

**PRACTICAL**  
**ENGLISH LANGUAGE**  
*for Basic Schools*

**Teacher's Guide**

**Book 2**

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## Preface

The Practical English Course for Basic Schools Teacher's Guide Book 2 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

**Strand 6: Section F** – Writing/Composition

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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 the 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 is written. 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:** 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

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. Thus for example, you must begin with section 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 exercises and 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 guide lines in the form of step by step notes for teaching each of the thirty units 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 of this TG are geared towards the following:

- a. Guiding learners with good models
- b. Providing wide and varied awareness for teacher-led and independent practice of the four language skills appropriate to the level.
- c. Having learners work in pairs and groups to offer them opportunities for interaction and to enable you have time to monitor their performance and also offer individual assistance according to their needs.

## **5.0 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. The P2 child, in many respects, is still a beginner, hence thorough preparation is required before the introduction of any reading and writing activity. Also, should the need arise, activities for developing print awareness and phonological awareness may be continued for learners who need such assistance.

## **5.2 Oral Lessons**

In Basic 2, oral lessons include activities such as Rhymes and Songs, Conversation, Grammar and Dramatisation. Other sections of each unit are also mainly oral based and such activities and strategies as dialogue, discussion, role-play and mini drama are used. These are activities in which you must make sure each child fully participates.



### 5.3 Basic Procedure for Oral Work

In this second year course, a simple three - stage procedure of

- Listening
- Practise
- Independent production

has been followed.

**Listening:** At this stage, the learner is provided with models of the target language to listen to.

**Practice:** The learner is then taken through various types of activities for practice including drills.

Finally, opportunity is provided for independent production or use of the vocabulary or structural item.

### 6.0 Reading

#### 6.1 Reading Methods

In this course, your learners will learn to read mainly through the Look and Say and the Phonic methods. In the Look and Say method, the child learns to recognise words by their shape and associating the words with particular actions or pictures. By constant repetition and revision of words learnt in this way, the child gradually acquires a stock of words that he can read.

In the Phonic Method, the child learns to read by recognising the sounds of letters and then blending or putting the sounds together. Thus, for example, the child learns the sounds /b/, /a/ and /g/. He is taught to put them together (b - a - g) into the word, 'bag'. Constant practise enables the child to learn several words in this family like cat, mat, hat, fan, man, can, fat, tap, rat', etc.

You may complement these two methods with others that have worked for you but bear in mind that reading is a complex skill to acquire and your learners will learn if you are patient and give them lots of practice and encouragement.

#### 6.2. The Reading Lesson

In the TG, reading lessons are organised into three stages:

- Before Learner's Read

In this initial stage, children are thoroughly prepared for the main reading task they have to perform. This includes discussion of background knowledge, discussion of the topic/title of the reading passage, talking about accompanying pictures, prediction of the content of the read passage and vocabulary work.

- While Learners Read

At this stage, the children perform the main reading task which may include listening to a model, echo-reading, group/pair reading aloud, individual reading aloud, silent reading, etc.

- After Learners Have Read

Follow - up activities are introduced at this stage. They include discussion of the passage, answering of questions, comprehension exercise, additional reading tasks etc.

The stages may not be labelled as above but the activities are sequenced to correspond to these stages. You are encouraged to teach your reading lessons following this structure. Particular situations may require you to use other methods or modify this structure; you are encouraged to introduce any innovations that will enable your learners to become good readers.

## **7.0 Writing/Compositions**

7.1 As a result of your learners' Kindergarten and Primary 1 background, they are able to form the letters of the alphabet correctly and can copy short words accurately. There is the need to consolidate these through frequent practice. This is the time for you to correct any errors, wrong practices or habits they may have acquired. As they practise, look out for and ensure:

- Accuracy of each letter
- Correct sitting posture
- Correct placement of the non - writing hand
- Correct placement of the book
- Correct grip of the writing instrument
- Correct spacing and alignment of letters and words.

## **7.2 The Writing Lesson**

- **Before they Write**

For each writing task, your learners must be thoroughly prepared. This preparation must take the form of explaining the task fully

- Oral discussion of the task
- Demonstration of the task on the board
- Practice on the board, on arm boards or on sheets of paper.

## **As Learners Write**

As learners are engaged in their writing task, you need to visit individuals to encourage and support them in various ways. This is also the time to ensure correct practices including the placement of the writing materials, the gripping of the writing instrument, sitting posture during writing, etc.

### **After Writing**

- Encourage learners to cultivate the habit of reading through whatever they write to correct errors that may be present. They may also engage in peer editing.
- It is important to provide feedback on each writing task performed by children. Encourage them to always look back at their work to satisfy themselves that they have done the activity as required.

## **8. Poems, Rhymes, Songs and Language Games**

Poems, Rhymes, Songs and Language Games are activities that children love, especially when they are accompanied with actions that they have to perform. Engaging in these activities enables them 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, however, encouraged to complement these with others from various sources, including those composed or written by yourself.

## **9. Story Telling**

Listening to and telling stories are another favourite of children. Your learners will enjoy carefully selected and well told level-appropriate stories. The same story may be told over and over and your children will love it. Such repetition also enables them to learn new language in the form of new words, phrases and sentence structures.

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 of stories with pictures, sketches, gestures, actions, demonstration, etc.

Stories may also be read to learners and you should encourage them to listen to radio programmes that feature stories and also watch story telling programmes on television.

## **10.0 The Language to Use**

10.1 Once again the need for you to bear in mind the beginner status of your learners and the fact that they have really limited awareness of exposure to English language cannot be over-emphasised. You will help them to understand your lessons if the words you speak are accompanied with actions, gestures, facial expressions, and such materials as pictures, sketches and real objects.

Remember also that a phrase or two of the L.1 to aid comprehension is not a bad idea.

## **11.0 Classroom Organisation**

11.1 When children sit and work in groups, they have opportunity to interact a lot and also learn from one another. Group and pair activities also enable you to have time for Learners who may need individual attention.

Pair and group activities form key parts of the teaching and learning activities planned in the various sections of the units in this TG.

It is recommended that you make sitting and 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.

## **12.0 Creating a Print-Rich Environment**

Your children will learn English faster and better if they learn in a print rich environment. A print rich environment is one in which there is easy access to suitable printed materials in the form of books, pictures, charts, sketches, diagrams. A print-rich environment is created in the classroom when there are level appropriate books such as text books and picture books of various kinds, word and sentence cards, reading cards, etc. The walls are covered with suitable pictures, diagrams and charts. Also, classroom objects are labelled. This makes the classroom attractive and appealing to the child.

Such an environment ensures the early development of print awareness and the cultivation of interest in reading.

## **12. Different Ability Groups**

For all learners and for your 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.

Similarly, some children may be slow learners and they must not be rushed along but made to go at their own pace. 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) have exercises and activities that may be used for both revision and assessment purposes. You may select from these as required to conduct S. B. A. tests.

### **15. Teaching and Learning Materials (TLMs)**

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

### **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.

## **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 and methods to continue to use, which to change or modify and which to replace.

*learner's Book 2 Pages 1 – 7**Learner's Workbook 2 Pages 1- 4***LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
<b>ORAL LANGUAGE</b>	
By the end of the unit the learner will be able to	
B2.1.1.1.1 interpret a familiar song.	Cultural Identity and Global Citizenship, Communication and Collaboration.
<b>READING</b>	
Phonics B2.2.2.1.2: use the alphabetic knowledge to decode unknown words. e.g. beginning and ending consonants	Personal Development and Leadership, Cultural Identity and Global Citizenship.
Reading Comprehension B2.2.2.7.1.1: use illustrations, text clues and context to make predictions during reading. B2.2.7.1.2: Ask and answer factual and inferential questions about level-appropriate texts.	Personal Development and Leadership
<b>WRITING</b> B2.4.2.1: copy sentences clearly	Personal Development and Leadership. Collaboration and Communication

**EXTENSIVE READING**

B2.6.1.1.1: Read a variety of age and level-appropriate books and texts from print and non-print sources.

Personal Development and Leadership

**TEACHING AND LEARNING STRATEGIES**

**Oral Language**

Modelling, Chorus Reading/Echo-reading

Picture description, Class/Group and Individual participation, Discussion.

Teaching and Learning Resources

**Reading**

Teaching and Learning Strategies

- Modelling
- Echo-reading
- Language Game:
- Pair Work

**Teaching and Learning Resources:**

Letter Cards, Spinning Wheel

**Reading Comprehension**

**Teaching and Learning Strategies**

Picture Description, Demonstration actions, Discussions

**Teaching and Learning Resources**

Pictures

**Writing**

**Teaching and Learning Strategies**

Demonstration, reading



*Vulture*



**Extensive Reading**

**Teaching and Learning Strategies:** Demonstration, observation, Silent Reading

**Teaching and Learning Resources** Library books, non-print text on YouTube

**STRAND 1: ORAL LANGUAGE****Sub-Strand 1: Songs****Teaching and Learning Activities****Oral Language: Songs**

The Song about the Vulture

**A2. LB Page 2**

Children love to sing, dance and do actions because they derive joy from them. It is therefore important to provide opportunities for them to learn through enjoyment. As we teach songs, rhymes, storytelling, conversation, we are not just making children to have joy but we are using these media to facilitate the learning of English and to promote the Ghanaian culture. Any time we teach songs, rhymes/poems, storytelling, etc. we should provide opportunity for learners to do actions; to express their feelings and thoughts through personal response.

Have learners sing two familiar songs as you write the new song on the board. Show them the picture of a vulture on –page 2. Ask learners to say what they know about a vulture. Sing the song twice and let learners sing after you. When they are able to sing, let them do the actions that go with it. (Refer to song in appendix 3) If you do not know the song, sing any local or folk song which enables learners learn a social value.

