | 12. bones |

D2. Page 131

1. bird
2. monkey
3. cat
4. dog

UNIT 22 Positions

B. Page 134

- | | | |
|--------|--------|--------|
| 1. ran | 2. can | 3. fan |
| 4. pan | 5. van | 6. tan |
- (any 4 words should be accepted)

C. Page 135

1. Market
2. near the table.
3. selling fruits.
4. The pears are on the table.
5. The bananas are on the table.
6. The mangoes are in the basket.
7. Personal answers/responses.

D1. page 136

- | | |
|---------------|------------|
| 1. mangoes | 5. mother |
| 2. bananas | 6. selling |
| 3. pears | 7. market |
| 4. pineapples | 8. basket |

D2. Page 136

- | | |
|-----------|--------------|
| 1. orange | 4. bananas |
| 2. pear | 5. pineapple |
| 3. mango | |

E1. Page 138

1. on the table
2. in front of the box

3. under the table
4. on the mat
5. under the tree

E3. Page 139

1. I like to eat fruits.
2. The mangoes are in the basket.
3. Where are the bananas?
4. Monkeys live in trees
5. Let us go to the market .

UNIT 23 At the Shop

B. Page 141

Pearl rhymes with bell

Ben – pen – hen

egg – bed – seth

Page 142

hen – pet mat – cat

pit – sit hen –ten

pen – dress leg -- sell

cot –log lock -- mop

pot – hot log – not

pin – fish can – fan

C. Pages 142 - 143

1. the shop
2. Mr. Dagadu

3. in the shop
4. in the shop
5. in the shop.
6. The teacher
7. sells things
8. buy many things
9. Personal responses
10. Personal responses

D2. Page 144

- | | |
|-----------|---------|
| 1. sweets | 3. pens |
| 2. shop | |

D3. Page 144

- | | |
|----------|------------|
| 1. toys | 5. love |
| 2. books | 6. teacher |
| 3. shop | |
| 4 pens | |

UNIT 24 At the Playground

C. Pages 149 - 150

1. Friday
2. at the playground
3. at the playground
4. they want to play
5. football, basketball and skipping
6. running and jumping
7. They are playing games so that they become strong and healthy

8. They are going to run
9. personal responses
10. personal responses

D2. Page 150

- | | |
|---------------|-------------|
| 1. skipping | 5. football |
| 2. boys | 6. rope |
| 3. playing | 7. girls |
| 4. basketball | 8. four |

D3. Page 151

- | | |
|------------|-------------|
| 1. running | 3. football |
| 2. jumping | |

E2. Page 151

E.g. I play football
 I play basketball
 We play volleyball etc.
 (Any five sentences)

UNIT 25 At The Market

B1. Page 154

Six pigs in a pit

Six tins in a bin

Six pins on a zip

And six wigs all for Vic.

But the big plate of fish

Is all for little Dick

B2. Page 155

six

win sit fit pit his

C. Pages 155 - 156

- | | |
|---------------------------------|---------|
| 1.a. tomatoes | b. yams |
| c. cocoyams | |
| 2. bread | |
| 3. Yes | |
| 4. and go home | |
| 5. things and sell them | |
| 6. Edem's mother | |
| 7. butcher | |
| 8. kills animals and sells meat | |

D1. Page 156

- | | |
|-----------|-----------|
| 1. sell | 5. fish |
| 2. round | 6. beef |
| 3. market | 7. woman |
| 4. buy | 8. people |

D2. Page 157

- | | |
|-------------|------------|
| 1. trader | 5. meat |
| 2. bread | 6. selling |
| 3. tomatoes | |
| 4. fish | |

D3. Page 157

- | | |
|-------------|----------|
| 1. a trader | 2. bread |
|-------------|----------|

3. fish 5. meat
4. tomatoes

D4. Page 157

1. buy 2. yam 3. mat

UNIT 26 Story Time

One day a frog hopped and hopped

It hopped into a box

Tom saw the frog

The frog hopped to the dog

The dog ran to the cock

The cock ran to the log

The log rolled and rolled

It broke Granny's pot.

B. Page 161

Frog

- | | | |
|-------|-----|------|
| sob | top | log |
| lock | not | cot |
| socks | lot | moth |

C. Page 161 -162

1. Cat and Mouse
2. They are hungry
3. Cat and Mouse
4. banku and soup
5. Cat
6. Cat falls asleep
7. mouse

8. mouse
9. personal responses.
10. personal responses.