Ask learners to say one sentence they heard from the song. Discuss the questions orally with learners. Encourage every learner to say what they have learnt. Add your own comments to round off the lesson. Have them sing the song the last time and end it.

**STRAND 2: READING****Sub-Strand: Phonics****B1. LB page 2**

**Note:** Since learners have learned consonant and vowel sounds, devote the first two weeks to the revision of consonants and one week for the pure vowel sounds. (There are many ways of teaching phonic lessons when you go to You Tube. You may also go to Google Play Store to download Jolly Phonics, Kid Video and many more phonic Apps)

Let learners sing the ABC song. Revise the following consonant letters and their sounds b c d f g h j k l m. Make the sound of each letter and let learners show the letter card of the sound and vice versa. E.g. make the sound /b/ and have learner show to the class the corresponding letter.

Have learners play the spinning game (Refer to the spinner on page 3) Have them say the letter name that the arrow rests on when they spin and make the sound as well.

In pairs, one says a letter and the other partner says the sound and a word with the target sound beginning, or in it.

## **STRAND 2: READING**

### **Sub-Strand 7: Reading and Comprehension**

#### **B2. LB pages 3 – 4**

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In this Teacher’s Guide reading lessons are divided into three: before reading, reading and after reading. The teacher activates learners’ background knowledge on the text they are going to read. As learners read they find answers to the questions in Section C. They also read to confirm their predictions. After reading, focus on the discussion of comprehension questions.

#### **Before Reading**

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**Key Words:** grandmother, father, mother, Aba, Kobi, brother, grandfather, doctor, nurse, teachers, sister

B2. Teach the meaning of the key words by using the pictures. As learners talk about the theme pictures and other pictures, they come out with some key words. Write such words on the board. Teach the rest of the words using pictures, real objects, realia, actions and explanations.

#### **While Reading**

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Before reading starts, let learners predict what they are going to read about using the title, theme pictures and words that have come out as they talk about the pictures. You may also give learners the purpose for reading by explaining the questions to them. As learners read they find answers to the questions.

Conduct a model reading after which learners are asked to join the teacher in a choral reading of the text. As you read with them ask them questions about their predictions, e.g.

Did what you said come true? Is that what we are reading about? You may also ask them to say what they have heard or read so far.

Put learners into mixed ability groups to practise reading the passage aloud in groups. After a while, they read individually to the groups.

### **D1. Vocabulary Consolidation Using Key Vocabulary**

#### **LB. page 6**

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Revise the family related words in the substitution, particularly their meaning and pronunciation. Have learners use the words in their own sentences.

Demonstrate reading sentences from the substitution table. Invite individuals to do same and point to words as they are read in the table.

Assign them to do the work.

Spelling: Have learners sit in pairs. They try to identify the words in the passage.

My mother is a teacher.

Have learners read sentences from the table.

### **D2. LB page 6. Vocabulary Consolidation - Spelling**

---

Help learners spell in syllables these words: sister, grandfather, brother, teachers, doctor. Breaking the words into syllables will make it easier to remember the sounds and the letters and they will therefore identify the missing letters. Let learners spell 'friend' by spelling it out. Explain the activity and have learners to do it individually.

## **STRAND 4: WRITING**

### **Sub-Strand 2: Penmanship**

#### **E2: Writing: Copying Sentences**

*LB, P.6*

---

Demonstrate to learners how to write in the lines. Let them observe where capital letters begin and end on the third line. Let them also observe where the ascending letters begin and end. In the same way where descending letters begin and end. Make them aware that suspenders: e o a u n m r etc. remain within the two blue lines, that is, the second and the third lines.

Have learners come to the board and practise writing letters and words on lines similar to those in their exercise books.

Instruct them to copy the sentence. Have learners say the sentence several times before copying it.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Reading a variety of level and age-appropriate books.**

Have learners wash their hands. Select appropriate books for them. Demonstrate how to open the books and handle the books well.

### **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.

### **Section C: Comprehension**

(LB page 5)

Answers:

- |                    |  |
|--------------------|--|
| 1. a) Akuba        | 5. c) teacher                                |
| 2. c) Mr. Prah     | 6. Aba's grandparents are old and need care. |
| 3. c) Aba's mother | 7. No/Yes                                    |
| 4. b) Mrs. Prah    | 8. No/Yes                                    |

**Note:** Questions 7 and 8 are personal responses. There is no correct or wrong answer. Allow learners to express what they feel.

### **D1. Using key vocabulary:**

---

Examples of sentences:

- My mother is a teacher.
- My brother is a doctor.

My grandmother is a farmer.

**D2. (LB page 6). Vocabulary: Spelling**

## Spelling

- |                      |                         |                      |
|----------------------|-------------------------|----------------------|
| 1. <u>s</u> ister    | 2. grand <u>f</u> ather | 3. bro <u>b</u> ther |
| 4. tea <u>ch</u> ers | 5. do <u>c</u> tor      | 6. fri <u>e</u> nd   |

**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 2 Pages 8 – 18*

*Learner's Workbook Pages 5 - 9*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit, the learner will be able to:	
<b>ORAL LANGUAGE</b>	
B2.1.1.1.1: Interpret a familiar song B2.1.2.1.1: Interpret tongue twisters in their own words.	Cultural Identity and Global Citizenship Communication and Collaboration
<b>READING</b>	
B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words (e.g. Use the beginning and ending consonants...) B2.2.7.1.1: Use illustrations, text clues and context to make predictions during reading. B2.2.7.1.2: Ask and answer factual and inferential questions about level-appropriate texts	Personal Development and Leadership Cultural Identity and Global Citizenship Personal Development and Leadership Communication and Collaboration
<b>WRITING</b>	
B2.5.9.1.2: Identify nouns in simple sentences B2. 4.3.1.1: Copy words in lower and upper case using correct spacing	Communication and Collaboration Personal Development and Leadership

<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age and level appropriate books and texts from print and non-print sources.	Personal development and Leadership

## TEACHING AND LEARNING STRATEGIES

---

### Oral Language

Discussion, Picture description, Language Game: game  
Language Drill: Repetition Drill.

Modelling

### Learning Resources:

Picture of a bus, picture of a cat, old newspapers, a toy bus, a spinning wheel, letter, word and sentence cards.

### Reading

Language Game, Picture Description, Modelling, Chorus Reading, Drilling, group work and Discussion

Look-and-say method.

### Writing

Strategies:

Picture description

Repetition

Demonstration

Look-cover-write-check

### Learning Resources

Pictures of .....

A Substitution Table Chart

Chalkboard

### Extensive Reading

#### Strategies

Silent Reading

Questioning

Narration

### Learning Resources

Library books and non-print texts.

Stories on the Internet – “100 Top Nursery Rhymes. (This App contains Rhymes, Stories, Songs)

## TEACHING AND LEARNING ACTIVITIES

### Things and Places at Home



## STRAND 1: ORAL LANGUAGE

### Sub-Strand 1: Songs

**A2:** Singing Song: The Wheels on the Bus

*Learner's Book Pages 9 and 10*

Main Vocabulary: wheels, wiper, people, round

Learners sing some of their familiar songs, especially, the song about the vulture. Let learners open at page 9 of their book. Lead them to talk about the picture. Let them point the wiper, the wheels and the people on the bus. Ask learners to tell you how the wheels/tyres under a bus or a car move. You may also use a toy car, ask one of the learners to make it move. Ask them how the wheels move.

Sing the song twice as learners listen. Then, ask them to sing after you. Have the class sing and clap/tap the rhythm. Sing with the correct stress and ask learners to imitate how you sing. Have learners sing in small groups and individually.

Discuss the questions as you encourage learners to respond to the questions.



## Tongue twisters. LB page 10

### Fuzzy Wuzzy

---

Have learners talk about the picture of the bear. Ask learners to guess the name of the animal. Let them repeat “Fuzzy Wuzzy” several times. Teach the tongue twister line by line. Encourage learners to recite it as a whole class, in smaller groups and individually.



Get learners to compete with one another. The champion twister is the one who will say it fastest and without a slip of tongue. After the competition discuss the questions with the class. Question 4 is a personal response and there is no correct or wrong answer.

## STRAND 2: READING

### Sub-Strand 2: Phonics

#### B1: Phonics – Consonants: n p r s t v w y z (LB page 11)

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Revise the set of consonants learned in the previous lesson. Let learners randomly pick a letter card turned upside down; say the letter name and the sound. Another person says a name or a word that has the sound in it. Follow the steps listed in the Learner’s book.

\*Learners play the spinning game in groups. The spinner should say the name of the letter on which the arrow will rest and the sound of that letter. Another person says a word that starts or has the sound in it\*

## STRAND 2

### Sub-strand 7: Reading and Comprehension

#### B2 and B3: Reading: Things and Places at Home (LB page 12)

**Key words:** different, watch, television, bathroom, radio

#### Before Reading

---

Guide learners with questions to talk about the picture on page 8.

What is the man in the picture doing?

Where is he reading the newspaper?

Name some of the things you see in the “room”.

Ask learners to say some of the things in their own living rooms and other places and the things found in those places.

If any of the key words does not emerge during the discussion, teach the pronunciation including those that came up. Teach the meaning of the unknown words as follows.

- Say the word
- Show the word on a word card.
- Write it on the board
- Teach the meaning of the word through a concrete object, realias (a toy or carved item) or a picture.
- Use actions or miming or put the word in context.
- Have learners pronounce the word twice.



Ask learners to predict what they are going to read about and whether the places in a home would be mentioned.

## Reading

Read the passage twice to the learners as they follow you in the book.

Learners go into their ability groups to read. Before they read explain the questions to them. Give the simplest to the slow readers. Have time to help slow readers read on sentence cards (the same sentences in the book). Have learners answer the questions (the group you are working with). Help them to write their answers on paper. The rest of the groups should do the same.

## C. After-Reading

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Discuss the questions (LB page 13). Encourage learners to read the part of the passage they got their answer from.

### D1. (LB page 14) Vocabulary Consolidation – Names of common Objects at home

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Use the Look and Say Method. Let learners look at the picture and associate the picture with the word under it. When a learner finds it difficult to identify one object or does not know the object, tell him or her what it is.

Drill the names of objects on page 14 and 15. Point to the object and let the learner say its name. alternatively, point to the picture. For each object ask learners what they are used for.

**D2. LB page 15 – Spelling (LB page 15) Vocabulary Consolidation: Spelling**

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Write original words on the board. Have learners use the “Look-cover-write-check” strategy to learn the spelling of the words:

*Stool    ladle    broom    plates    fish    saucepan    sink    kitchen*

For each word let learners look at the word, cover it, write it from memory and check its correctness.

After sufficient practice learners fill in the blank spaces with the correct letters individually.

**D3. (LB page 16)**

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Let the learners mention the names of the objects on the right.

Revise the names of objects on the left. Have learners match the name on the left to the correct object on the right.

**STRAND 5: WRITING COVENTIONS****Sub-Strand 9: Identify nouns in simple sentences****E1: Writing (LB page 17)**

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**Grammar Usage:** Naming words.

We know that a noun is the name of a person, things, animals, places and concepts. Names of persons or personal nouns are termed proper nouns. This include names of important places, towns, and villages. Proper nouns also include the names of months, days of the week, etc.

For the sake of the learners, use the little information on page 17. Let learners give examples of naming words. Let them also mention three nouns they have learned in the unit.

Explain the exercise to learners by doing one example with the class. E.g. “This is a mango”. Elicit from learners the naming word in the sentence. Let one of them come to the board to underline the naming word or the noun in the sentence.

Instruct learners to do the exercise individually.

## STRAND 4: WRITING

### Sub-Strand 3: Copy words in lower and upper cases

#### E2: Writing: Copying: LB 17

Rule lines on the board and demonstrate how to write the target capital letters and small letters. As you write let learners observe you. Emphasise where capital letters begin and end. Draw their attention to the ascenders and descenders.

Let learners practise writing on the board and on pieces of paper.

Instruct them to write these words in capital and in small letters into exercise books.

TELEVISION RADIO

ARMCHAIR

television radio armchair

Finally, let them do the exercise in section E2 in their penmanship books.

## F. STRAND 6: EXTENSIVE READING

### Sub-Strand 1: Read a variety of age-appropriate books

#### Extensive Reading

Make sure that learners have their hands clean. Help them get the books they selected the previous week. Ask them the title of the book and the writer, if possible. This will help learners cultivate the habit of keeping the title and authors of books in mind.

Go round to check on learners' reading the books and not just looking at pictures. When you find it necessary, demonstrate to the class how to open a book and flip open the leaves. Let learners tell you what they have read about.

E.g. Did you read a story?

Which people did you read about? What do they do? What is the story talking about?

## Workbook Exercises

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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. A1 LB page 10

Question 1 – Yes

Question 4 – Yes

Question 2 – Yes

Question 5 – No, Yes

Question 3 – Depends on the child

Question 6 – It is a personal response question. There is no yes/no answers.

#### A2: Tongue Twister LB page 12

1. – bear

3. – No

2. – hair/fur

4. – It is a personal response question.

#### C. LB page 13

1. False, because there are the living room, bedrooms, kitchen, bathroom, store and a toilet.
2. c) read and watch T.V.
3. c) store
4. a) kitchen
5. a) bathroom
6. The room may catch fire. Items in the room may be soiled with oil and soup.
7. Expect personal responses
8. Answers depend on which house the child lives in.

#### D2. (LB page 15)

1. stool

5. fish

2. laddle

6. saucepan

3. broom

7. sink

4. plates

8. kitchen

#### D3. (LB page 16)

- 1) d                      2) c                      3) e                      4) b                      5) a

**E1. (LB page 17)**

1. stove 2. milk                      3. eggs                      4. dustbin                      5. 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

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 2 Pages 19 – 24*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
<p>By the end of the unit the learner will be able to:</p> <p>Oral Language</p> <p>1. B2.1.1.1.1: Interpret a song in their own language.</p>	<p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p>
<b>READING</b>	
<p>2. B2.2.2.1.2: Use alphabetic knowledge to decode unknown words (e.g. use beginning and ending vowel sounds)</p> <p>3. B2.2.7.1.1: Use illustrations, text clues and context to make predictions.</p> <p>4. B2.7.1.2: Ask and answer factual and inferential questions about level-appropriate texts.</p>	<p>Personal Development and Leadership</p> <p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p>
<b>WRITING</b>	
<p>5. B2.4.3.1.1 Copy words in lower and upper case using correct spacing</p>	<p>Personal Development and Leadership</p>
<b>EXTENSIVE READING</b>	
<p>6. B2.6.1.1.1: Read a variety of age and level-appropriate books and texts from print and non-print sources.</p>	<p>Personal Development and Leadership</p>

**TEACHING AND LEARNING STRATEGIES**

**Oral Language:** Song

**Learning and Teaching Strategies**

Modelling, Repetition

**Teaching and Learning Resources**

Non-print source from the Internet.

Learner's Book page 20, tape recorder/ phone sound recorder.

**Reading:**

**(Phonics: Vowel sounds)**

**Teaching and Learning Strategies:**

Modelling, Drilling (blending of consonants and vowel sounds), Language Games: playing games.

**(Reading Comprehension)**

**Teaching and Learning Strategies:**

Picture description, discussions, modelling, echo-reading, pair reading.

**Teaching and Learning Resources:**

Pictures, word and sentence cards

Learner's Book page 21

**Teaching and Learning Resources:**

Learner's Book pages 20 and 22

Lucky-Dip box

**Writing**

Teaching and Learning Strategies:

Demonstration, observation

**Teaching and Learning Resources:**

Chalkboard and chalkboard rule, colour chalk

**Extensive Reading:**

**Teaching and Learning Strategies:**

Silent reading, questioning

Teaching and Learning Resources

Library books, non-print text on the Internet

**STRAND 1: ORAL LANGUAGE**

**Sub-Strand 1: Songs**



**TEACHING AND LEARNING ACTIVITIES:****A2:** Song: - “Old McDonald has a Farm”*(Learner’s Book page 20)*

Vocabulary: names of domestic animals

Let learners sing “The Wheels on the Bus” and do the actions that go with the song.

Write the new song on the board. Ask learners to identify and name the pictures of domestic animals in their reading books. List the names of animals they mention on the board. E.g. cow, chicks, cats, dogs, sheep, etc.



Let learners imitate the cry of each of the animals: E.g. cow – moo, cat – meow.

Read the sentences once and let learners repeat after you. Sing the song twice as learners listen. Next, have learners sing after you twice then let them sing on their own, doing the actions. The whole class sings, groups of learners sing, followed by individuals. Learners point their fingers down to indicate ‘here’ and point their fingers away to indicate ‘there’.

Discuss the questions orally with learners. Encourage everyone to speak.

**B: Reading****B1: Phonics** (*LB pages 20 – 21*)**Vowels: a e i o u**

Revise the sounds of consonants by learners playing the lucky dip game. The learner dips his/her hand into an enclosed box and draws a card. The learner has to make the sound of the letter and give an example of a word or a name that has the sound in it.

Introduce the vowel letters or letter cards

**a e i o and u**

For each card you show, let learners say the sound and a word that begins or has the sound in it.

Have groups of learners blend two consonants and a vowel to form words using letter cards.

E.g. **t** **i** **p** = **tip**

They are to sound the individual letter to form a word.

Finally, have group leaders read the words the group is able to form to the class. Reward the group that made the most correct words.

## STRAND 2: READING

### Sub-Strand 7: Reading comprehension

#### Reading.

#### B2: LB page 21

#### Before Reading.

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Teach the following key words:

**farm      birds      feeds      animals      guinea      fowl      mice**

Ask learners to refer to pages 19 and 21. Let them mention one animal each in the picture. Ask learners the name we give to them: **domestic animals**.

Let them also talk about the picture on page 21. Write the key words that come up on the board. Ask them whether their parents also rear any animals and how their parents take care of the animals: (Those whose families rear animals). Have learners pronounce the words that come up including the word 'mice'. Enquire the meaning of 'mice'. Accept the local name of 'mice' if a learner says so.



#### B3. Reading LB page 21

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With the discussions that have gone on let learners predict what they are going to read about. Read the passage aloud once as learners listen. Let them read after you once and continue reading in pairs. Before they start reading explain the questions to the learners. Ask them to read and find answers to the questions. Let them also find out whether their predictions were correct.

Go round to help the weaker pairs, helping them with pronunciation and answering of the questions.

#### C. After Reading LB page 22

---

First of all, ask learners whether their predictions were right. Elicit answers from learners. If

an answer is wrong, let them read the part of the passage where they got their answers from. Read the question again and lead them to realise that the answer they gave is wrong.

---

### **D1. Vocabulary (LB page 22) Vocabulary Consolidation: Using Key words**

Have learners do a word recognition activity: They pick a card, pronounce the word on the card and match it with the same word on the board. Explain and demonstrate the blank filling exercise and assign learners to do it.

They should do individual work.

---

### **D2. (LB page 23) Vocabulary Consolidation - Spelling**

Have learners name the animals and what each does for Mr. Prah. Discuss the exercise eliciting answers from the learners. Instruct them to do the work individually.

---

### **D3. (LB page 23) Word Puzzle Game**

Put learners into pairs to identify six words from the word puzzle. Tell them to search across and down. The pair which will finish first and get all the words correct, wins the day.

Across: duck, goat, sheep, mice, donkey.