D2. Page 163

- | | | |
|------------|--------|----------|
| 1. a. pit | b. pot | c. hot |
| 2. a. soup | b. pot | c. sleep |

D3. Page 164

- | | |
|-----------|----------|
| 1. pot | 4. cook |
| 2. hungry | 5. Mouse |
| 3. sleep | 6. soup |

UNIT 27 Story Time 2

A. Page 166

A puppy is a baby dog

Mummy

It runs and it jumps all day long.

B. Page 167

- | | | |
|----------|----------|----------|
| 1. jumps | 2. Mum's | 3. mummy |
| 4. run | 5. puppy | |
| fun | cup | suck |
| hut | mud | cut |
| jug | bug | |

C. Page 167 - 168

1. Cat and Mouse

2. hungry
3. banku
4. cat
5. Mouse
6. Mouse
7. Mouse
8. Cat - Mouse
9. Cat
10. Mouse

D1. Page 168

- | | |
|-----------|-----------|
| 1. cat | 2. mouse |
| 3. cook | 4. sleep |
| 5. eat | 6. food |
| 7. meal | 8. hungry |
| 9. friend | |

D2. Page 169

Color	word
red	red
blue	blue
green	green
yellow	yellow
white	white

D3. Pages 169 - 170

1. red
2. green
3. yellow

4. black
5. white

UNIT 28 Big and Small

B. Page 175

pen	dog
log	fan
cat	sun
	wall

C. Page 176

1. Mouse is very small
Elephant is very small
2. Mouse likes being big
Elephant likes being big
3. Elephant likes being small
Mouse likes being small
4. Personal responses

D1. Page 177

- | | |
|-------------|-----------|
| 1. morning | 4. small |
| 2. elephant | 5. friend |
| 3. big | |

D2. 177

- | | |
|---------|------------|
| 1. good | 2. morning |
|---------|------------|

3. elephant 5. small
4. big 6. friend

D3. Page 177 - 178

1.

1. mouse
2. elephant

2.

1. morning
2. good

E1. Pages 178 - 179

big small big small

A big tree | a small tree
A small bottle | a big bottle
A big bus | a small bus

E2. Pages 179 - 180

The giraffe is tall.
The goat is short .
The coconut tree is tall.
The mango tree is short.
The man is tall.
The boy is short.
The lady is tall.
The woman is short.

UNIT 29 Our Safety

B. Page 182

<u>man</u>	<u>hen</u>	<u>bin</u>	<u>mop</u>	<u>hut</u>
fan	ten	fin	top	cut
can	pen	gin	cop	shut
ran	den	kin	hop	but
pan	men	pin	stop	sun

C. Page 183

1. school
2. quickly
3. a stranger
4. the stranger
5. Amina
6. man
7. No
8. Amina did not go
9. No
10. Yes
11. Amina wants to be at school on time.

She has listened to the advice given her

(Accept any good thing about Amina that learners list)

D1. Page 184

- | | |
|-----------|-------------|
| 1. toffee | 3. quickly |
| 7. sorry | 4. hello |
| 2. money | 5. stranger |

- 6. late
- 7. sorry
- 8. school

- 9. early
- 10. worry

D2. Page 184

- 1. school
- 2. late
- 3. sorry

E1. Page 185

- | | |
|-------------------------------|--------------------------------|
| 1. <input type="checkbox"/> x | 7. <input type="checkbox"/> x |
| 2. <input type="checkbox"/> ✓ | 8. <input type="checkbox"/> x |
| 3. <input type="checkbox"/> ✓ | 9. <input type="checkbox"/> x |
| 4. <input type="checkbox"/> x | 10. <input type="checkbox"/> ✓ |
| 5. <input type="checkbox"/> x | 11. <input type="checkbox"/> ✓ |
| 6. <input type="checkbox"/> x | 12. <input type="checkbox"/> x |

E2. Page 186

- 1. quickly
- 2. stranger
- 3. money
- 4. teacher
- 5. school
- 6. late

UNIT 30 Save the Trees and Save the Climate

B. page 187 - 188

- 1. yes
- 6. Yes

- | | |
|--------|---------|
| 2. yes | 7. no |
| 3. yes | 8. no |
| 4. no | 9. yes |
| 5. no | 10. yes |

C. Page 188

- | | |
|--------|--------|
| 1. Yes | 5. No |
| 2. No | 6. No |
| 3. No | 7. Yes |
| 4. Yes | 8. Yes |

D. Page 188

- 1. wolf
- 2. sheep
- 3. grain
- 4. hungry
- 5. happy
- 6. father
- 7. busy
- 8. village

APPENDIX 2

Strategy Terms

Read Aloud

The teacher or other experienced reader reads aloud a text to learners. Learners listen and take part in pre- and post-reading discussion and other activities geared towards comprehension and appreciation.