Down: horse and dog

## **STRAND 4: WRITING**

### **Sub-Strand 3: Copying words**

#### **E. Writing (LB, page 24)**

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Writing words in Upper and Lower case letters. Learners' Book Page 23

Demonstrate writing capital letters on ruled lines on the board. Emphasise the correct way of holding the pencil, the correct way of shaping the target letters. Show where to start and the correct hand movement anti-clockwise instead of clockwise, especially when learners write a, o, c, e, and d.

Invite learners individually to write on the board. Do the same with the writing of lower case letters. Use the mistakes of the few learners who come to the board to correct the whole class. Instruct learners to copy the same words in capital and small letters into their books.

## **STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1; Reading age and level-app books**

## Extensive Reading

### Individual Reading

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Ensure that learners have clean hands. Help them select their books if they need to have new books. Go round to check on learners whether they are reading or not. As you go round ask them to tell you about what they are reading.

### 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 *LB page 22*

1. Hens, cocks, guinea fowls, ducks

(Any two of these)

2. cows, pigs, goats, sheep, rabbits, a dog, cat, donkey (any two)

3. pigs, rabbit

4. The dog is useful because it watches over the farm.

5. Mr. Prah rears animals in order to get meat and milk. The donkey will carry his goods and also he will sell some of the animals for money.

6 and 7. There are no specific answers. Whatever the child says is accepted.

#### Section D1 (*LB page 22*)

1. watches                      4. eggs

2. farm                            5. mice

3. animals

#### D2 (*LB page 23*)

1. lay                      2. gives                      3. pulls                      4. eat

**D3 (LB page 23)**

Across: duck, goat, sheep, mice, donkey

Down: horse, dog

---

**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?

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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 Workbook 2 pages 14 - 18*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
B2.1.1.1.1: Interpret familiar songs	Cultural Identity and Global Citizenship Communication and Collaboration
<b>READING</b>	
1. B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words (e.g. use beginning and ending consonants, vowel sounds)  2. (B2.2.7.1.1) Use illustrations, text clues and context to make predictions during reading  3. B2.2.7.1.2: Answer factual and inferential questions about level-appropriate texts	Personal Development and Leadership  Cultural Identity and Global citizenship  Communication and Collaboration
<b>WRITING</b>	
B2.4.3.1.1: Copy words in lower and Upper case using correct spelling.	Personal Development and Leadership  Collaboration and Communication
<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age and level-appropriate books and texts from print and non-print sources	Personal Development and Leadership

**ORAL LANGUAGE**

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**Teaching and Learning Strategies:**

Modelling, Chorus Reading, questioning, Discussion (picture description).

**Teaching and Learning Resources:**

Pictures of pig, monkey and spider, video/ audio recording

**Reading**

**Phonics:**

Teaching and Learning Strategies:

Modelling, Drilling, (blending of consonant and vowel sounds).

**Teaching and Learning Resources:**

A ball, spinning wheel, letter cards

**Strategies:**

Model Reading, Pair Reading, (word recognition activities), filling in blanks, matching

**Teaching and Learning Resources:**

Word cards, pictures of animals

**Writing**

Teaching and Learning Strategies

Demonstration

**Teaching and Learning Resources:**

Chalkboard, rule, colour chalk

**Extensive Reading**

Silent reading, questioning

**Teaching and Learning Resources:**

Library books, non-print material in YouTube.

**STRAND 1: ORAL LANGUAGE**

**Sub-Strand 1: Songs**

**TEACHING AND LEARNING ACTIVITIES**

**Oral Language: Songs**

**Song:** The wheels of the Bus

**Key vocabulary:** snores, mind, monkey, spider



### A1. (LB page 25) – Songs

---

Learners sing the first three verses of the song, “The Wheels of the Bus” as a class. Encourage learners to sing it individually. Write the remaining three verses on the board. Ask learners to repeat the lines after you. Sing the song to them twice. On the other hand, if you have the recorded one, have learners listen from the video on the internet. For every line you sing or play, let learners repeat it till they can sing all the three lines. Learners sing and do actions.

They touch their feet when they sing, “The spider on the bus says, “Mind my feet”.

The pig on the bus he snores, snores, snores, Learners act “snoring”.

The monkey on the bus says, please, please, please (Learners act pleading)

Ask learners to say what they think about each of the three “people” on the bus. Ask them to say what they think about the following:

The spider thinks only about himself.

The pig is lazy; he likes sleeping.

The monkey is respectful or polite.

Briefly summarise what learners said to end the lesson.

## STRAND 1: CONVERSATION

### Sub-Strand 6; Talking about family

#### A2. Conversation

#### Topic: My Family (LB page 25)

---

**Key vocabulary:** family, father, mother, brothers, sisters.

As learners listen carefully, model the activity by telling them briefly about your family:



E.g. My father's name is Mr. Obeng Gyebi. My mother's name is Mrs. Obeng Gyebi. We are six in my family. I have three brothers. I am the only girl .....

### **Drill basic structures such as;**

Let learners learn to say:

My father's name is .....

My mother's name is .....

I have ..... brothers/sisters.

Let them break into their groups to take turns to talk about their families. Go round to help learners who are in difficulty.

Finally, call individuals to say one thing each about their families.

## **STRAND 2: READING**

### **Sub-Strand 2: Phonics**

#### **B1. Phonics (LB page 26)**

Revise consonant and vowel sounds through the Spinning Wheel Game and Sound Ball game. Let two groups play the spinning wheel and the other two, the sound-ball game. Learners spin the wheel, say the sound of the letter that the arrow will fall on. They should also say a word that has that sound in it.

With the sound ball, one of them throws a ball to another learner. The learner catches it, calls out the target sound and throws the ball to another learner. He/she catches the ball, says the target sound and a word that has the sound. He/she throws it to another person.

Let each group use their letter cards to blend consonants and vowels to form words. The group to make the most words correctly is the champion.

After revision make learners aware that a consonant sound remains the same despite their position in the word. Illustrate this with these examples.

bus                  baby                  rib

Have learners turn to page 26 of their book. For each word ask learners to say the position of the consonant. After this, explain the exercise on page 26.

The learners work individually in their exercise books.

**B2. (LB page 26)**

---

Let learners read the texts in Unit 1 (Learner's Book pages 3 and 4). Learners read to each other in pairs. One takes the role of Aba and reads to the other, "Akuba". They change roles after the first reading.

As they read they answer or do the exercise on pages 26 – 27 of Learner's Book: B2 and B3. After the reading, discuss activities B2 and B3 on pages 26-27, orally.

**C: LB page 28**

---

Let learners mention the names of the objects in the pictures. Write the words on page 28 of their book on the board. Point to each word for learners to pronounce it. Next, say the word and let learners point to it.

Do one example together with the class then instruct them to do the work individually.

**D1. (LB page 29)**

---

Write the full words on the board:

father	bathroom
kitchen	horse
bedrooms	duck
doctor	nurse
goat	teacher

Get learners to pronounce the words first and then, spell them out one after the other. Next, write the same words leaving out some letters. Do the first one by eliciting the correct letter from learners. They do the work individually.

**D2. (LB page 29)**

---

Enlarge the pictures and put them on a cardboard. Call learners individually to match the correct name to the animals. E.g.



hen

Explain the work to learners and instruct them to do it individually.

### **E1. Write about your family (LB page 30)**

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Discuss the exercise with your learners. Refer learners to the above page. Call about five learners and ask them what they will write in the blank spaces. Let learners be aware that they should write what is true in their situation. This is in regard to the last line: “I have a little brother. His name is Kobi Prah. He is six years old.”

## **STRAND 4: WRITING**

### **Sub-Strand 3: Copy words in lower and upper case letters**

#### **E2. (LB page 30)**

---

Rule four lines on the board. Demonstrate how to write capital and small letters in the lines. Check on the following

- Right sitting posture
- Correct holding of the pencil
- That ascenders are starting from the top line to the third line.
- Descenders are starting from the second line down to the base line.

After marking, use the common writing mistakes to correct the whole class.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Read a variety of level and age-appropriate books and texts**

---

Help learners to get their books. You may also use stories on videos through the You Tube (if you can project it on your computer screen or monitor it will motivate them to listen and watch. However, if this is impossible then gather a few learners to watch it on the phone. Learners can rotate so that all of them can have a feel of a video)

### **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. (LB page 26)**

The target sounds are those underlined. Any word that the learner adds that has the sound in it should be accepted.

- E.g. 1. bay                      2. fit                              3. cat  
 4. get                              5. dog

**B2. (LB page 26 and 27)**

1. Mrs. Prah                      2. Grandfather  
 3. Mr. Prah                      4. Nurse

**B3. (LB page 27)**

1. teachers                      4. nurse  
 2. doctor                      5. six  
 3. Akuba

**C. (LB page 27)**

- |                       |              |
|-----------------------|--------------|
| a – saucepan          | e – coal pot |
| b – stove/cooker      | f - broom    |
| c – fire              | g - milk     |
| d – mortar and pestle | h – dustbin  |

**D1. (LB page 29)**

- |                     |                     |
|---------------------|---------------------|
| 1. father <u>l</u>  | 6. <u>b</u> athroom |
| 2. <u>k</u> itchen  | 7. <u>h</u> orse    |
| 3. <u>b</u> edrooms | 8. <u>d</u> uck     |
| 4. <u>d</u> octor   | 9. <u>n</u> urse    |
| 5. <u>g</u> oat     | 10. <u>t</u> eacher |

**D2. (LB pages 29 - 30)**

- |                    |            |
|--------------------|------------|
| 1. guinea fowl – 4 | 5. cow – 8 |
| 2. horse – 5       | 6. ram – 7 |
| 3. goat – 6        | 7. hen – 1 |
| 4. pig – 3         | 8. cat – 2 |

## Diagnostic Assessment

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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 2 pages 32 – 41**Learner's Workbook 2 pages 19 - 24***LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
Interpret a rhyme in his/her own words (B2.1.2.1.1)	Personal Development and Leadership, Communication and Collaboration, cultural Identity and Global Citizenship
<b>READING</b>	
<b>Phonics</b> B2.2.3.1.1 Use common rhyming endings to decode simple words.  B2.2.7.1.1 Use illustrations, text clues and contexts to make predictions during reading.  B2.2.7.1.2 Ask and answer factual and inferential questions about level-appropriate texts.	Personal Development and Leadership, Communication and Collaboration
<b>WRITING</b>	
Copy sentences clearly (B2.4.2.1.1)	Personal Development and Leadership
<b>EXTENSIVE READING</b>	
Read a variety of age and level-appropriate books and texts from print and non-print sources.	Personal Development and Leadership

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## **ORAL LANGUAGE: Rhyme**

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### **Teaching and Learning Strategies**

Modelling, Drilling, Discussion, class, Group/Individual Work.

### **Teaching and Learning Resources**

Picture of an elephant

### **Reading**

#### **Teaching and Learning Strategies**

Modelling, Repetition, Game, Writing, Chorus Reading, Pair Reading, Picture Description, Making predictions.

#### **Teaching and Learning Resources**

Letter cards, phonic slide

### **Reading Comprehension**

Teaching and Learning Strategies

Modelling, chorus reading, pair reading, picture description, making predictions, games, matching.

#### **Teaching and Learning Resources**

Word cards, pictures, Learner's Book 2 pages 31 – 35

### **Writing**

#### **Teaching and Learning Strategies**

Demonstration

#### **Teaching and Learning Resources**

chalkboard rule, colour chalk

### **Extensive Reading:**

#### **Teaching and Learning Strategies:**

Silent reading, questioning, narration

#### **Teaching and Learning Resources**

Library books and texts from YouTube/Internet

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 2: Rhymes

**A2:** Rhyme: An Elephant LB page 33

**Key Vocabulary:** elephant, gracious, toes

Let learners recite one or two of their familiar rhymes as you write the new rhyme on the board (You may also write the rhyme on a manila card and put it up on the board). Let learners talk about the elephant.

Recite the rhyme two times with correct stress and rhythm. Ask learners to repeat after you two times. Let learners recite the rhyme with correct stress, rhythm and actions.

Discuss the questions with learners. Encourage them to express what they feel about the elephant.

### STRAND 2: READING

#### Sub-Strand 3: Rhyming words

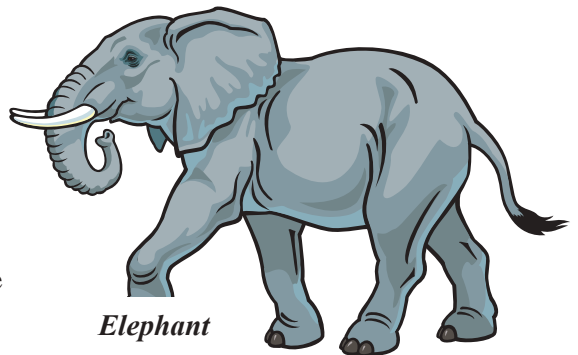
#### B1. Rhyming Words 'et' and 'in' (LB pages 33 - 34)

Ask learners to sing one or two phonics songs. As learners watch and listen, blend the two sounds.

e t → e-t et

Say the sound and let learners repeat it. Ask learners to write it.

Use the phonic slide to form words as shown on page 34. For each word you form let the learners pronounce it by themselves and write it on the board.



Put the class into groups. Give each group a phonic slide to form as many words as possible with 'in' as the rhyme. Give them just five minutes to complete the task. The group with the most number of correct words wins.

As homework, let learners form one sentence each with words they form.



**STRAND 2: READING****Sub-Strand 7; Reading and comprehension****B3. Reading Comprehension LB pages 36 – 37****Topic: Reading Sentences****Before Reading**

Lead learners with questions to talk about the theme picture on page 30. Write the names of the animals they mention on the board. Let learners study the animals on pages 36 and 37 and see whether any of the animals on pages 34-35 is among them. (Those on pages 36 and 37). Have them mention any of the animals they know on pages 36 and 37.



Introduce the names of the animals on word cards. Say the name, show the card and have learners point to that animal in the book. Ask learners where we can find those animals. Elicit the name given to such animals from the learners.

**During Reading**

As learners listen and follow in their books, read out the sentences on LB page 36. Let them echo-read the sentences on the page, two or three times and have the class read the sentence together in chorus once or twice. Repeat the process in the remaining sentences.

Put learners into small groups to read aloud as a group and individually.

**After Reading**

Have the class retell the story in a chain two or three times. Lead a discussion of the story and elicit learners' personal opinion about the story as a whole, the events and the characters (animals).

Discuss each question in Section C briefly and let learners give oral answers.

**Teach Key words**

Teach the following key words with actions.

hop                      slither                      crawl                      leap                      gallop

Say the word twice, do the action and have learners also do the action. Show the word card and let learners repeat it after you. Let learners open at pages 36 and 37. Tell them to study the posture of the animals indicating how each of them move. Ask them: Which animals hop? Which animal leaps? etc.

### **D1. LB page 38 Vocabulary Consolidation – Using key vocabulary**

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Revise the pronunciation of the listed words.

grasscutters      slide      galloping      hopping      elephant

Have learners match the words on the cards with those on the board.

Let them do actions for slither, hopping and galloping. Ask learners to point to grasscutters and an elephant in the pictures on pages 35 and 36.

Explain the work to learners and let them do it in pairs orally. They then do it individually in their books.

### **D2. Learner’s Book page 39 Vocabulary Consolidation. Spelling**

---

Revise the names of the selected animals through a game. A learner is blind-folded. He/she picks a card from the teacher’s table. The blind-fold is removed. He/she then pronounces the name of the animal written on the card. Continue till all the names of animals have been picked. Leave the words on the board for some time. Clean the names.

Ask learners to identify the names that have been mis-spelt. Let learners be in pairs to re-write the words on page 39.

### **D3. Learner’s Book page 39**

#### **Vocabulary Consolidation**

#### **Word-Picture Matching**

---

Explain the exercise and have learners do the matching of the name to the correct picture (animal). First in pairs, then individually.

## **STRAND 4: WRITING**

### **Sub-Strand 2 & 3: Copying words and sentences.**

#### **E1. and E2. LB page 40 Writing: Copying**

---

Rule lines similar to those in learners book on the board and demonstrate writing capital and small letters. Let learners observe you as you shape the letters. Have learners practise writing. The letters in their jotters and sheets of paper.

After marking, isolate poor writers and help them overcome their writing.

**F. STRAND 6: EXTENSIVE READING****Sub-Strand 1: Reading age and level-appropriate books and te**

See to it that learners have clean hands before they take their books. As they read ask them individually to point to you, capital letters, full stops and question marks.

Let one group listen to a story on the Internet while the rest read their books. Rotate the learners who listen or read stories on the Internet. Assemble learners in a plenary to share views and interesting ideas from their separate 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. LB page 33**

1. toes and nose
2. fingers
3. nose
4. 1. This tells us that though we may have so many things in abundance, we may lack something.
2. One is bound to lack at least one thing in life.
3. One cannot have everything.

(Accept anything that has the above ideas)

**B1. Page 33**

in: bin, gin, pin, sin, win

**C. LB page 38**

1. a farmer
2. elephant, rabbit, snake, tortoise, lion, frog, giraffe
3. Accept the names of animals not mentioned above.
4. elephant and lion – ran

Tortoise – crawls

Rabbit – hops

Snake – slithers

5. We should immediately put out fire that we set.

6. Human beings and animals depend on the forest.

7. I would arrest that person.

I would take that person to court.

**D1. LB page 38**

1. hopping

2. slide

3. elephant

4. grasscutters

5. galloping away

**D2. LB page 39**

1. frog

2. snake

3. lion

4. tortoise

5. rabbit

6. deer

7. monkey

8. rat

9. zebra

**D3. LB page 39**

squirrel – 3

zebra – 4

ostrich – 1

deer – 2

**Diagnostic Assessment**

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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

Dramatisation

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 42 – 47*

*Learner's Workbook 2, pages 25– 29*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>ORAL LANGUAGE</b>	
By the end of the unit the learner will be able to:	Cultural Identity and Global Citizenship
B2.1.4.1.1: identify characters in a story and relate them to real life situations.	Communication and Collaboration
	Listening and Speaking Skills
<b>READING</b>	
B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words (e.g.) use beginning and ending consonants.	Personal Development and Leadership
B2.2.7.1.1: Use illustrations, text clues and context to make predictions during reading.	Cultural Identity and Global Citizenship
	Personal Development and Leadership
B2.2.7.1.2: Ask and answer factual and inferential questions about level-appropriate texts.	Communication and Collaboration
<b>WRITING</b>	
B2. 4.3.1.1: Copy words in lower and upper case using correct spacing	Personal Development and Leadership
B2.5.9.1.2: Identify nouns in simple sentences	Collaboration and Communication
<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age and level-appropriate books and texts from print and non-print sources.	Personal Development and Leadership

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## TEACHING AND LEARNING STRATEGIES

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### ORAL LANGUAGE

Teaching and Learning Strategies:

Picture Description, Questioning, Discussion.

Teaching and Learning Resources

Pictures, stories from non-print texts on the internet.

#### **Reading:**

#### **Teaching and Learning Strategies:**

Modelling, Drilling, Actions.

#### **Teaching and Learning Strategies**

K.W.L strategy, Modelling, Apprenticeship, Picture Description, Chorus Reading, Discussion.

Teaching and Learning Resources.

Sentence cards, Pictures, Letter Cards.

#### **Writing**

Teaching and Learning Strategies

Demonstration, Modelling, Repetition.

Teaching and Learning Resources

rule, colour chalk

#### **Extensive Reading**

Teaching and Learning Strategies

Silent reading, questioning, listening

Teaching and Learning Resources

Library books, non-print text on Internet.