Shared Reading

The teacher reads aloud to children from a big book which all the children can see. During reading, the teacher points to or slides his/her hand below the words so that the children can appreciate the print and invites the children to predict what will happen, elicit vocabulary or teach words that children may not know.

Paired Reading

Learners take turns reading aloud in pairs. The more able reader can help the less able reader.

Echo Reading

A strategy for teaching fluency. A skilled reader reads a text, a sentence or a phrase at a time as the learner tracks. The learners then echoes or repeats, imitating the skilled reader.

Choral/Chorus Reading

They are usually led by the teacher or other experienced reader. The purpose is to develop reading fluency.

Directed Reading Activity

A reading comprehension activity: the teacher guides learners' reading by asking questions which guide them to the key points in the text.

Community Circle Time

In this strategy, a short period of time is set aside for the teacher and learners to come together to interact in an informal manner. The normal classroom sitting arrangement is altered and the teacher and learners sit in a circle or semi-circle. Singing, Story Telling, Conversations, Presentations and other related activities lend themselves to the Community Circle Time strategy. By its informal nature, learners are encouraged to participate.

Think-Pair-Share

The strategy requires learners to think about a task/problem/question and share views with a partner. The pair may further share their viewpoints with the class.

T-Chart

The T-Chart is a graphic organiser used to guide students to make comparisons. The

strategy is used to assist learners to identify similarities and differences between texts read and to activate background knowledge.

KWL: Know-Want to Know-Learn

This strategy requires learners to think and recall what they already know about the topic they are about to learn, ask questions about it and find answers. The strategy helps to structure a lesson into logical steps.

Tracking

Tracking is the act of pointing to words or chunks of words as they are read during reading aloud. This enables beginners to keep track of what they are reading. It also promotes word recognition and to some extent prevents learners from merely memorizing and reciting texts.

Tracking also happens during shared reading when a group or the class reads from the same source such as the board or a ‘big’ book. In that case, the tracking is done by another person such as the teacher.

Language Drills

Language drills are repetitive oral language activities used to give learners practice in the use of specific language structures. They are used mainly during the practice stage of grammar lessons and the objective is to enable learners to gain accuracy in using the target structure.

Types of Language Drills

Examples of language drills are

- Repetition Drill
- Substitution Drill
- Substitution Table Drill
- Question and Answer Drill
- Conversion Drill
- Completion Drill

1. Repetition Drill

In a repetition drill, the learner is made to repeat a particular structure a number of times for its mastery. The item for repetition may be a model presented by the teacher or another learner. Repetition of a structure by the class, groups and individuals provides each learner several opportunities to listen to it and also several opportunities to practise it.

2. Substitution Drill

In a substitution drill, learners repeat practically the same structure with each learner, substituting a particular item in the structure with his/her own choice of word or phrase.

For example, in response to the question, “What did you eat yesterday?”, learners repeat the sentence structure SVOA Subject, Verb, Object, Adverb, substituting the object as in

Learner A: I ate fufu yesterday.

Learner B: I ate banku yesterday.

Learner A: I ate rice yesterday.

Learner b: I ate tuozafi yesterday.

3. Substitution Table Drill

A substitution table drill is virtually the same as a substitution drill. The difference is that in a substitution table drill, the sentences are built into a table and learners read sentences from the table. The table may be built on the board on a chart mounted on the board or in the textbook. Example:

Where	is	the book?
		the box of chalk?
		your sister?
		the clock?
		the ball?

4. Question and Answer Drill

This is a drill in which learners have to ask and answer questions repeatedly. The questions may come from one source (e.g. the teacher) and learners answer the questions. This may be done in pairs. Learners work in pairs. One asks the target type of question and the other answers. Roles are then reversed. Example:

Learner A: What did you do on Sunday?

Learner B: I read a story on Sunday.

Learner B: What did you do on Sunday?

Learner A: I did my homework on Sunday

Another takes over and it continues round the class.

5. Conversion Drill

A conversion drill involves changing/converting a particular structure from one form to another. For example, a sentence from the simple present to the simple past tense.

Example:

Learner A: I play football on Saturdays.