## TEACHING AND LEARNING ACTIVITIES

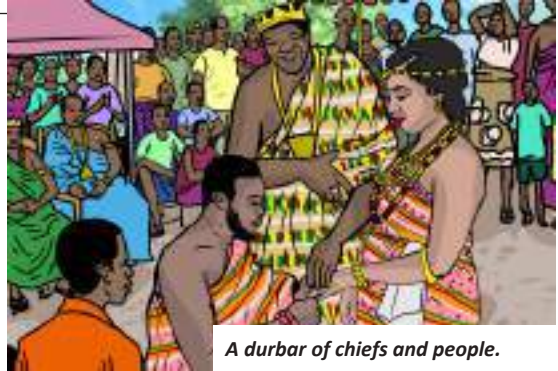
### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 4: Story Telling

A2 (LB page 43) Look for Story on Appendix

Let learners sing a folk song followed by a story by one of the learners. With sequence of pictures let learners tell a story. Ask learners to predict what they are going to hear about.

Tell the story occasionally pausing to make learners predict what will happen next. At the end of the story each learner tells a bit of the story till the story ends. Encourage every learner to tell the class the moral lesson they have learnt. Help learners identify the characters and comment on their behaviours.



*A durbar of chiefs and people.*

### STRAND 2: READING

#### Sub-Strand 2: Phonics

B1. Consonant Digraph 'th' /θ/ sound (LB, pages 43 – 44)

Revise the 'sh' /ʃ/ and 'ch' /tʃ/ sounds. Tell learners to sing the Jolly Phonics songs based on the two sounds. Tell the story on the sound 'th'. Together with the learners, do the action followed by the introduction of the sound on a flashcard. Say the sound in isolation as learners listen. Next, write the two letters that make the digraph as the learners watch you. Let them also write the two letters.



Blend the sound with other sounds to form words. Sound the digraph 'th' and then the sounds of the individual sounds that make a word.

E.g. th-i-n-k - think, th-a-n-k – thank.

Continue with the sound discrimination using the activity on page 43. beginning with “Thumbs up...”, teach learners the Jolly Phonics song on the ‘th’ sound.

Finally have learners pronounce the words on page 44 and read the two sentences aloud.



\*Go to Google Play Store and download Jolly Phonics lessons\*

## **STRAND 2: READING**

### **Sub-Strand 7: Reading and Comprehension**

**B2.** Teach meaning of words using simple explanation and pictures.

**Key Words:** malaria, headache, vomit, mosquitoes, sucks.

**B3. (LB pages 44 - 45)**

#### **Reading Comprehension: Before Reading**

---

Have learners talk about the pictures on pages 42 and 44 to activate the background knowledge learners have on 'Malaria'.

Using the KWL strategy.

Ask learners to say all they know about malaria. Encourage them to say what they would like to know about malaria.

Have learners describe the pictures on page 41. Write some of the key words on the board. Teach the pronunciation and meaning of words.

#### **During Reading**

Model the reading after which the learners do chorus reading twice over. Have slow readers read under a leader. The poor readers can read sentences on sentence cards. Write questions based on the few cards that they read on the board and have them answer the questions.

#### **After Reading:**

Discuss the questions on page 42. Ask poor readers questions based on the sentence cards. Encourage every learner to say the new thing they have learned. Write the responses on the board. Continue to ask learners whether their questions on what they wanted to know about Malaria has been answered.

#### **D1. Spelling (LB page 43) Vocabulary Consolidation: Spelling**

---

Write the words on page 43 labelled D1 on the board. Have learners say the word on the word card and match it with the same word on the board. Use the look-cover-write-check strategy. Either write the word on the board or paste the card on the board. Learners look at the word. Take the card away or rub the word off the board. Learners write it from memory. Put up the word card again or write the word again on the board. Learners check their own spelling with that of the one on the board. If any of them did not get the word correct let

them identify the letter they got wrong. Let them spell the word out orally. Have them write the word again.

Explain the activity to learners and instruct them to do it individually.

## **D2. (LB page 43) Vocabulary**

---

Discuss the work with learners.

Lead learners to find the opposite of the word 'bad'. Instruct learners to do the work individually.

## **STRAND 5: Using writing conventions**

### **Sub-Strand 9: Using Nouns**

**E1:** Writing LB page 47

Follow the strategy used in teaching E on page 40.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Reading age and level appropriate texts**

---

Ensure that learners have clean hands. Help those who need to choose new books to select the appropriate books. As you go round to ensure that learners are really reading, ask learners about the knowledge of print. You may ask the following questions:

- Show me a capital letter. Where else did you see a capital letter?
- Is it beginning a sentence? Does it begin the name of a person?
- Show me a full stop. Where is it found?
- Show me a comma, etc.

E. Demonstrate the writing of capital and small letters on ruled lines. Have learners practise writing on the board. Let learners use the examples on page 44 and two other sentences from their reading passage.

### **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

**A1.** You feel cold. You have headache. You shiver. Your body becomes hot. You don't feel like eating. You feel pains all over your body.

(As many as the learner can list)

2. It is a mosquito bite.
3. Standing water, empty cans, used tyres, in choked gutters, etc. (Any two)
4. hot
5. Malaria can kill people.
6. Mosquitoes breed in dirty places/ Mosquitoes are found in dirty places and it is mosquitoes which give malaria.
7. (It is a personal response so the learner is entitled to their own opinion)
8. I will kill mosquitoes with mosquito insecticide spray.  
I will sleep in a treated mosquito bed net.

- |                      |                     |                     |                      |
|----------------------|---------------------|---------------------|----------------------|
| <b>D.</b> 1. illness | 2. <u>h</u> eadache | 3. mal <u>a</u> ria | 4. mos <u>q</u> uito |
| 5. pain              | 6. dirty            | 7. sh <u>i</u> ver  | 8. b <u>l</u> ood    |

### D2.

- | <u>A</u> | <u>B</u> |
|----------|----------|
| 1. bad   | good     |
| 2. hot   | cold     |
| 3. dirty | clean    |
| 4. empty | full     |
| 5. used  | new      |

### 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 2, Unit 7, Pages 48 – 59*

*Workbook (WB) 2, Unit 7 Pages 30 - 32*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>CORE COMPETENCIES</b>
<b>ORAL LANGUAGE</b>	
By the end of the Unit, the learner will be able to:  B2.1.5.1.1: Dramatize/role-play stories heard or read	Cultural identity and Global Citizenship  Communication and Collaboration  Creativity
<b>READING</b>	
B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words (e.g. use beginning and ending consonant blends, consonant digraphs)  B2.2.7.1.1: Use illustrations, text clues and context to make predictions during reading.  B2.2.7.1.2: Ask and answer factual and inferential questions about level-appropriate texts	Personal Development and Leadership  Cultural identity and Global Citizenship  Communication and Collaboration
<b>WRITING</b>	
B2.4.3.1.1: Copy words in lower and upper case using correct spacing.  B2.4.3.1.2: Use lower and upper case letters appropriately in words in simple sentences.  B2.4.3.1.3: Space words appropriately in sentences.	Personal Development and Leadership          Collaboration and Communication
<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age-appropriate books from print and non-print sources.	Personal Development and Leadership

## TEACHING AND LEARNING STRATEGIES

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### **Oral Language:**

Teaching and Learning Strategies:

Role-play, reading aloud, pair work, demonstration

Teaching and Learning Resources:

Story in Learner's book

### **Reading**

Teaching and Learning Strategies

Modelling, Repetition, blending of sounds to form words, singing, playing games.

### **Teaching and Learning Resources**

Letter cards, word cards, box

Picture description, prediction, Model reading, Chorus Reading, K.W.L Strategy and Discussions.

Word and sentence cards, pictures, story in Learner's Book.

### **Writing**

Teaching and Learning Strategies:

Demonstration, observation, copying

Teaching and Learning Resources:

Chalkboard, rule and colour chalk

### **Extensive Reading**

Teaching and Learning Strategies

Silent Reading, (listening, narration) Read Aloud

### **Teaching and Learning Resources**

Library books, non-print text

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 5: Role-play/dramatisation

A2. (LB page 49)

**Topic: Ndaale is sick**

**Key Words:** hurts, laboratory, dispensary

Before you teach this lesson practise the dialogue with two learners. Rehearse with them till they are able to play the role of Ndaale and her mother. Take the role of the doctor. Tell learners that they are going to watch a short sketch. After that, they will do a role-play in groups. Tell the story of Ndaale to the learners so that they better understand the sketch.

Do the role-play with the two learners you practised with.

After the role-play, ask learners to tell how the story began; what happened in the middle and in the end.

Divide the class into three. Give each of them the role they are going to play. Have each group read their speech.

Ask learners to go into their groups to practise the dialogue. Give them a date and a time when they will perform the sketch.



*People cleaning their surroundings.*

### STRAND 2: READING

#### Sub-Strand 2: Phonics

**B1. 'sh' /ʃ/      Phonics: the Digraph /ʃ/**

LB page 50 Have learners sing one Jolly Phonics song. Say the sound three times as learners listen. Let them repeat the **sh** sound after you, twice.

Show the sound on a card to learners. Let them say it as you point to it. Write the two letters that make the sound as learners watch you write. Ask learners which two letters make the sound 'sh' /ʃ/.

Instruct learners to write the letters and say the sound.

Have learners repeat these words after you:

wash   fish   ship   shot   she   dash

Blend other sounds with the sound 'sh' to have more words.

l a sh – lash

sh o p - shop, etc.

Ask learners to use their letter cards to blend and form more words. Have learners read the words they make to the class.

Let them say these phrases:

In the shop

Shop in my shop

Teach learners to say this tongue twister.

Shirly sells seashells at the sea shore.

The sun shines on the shop signs.

## STRAND 2: READING

### Sub-Strand 7: Reading and comprehension

#### B2. LB page 51

Lead learners to talk about the pictures on pages 48, 51 and 52. As the key words come up from the description, write them on the board.

Key Words: cleaning, hide, treated, mosquito net, insecticide

#### B3. LB page 52

Use real objects to show learners the tools they are working with in B2, Page 51. Show learners an insecticide spray and a treated bed net. Use an action tied with explanation to teach the meaning of 'hide'.



#### B4: While Reading

Ask learners to say what they are going to read about.

Ask learners to say what they already know about prevention of malaria. Write what learners say on the board.



Encourage them to say what they want to know about malaria prevention.

Put it in a table like this:

What I know	What I want to know	What I have learnt

Explain the questions to the learners.

After the foregoing, do conduct a model reading twice. Put learners into ability groups. Give each group some questions to answer after reading. Assist the poor readers with additional echo reading and choral reading as well as word and sentence recognition activities.

### After Reading

#### **C: Comprehension** *Learner's Book 2 page 53*

Discuss the questions distributing them according to ability level. Invite learners to say whether what they wanted to know about malaria prevention has been addressed in the passage. If that is not the case, then tell them what they want to know from your own research. Have them say the new information they have learned from the passage. Summarise the information gathered or discussed so far and round off the lesson.

#### **D1. Vocabulary Usage (LB page 54)**

Teach the meaning of 'bite' by miming or doing the real action.

Continue to do word recognition activities with the words on cards and those written on the board. Go through the activity orally with learners. Instruct learners to do the work individually.

#### **D2. (LB page 54) Vocabulary Spelling**

Write the eight words on the board and ask learners to repeat them after you.

Use the "Look, cover, write, check" strategy for practising spelling to help learners to learn spelling. Do the first exercise with the entire class. Instruct learners to re-write the words correctly by rearranging the letters.

## **STRAND 4: WRITING**

### **Sub-Strand 3: Copying words in small and capital letters**

**E1.** LB page 54 Follow the procedure for writing capital letters and small or lower case letters and for presenting, copying exercises for learners to do the work:

- Demonstration

### **E2. (LB page 55)**

---

Discuss how we can prevent malaria with learners. Small groups of three write their own rules later to be read to the class.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Reading a variety of age and level appropriate books and text**

---

As usual, see to it that learners have clean hands. Go round asking learners to say what they have read about. Ask them to mention the names of characters and what some of them are doing.

Continue questions on knowledge of print, capital letters, commas and full stops.

### **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. page 50**

1. False
2. To sleep under treated mosquito bed net.  
To use insecticide spray  
To clean the inside and outside of the house (any one of these)
3. To prevent mosquitoes from biting us.
4. Insecticide

5. True
6. It is impossible for the mosquito to bite you, Or The mosquito cannot pass through the net.
7. By weeding and sweeping
8. This question is a personal response and learner is entitled to his/her opinion.
9. Prevent malaria / Prevention of malaria.  
Accept a good effort in this direction.

### **D1. Vocabulary Consolidation – Usage**

#### **Page 54**

- |                         |                      |
|-------------------------|----------------------|
| 1. mosquitoes           | 4. insecticide spray |
| 2. cleaning             | 5. bite              |
| 3. treated mosquito net |                      |

### **D2. Vocabulary Consolidation - Spelling**

- |           |             |          |
|-----------|-------------|----------|
| 1. family | 2. children |          |
| 3. people | 4. place    | 5. hide  |
| 6. house  | 7. treated  | 8. clean |

#### **E.2.**

First, you must clean the inside and outside of the house.

Secondly, you must use an insecticide spray.

Finally, you must sleep under a treated mosquito net.

Accept other reasonable responses.

### **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 2, Pages 56 – 59*

*Learner's Workbook 2, Pages 33 - 37*

**LEARNING INDICATORS AND COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
<b>ORAL LANGUAGE</b>	
By the end of the unit the learner will be able to: B2.1.2.1.1: Interpret rhymes and tongue twisters in their own words.	Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship
<b>READING</b>	
B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words (e.g. use beginning and ending consonants blends and consonant digraphs)	Personal Development and Leadership Cultural Identity and Global Citizenship
<b>READING AND COMPREHENSION</b>	
B2. 2.7.1.1: Use illustration, text clues and context to make predictions. B2. 2.7.1.1. Ask and answer factual and interential question about level appropriate texts.	Personal Development and leadership Communication and Collaboration
<b>WRITING</b>	
B2.1.4.1.2: Re-tell stories sequentially following story structures: beginning, middle and ending. B2.4.7.2.1: Re-arrange jumbled sentences logically.	Listening and Speaking Skills  Communication and Collaboration Personal Development

<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age-appropriate books from print and non-print sources	Personal Development and Leadership

## TEACHING AND LEARNING STRATEGIES

### Oral Language

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#### Teaching and Learning Strategies

Picture Description, Sentences, Re-telling

#### Teaching and Learning Resources

Non-print text, sentences on cardboard

#### Reading

#### Teaching and Learning Strategies

**Language Game: Game playing, Drilling, Modelling.**

### STRAND 1: Oral Language

#### Sub-Strand 2; Rhyme (LB page 57)

Let learners sing “Old McDonald has a farm” and recite one rhyme as you write the new rhyme on the board. (You may also write on a chalkboard and put it up)



#### Teaching and Learning Resources

Letter and word cards

Pair reading, reading aloud

Learner’s Book, word cards

#### Writing

Teaching and Learning Strategies Discussion

Teaching and Learning Resources

Manila card or brown paper/chalkboard

#### Extensive Reading

Teaching and Learning Strategies

Silent reading, listening, re-telling

Teaching and Learning Resources

Library books, non-print text on Internet.

## **STRAND 1: ORAL LANGUAGE**

### **Sub-Strand 2: Rhymes**

Guide learners with questions to talk about the picture.

Teach the key words in the rhyme line after line.

Recite the rhyme, twice. Have the learners recite after you till they are able to recite the two stanzas. Next, let the learners recite it with actions (rowing). Ask the whole class to recite then, half of the class, and then individually. They may read it if they are able to recite it. Discuss the questions that follow the rhyme with learners.

Ask learners what they will have to scream about? E.g. a snake, a person trying to push them into his/her, car, etc. Encourage learners to express personal response.

### **B: Phonics (LB page 57)**

Get learners to sing “The wiper of the bus goes swish, swish”. Continue to ask learners to sing the Jolly Phonics songs on the sound ‘th’ and ‘ck’ /k/.

To revise consonants, vowels and consonant digraphs, have learners play the sound game. (Have a lot of smaller cards on which consonant, vowel letters and digraphs have been written. Put them in a box. The learner dips his/her hands in and takes out a card. Whatever letter is picked, the learner says the letter name and its sound). Have another learner say a word or a name of a person that has the sound in it.

Guide learners to blend letters to form words using letter cards. E.g.

s a t - s - a - t - sat

Finally, guide learners to use their knowledge of letters and their sounds to pronounce the words in LB page 55. Elicit other words from the learners to complete each set of sounds.

E.g. set            met            let            get

### **C. LB page 54 Spelling**

Refer learners to page 36 and 37 of LB 2. Have learners read again the sentence under each picture to remind them of the movement of the animals. After that explain the exercise at C to them and instruct them to do it individually.

---

**D. (LB page 58) Vocabulary: Word Puzzle**

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Revise the pronunciation and identification of the names of animals on pages 34 and 35. Next, let the learners go back to page 58 where the word puzzle is. Make them aware that there are two words down and six across. They should find and write eight names. Have them do the work in pairs.

**F. STRAND 6: WRITING**

**Sub-Strand 7: Re-arranging jumbled sentences in logical order**

**E. Writing (LB page 59)**

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Tell the story again and read over the sentences to learners. Explain the task: to arrange the jumbled sentences to follow sequentially.

**STRAND 6: EXTENSIVE READING**

**Sub-Strand 1: Read a variety of age and level appropriate books and texts**

---

As learners read, go round to ask questions on knowledge of print: the use of capital letters, full stops, commas. Ask them also to say the title of the book, illustrator, date published and the publisher. Use the rest of the time for learners to say the gist of what they have read about so far.

**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**

**A.**

1. Row our boats
2. Yes
3. No
4. Dream
5. Scream

**C.**

1. slides
2. crawls
3. roars
4. Gallops

**5. Fliers**

6. Leaps
7. hops



**D.**

- |          |           |
|----------|-----------|
| 1. cow   | 6. hen    |
| 2. ear   | 7. rat    |
| 3. hand  | 8. snake  |
| 4. deer  | 9. dog    |
| 5. zebra | 10. horse |
- (any 8)

**STRAND 4: WRITING****Sub-Strand 7: Controlled Writing****E.**

- Once upon a time, Ananse and path were friends.
- The king said, "I will reward any man who will be able to mention the secret name of my daughter"
- Path told Ananse the Princess' secret name.
- The King made Ananse marry his daughter.
- Ananse said praises to path.
- People reported path to the King.
- The King killed path and scattered pieces of path's body.
- That is why there are many paths in the world.

**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 pages 60 – 65*

*Learner's Workbook unit 9, pages 38 - 42*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
B2.1.1.1.1: Interpret a familiar song.	Cultural Identity and Global Citizenship Cultural Identity and Global Citizenship
<b>READING</b>	
B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words (e.g. use beginning and ending consonants, consonant digraphs..)	Communication and Collaboration Personal Development and Leadership
<b>READING AND COMPREHENSION</b>	
B2.2.7.1.1: Use illustrations, text clues and context to make predictions.  B2.2.7.1.2: Ask and answer factual and inferential questions about level-appropriate texts.	Communication and Collaboration
<b>GRAMMAR USAGE - WRITING</b>	
B2.5.2.1.1: Use full stops at the end of sentences and question marks at the end of questions.	Communication and Collaboration Cultural Identity and Global Citizenship Collaboration and Communication. Personal Development and Leadership.