Learner B: I played football on Saturday.

Learner C: I iron my uniform on Sundays.

Learner D: I ironed my uniform on Sunday.

6. Completion Drill

In a completion drill, learners generally work in pairs. One begins a sentence and the other completes it. They then reverse roles. Another pair then take their turn. This continues until all learners have had opportunities to both begin and complete sentences.

The drill is used to provide oral practice of a new structure that has been nearly taught.

APPENDIX 3

Rhymes/Songs

1. Pii pii pii

Pii....Piii....Pii!

Pon pon pon!

Here comes a lorry.

Mansa is the driver;

And Oko is the mate.

2. Today we want to play,

Today we want to play,

Play, play and play,

Because the moon is up,

Because the moon is up.

Today we want to dance,

Dance, dance and dance,

Because the moon is up,

Because the moon is up,

Other action words like 'jump', 'jog', 'read', 'learn', etc. may be used in place of 'play' and 'dance'.

3. Boys and Girls (rhyme)

Girls: Boys, boys, boys

How are you today?

How are you again?

Boys: Very well, we thank you.

Very well, we thank you.

Boys: Girls, girls, girls

How are you today?

How are you again?

Girls: Very well, we thank you.

Very well, we thank you.

4. The Greetings Song

Good morning, everybody;

How are you?

Good morning, everybody;

How are you?

Good morning, everybody;

How are you?

Note: The words may be sung to the tune of any popular marching song.

5. The Alphabet Song

A B C D

E F G

H I J K

L M N O P

R S T

U V W X Y Z

Note: You may use the Jolly Phonics tune for the alphabet song.

6. Song: Oh My Name

Oh my name is my name,

My name.

Oh my name is my name,

My name

My name's Esi. (Girls born on Sunday)

My name's Esi.

Esi is my name

My name.

The actions: Children form a circle and dance as they sing. From the fifth line, all learners bearing the name Esi dance into the circle and remain dancing in there until the end of the song and then dance back to their places in the circle. The song restarts and, at the fifth line, the name is changed to, for example, Adzo/Adwoa (girls born on Monday) and those bearing the name take their turn in the circle. This continues until all children have their turn in the circle.

APPENDIX 4

Phonic (Chants)

Letters and their sounds lend themselves to chanting, and chants can be easily developed and used to cultivate learners' interest and enthusiasm in the learning of letters and their sounds.

Examples:

1. A chant to reinforce letter names and sounds.

Teacher: When I say /a/ (letter name)

Learners: We say /a/ (letter sound)

Teacher: When I say b (letter name)

Learners: We say /b/ (letter sound)

Teacher: When I say c (letter name)

Learners: We say /k/ (letter sound), etc.

Note: The class may be put into two groups to perform the chant and blend.

2. A chant to practise sound blending

Girls: When we say /m/-/a/-/t/

Boys: We say mat. /m/-/æ/-/t/

Girls: When we say /b/-/a/-/g/

Boys: We say bag.

Girls: When we say /h/-/æ/-/t/

Boys: We say hat, etc.

3. A chant to practise sound segmentation

Team/Groups

Tigers: When we say bed

Lions: We say /b/-/ε/-/d/

Tigers: When we say pet

Lions: We say /p/-/ε/-/t/

Tigers: When we say net

Lions: We say /n/-/e/-/t/

Rhyme: A Lion

A lion has a tail;

It has a big head,

And a very small waist,

And a very small waist,

And a very small waist

Moo...! Moo!

Moo...moo... says the cow.

Moo...moo...

Wow...! wow... says the dog.

Wow...wow....

Mee...! mee... says the sheep

Mee...mee....

Meao...! meao... says the cat

Meao...meao...

Cluck...! cluck... says the hen.

Cluck...cluck...

Quack...! quack... says the duck.

Quack...quack...

But when the lion says

grrr!... grrr...

We all run away.

We all run away.

APPENDIX 5

Some Language Games

1. Look-Cover-Write and Check

This is a spelling activity in which the learner picks a word card, looks at the word briefly, covers the word or turns the card upside down and spells/writes the word. He/She then uncovers the word/card to check whether his/her spelling of the word is correct.

It can be played as a game by pairs or teams of players so that a correctly-spelt word wins an agreed number of points for the player or team. At the end of the game, when the agreed number of words/word card have been exhausted, the player or team with the highest number of points wins.

2. The Spelling Wheel

Number of Players: two – four teams

Materials: word cards, a spinning wheel

How to Play:

- Display the cards of target words on a table.
- Teams take turns to pick a card and spell the word on the card. Each word spelt correctly wins a performance card. At the end of the agreed number of rounds, the team with the highest number of performance cards wins.

- Just before a player begins to make the effort to spell a word, the wheel is spun and the word must be correctly spelt before the wheel stops, in order for the performance card to be awarded.

3. The Pick and Spell Game

In the Pick and Spell Game, learners pick word cards from a box on the teacher's table, show the word to the class, hand it over to the teacher and spell it. If correctly spelt, it wins a pre-agreed number of points for the player or his/her team.

4. The Who Am I Game

It is a spelling/vocabulary game played like riddles.

Number of players: 2 – 4 players or 2 – 4 teams.

Each player or team has a pack of word cards. Teams/players take turns to spell words from their pack of cards. Members of the opposing team must identify the word spelt by naming it. If he/she succeeds, an agreed number of points is gained and roles are reversed. The winner is the group, team or player which has the highest number of points.

It goes like this:

Player: I am a word. This is how to spell me (spells the word). Who am I?

5. Mother and Child

This is a word build vocabulary game.

Purpose: For learners to recall/revise familiar vocabulary such as high frequency words.

- Players: 2 or more players, teams, whole class
- Suitable for learners 8 years or above
- How to play
 - Write a two or more syllable word on the board. Preferably, it should be a familiar word.
 - Players are required to write as many words as they can with letters that make up the mother word, that is, the two or more syllable word with a given/specified time limit. The winner is the player, group or team with the highest number of words.

6. Back to the Board

1. Send a learner to sit in the front of the class with his or her back to the board.
2. Write a word on the board which everybody can see. The class must then define the word, describe it, give examples of what it is – without saying the actual word itself. The learner with the back to the board must guess it.

For example, you write the word ‘**concrete**’ on the board and the class may say things like:

It is something we build houses with.

It is made with sand and cement. It dries quickly. It is usually grey. You can shape it easily, etc.

Note: You can make this a competition by dividing the class into 2 or more teams and giving strict time limits.

7. See What I Have

Purpose: To reinforce knowledge of letters and their sounds.

Materials: Letter Cards.

No. of players: 4 – 12 players

How to play: Each of the players is given two or three letter cards.

The class begins to sing the alphabet song. A player who hears any of his/her letter named in the song raises the particular letter card. A player who raises a wrong card or fails to raise up a named card falls out. This continues until the winner emerges.

8. Sound Ball Game

The game is used to reinforce learners’ knowledge about letters of the alphabet and their sounds.

9. The Search

The search is a game used to reinforce both word and letter recognition. For example, to assist learners to identify lower case letters and their upper case counterparts. The game may be played a number of times.

Eight to twelve players stand in front of the class. Half of them have the lower case cards of the target letters while the other half have the upper case.

The class then sings or recites the words of the song, 'I am Searching for My Friend'. As the class sings, the card bearers dance around to identify those having their counterpart letters. At the end of the song, each card bearer stands with his or her counterpart letter card.

Those who cannot find their counterparts drop out and the game continues until the winner or winners are found.

The Song/Rhyme

I am searching for my friend.

Searching, searching

I am searching, searching

Searching, searching, searching

I am searching for my friend.

I have found, found

Found, found, found

I have found my friend.

10. Lucky Dip

Purpose of Game: To revise and consolidate letters and items of vocabulary taught.

Players: 2 or more players, two – four teams

Materials: word cards, letter cards, sentence cards, picture cards, etc.

(depending on the knowledge or skill being targeted for practice or consolidation)

How to Play:

1. As learners observe, put the target words or letter cards into a box or a bag.
2. The players take turns to dip their hands into the bag or box without looking into it, to pick one of the cards.
3. Players read the letter/word/sentence/ picture, etc.
4. The game ends after the agreed number of players from both teams have taken their turns.
5. The winner is the team or player who gains more or the most points.

11. Say and keep

Materials: Word cards, cards bearing key words that learner(s) has learnt over a period

Players: 2 – 4 players

How to play:

1. The players (if they are two) sit facing

each other with a table between them.

2. The word cards are shuffled and placed upside down on the table.
3. The players take turns to pick a card and read out the word on it. If it is correctly read, the player keeps it. If not, the card is placed back in the pack. This continues until all the cards have been read or until the agreed numbers of words have been attempted.
4. The winner is the player who has more or the most number of word cards.

Note: The game may be used to test spelling, usage and other skills.

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