<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age and level-appropriate books and texts from print and non-print sources.	Personal Development and Leadership

## STRATEGIES

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### Oral Language:

- Singing
- miming
- demonstration
- Picture description

### Learning Resources

**Real objects:** sponge, towel, soap, toothbrush and toothpaste, chewing stick and chewing sponge, a cup and water, a comb and pomade, etc. a picture.

### Reading

#### Strategies:

Modelling, Demonstration, Miming, Writing, Questioning and Answers.

- Modelling
- Chorus Reading
- Apprenticeship Reading
- Matching

### Learning Resources

Letter and word cards

Word and sentence cards, pictures.

Real objects (as found in oral language)

Library books.

### Writing

#### Grammar Usage:

- Modelling

#### Writing:

Strategies:

- Field trip
- drawing and copying
- labelling

## STRAND 1: ORAL LANGUAGE

**Sub-Strand 1: Songs****A2. (LB page 57)**

---

Ask learners to sing one action song. Ask them what they do as soon as they get out of bed. Take the toothbrush, toothpaste and toiletries one after another. Let learners say what each one is used for. Divide the class into groups and assign a task to each of them. The first group will demonstrate how to brush the teeth and wash the face. Use the way the learner brushed his/her teeth to teach learners the proper way of brushing the teeth and washing of hands.

Another group will demonstrate how to use chewing stick and another, the chewing sponge. Advise them not to spit around but they can put a little toothpaste onto the chewing stick and chewing sponge. Then after applying them on the teeth, they rinse their mouth with clean water.

Lead the other groups to demonstrate by miming how to bath and comb their hair.

Teach the song for the day as found on page 57 of Learner's Book. Teach it line after line. Learners sing and do the action that would be mentioned. Encourage learners to say why we need to do all those things every day.

**STRAND 2: READING****Sub-Strand 2: Phonics****B1: LB page 61 'ch' /tʃ/.**

---

Revise the previous sound by making learners pronounce the digraph 'sh' /ʃ/.

Have them pronounce the first group of words. Ask learners to indicate the position of 'sh' or the /ʃ/. Remind learners that the sound of a consonant remains the same in any position. Learners sing "Old McDonald has some chicks".

Use the Jolly Phonics lesson strategy in teaching the digraph /tʃ/. Refer to TG, Unit 8 B1. Let learners pronounce the second set of words at B1 page 61. Elicit words or names that have the target sound beginning it or in it.

**STRAND 2: READING**

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**Sub-Strand 7; Reading and Comprehension**

**B3. Reading and Comprehension, LB pages 62 and 63**

**Topic: Be Clean and Healthy**

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**Before Reading**

Lead learners to talk about the four pictures on page 62. Remind learners of the previous lesson and the various activities done. Discuss the title of the text with them. Ask them to predict what they are going to read about. Use that to teach/revise the key words. Have learners pronounce the key words and use some in sentences.

**While Reading**

Conduct model reading twice and have learners read the passage after you two or three times. As learners read after you, pause and ask them to tell you a few things they have heard. Put learners into ability groups. Poor readers should read under a learner who can help them to read.

**After Reading.**

**C. Page 63 & 64**

---

Discuss the questions orally with learners. Encourage them to read the part of the passage where they got their answers from.

**D. Vocabulary – Meaning, Page 64**

---

Explain the activity to learners. Take the word in ‘A’ one after the other and encourage learners to suggest the possible meaning among the other meanings.

After oral discussion, instruct pairs of learners to do the work in their exercise books.

**STRAND 5: WRITING**

## Sub-Strand 2: Using Punctuations

### E. Grammar Usage (LB page 65)

---

**Punctuation:** The full stop and the Question Mark: Punctuation is the use of marks such as full stop (period) and comma in writing. We know that we indicate the end of a sentence with a full stop or the period (.). Note that the sentence that comes after a full stop starts with a capital letter.

A question mark is put at the end of a question. Where do you come from?

Write a sentence on the board. Call a few learners to show you the capital letter in the sentence. Ask the class to tell you why the capital letter is there.

Write about three sentences putting a full stop (.) or period at the end. Read the sentence. Have the learners read them.

Ask questions orally and later write them on the board and put the question mark at the end. Let learners see the difference between a statement and a question.

\*There is a falling intonation at the end of the last word of a statement. A rising intonation marks the end of a question. Let learners have practice by reading a statement that ends with a full stop and one that ends in a question..

Guide learners to write each sentence and put the right punctuation mark at the end of each sentence.

## F. STRAND 6: EXTENSIVE READING

### Sub-Strand 1: Read a variety of age and level appropriate books and texts

---

Ensure clean hands before learners take their books. As they read ask them to find capital letters, full stops and question marks. Ask learners where these punctuations are found.

#### 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. 2 times
2. Stick or Sponge.
3. Soap

**D.**

**A**

1. healthy
2. chewing stick.
3. combed
4. dusted

**E.**

1. The children came here.
2. The moon shines in the night.

4. Finger nails and toe nails.

5. To stay healthy.

6. To remove dirt and germs.

7. Yes

8,9 and 10. Personal responses from learners.

**B**

stronger in the body, not ill.

it keeps our teeth clean

having used a comb to tidy up the hair

dust wiped off things in the room.

3. Whose bag is this?

4. What is your name?

**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?

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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 Pages 66 – 73*

*Learner's Workbook Unit 10, Pages 43 - 47*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL WORK</b>	
B2.1.2.1.1: Interpret rhymes and tongue twisters in own words	Personal Development and Leadership Communication and Collaboration Cultural identity and Global Citizenship
<b>READING</b>	
B2.2.2.1.2.: Use the alphabetic knowledge to decode unknown words. (e.g. consonant digraphs)  B2.2.7.1.1: Use illustrations, text clues and context to make predictions.  B2.2.7.1.2: Ask and answer factual and inferential questions about level-appropriate texts.  B2. 2.7.1.2: Demonstrate understanding of the purpose and feature of information texts	Personal Development and Leadership Cultural identity and Global Citizenship Communication and Collaboration          Critical thinking
<b>WRITING</b>	
B2.5.10.1.1: Use phonic knowledge to spell words with irregular phonic letter pattern  B2.5.9.1.2: Identify verbs in simple sentences	Communication  Critical Thinking  Communication and Collaboration

<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age and level-appropriate books and texts from print and non-print sources.	Personal Development and Leadership

## **STRATEGIES AND LEARNING RESOURCES**

### **Oral Language**

Picture description

Modelling

Repetition

Learning Resources

Picture

Real objects – syringe

### **Reading**

Silent reading

Questioning

Sharing

### **Teaching and Learning Strategies**

Playing games, modelling, repetition, blending sounds to form words.

Model reading, chorus reading, think-pair-share, word and sentence cards

### **Teaching and Learning Resources**

Letter and word cards, lucky-dip box

Learner's Book,

### **Writing**

Look-cover-write-check

Use of phonic and structural analysis, demonstration, actions, filling-in-blanks.

### **Learning Resources**

Chalkboard illustrations

Learner's books

Learning Resources

Library books

## STRAND 1: ORAL LANGUAGE

### Sub-Strand 2: Rhymes

The Six Childhood Diseases, LB page 66

#### The Rhyme: Nurse

---

**A1.** Ask learners to recite one or two of their favourite rhymes as you write the rhyme titled 'Nurse' on page 66, on the board.

Let learners say what is happening in the pictures. Ask them to point to the nurses in the picture and say what they are doing and what nurses generally do at the hospital.

Read the poem twice and ask learners and have them echo-read it two or three times. Next, recite lines of the rhyme, clapping the rhythm. After a while, let them join in to recite and clap the rhythm of the lines.

Discuss the questions with the learners. Finally, encourage learners to say what the speaker in the poem wants mothers to do. That is, the purpose of the writer/persona.

## STRAND 2: READING

### Sub-Strand 2; Phonics

#### B1. Phonics 'ck' /k/

---

Let learners play the 'Lucky Dip' game to revise the sounds learned previously. (The sounds consist of consonants, vowels and consonant digraphs learned earlier on) Have a small box with the side cut open. The open allows only one wrist. The child puts his/her hand into the box. What letter card is brought out is what he/she pronounces. First, the learner must say the letter name and then the sound. Call another learner to say a word or a name that has the target sound in it. They should also identify the sound in words.



A nurse injecting a baby.

Introduce the digraph 'ck' on a cardboard. As usual follow the steps used in teaching Jolly Phonics.

- Tell a story about the sound.
- Introduce the sound on a card.
- Say the sound about three times.

- Write the letters that form the digraph.
- Learner to write the letters.
- Blend the sound with other sounds to form words.
- Cover the two letters 'ck' and add other sounds like s-a-ck-covered Blend s-a- sa - ck – sack
- Have learners pronounce the words on page 67.
- Let learners sing the /k/ sound.
- Learners to give examples of words with digraph 'ck' in it.

## **STRAND 2: READING**

### **Sub-Strand 7; Reading and Comprehension**

#### **B2. Talking about Pictures. LB page 68**

---

Lead learners to talk about the pictures on pages 68 and 69 using the questions at the top of the pictures on page 68. Further explain the health conditions. Refer learners to picture on page 69. Ask them why the nurses are injecting the babies. Continue to tell learners that the injections given to babies at the clinic prevent babies from getting the six bad diseases that affect children. Have learners pronounce the six diseases.

#### **B3. Reading, LB page 69**

##### **Topic: The Six Childhood Diseases**

---

**Key Words:** clinic, scale, injection, T.B.

#### **Before Reading**

Introduce each word on a word card and later write them boldly on the board.

Enquire from learners whether they know the word. Teach the meaning of clinic by telling learners that the picture they see on page 66 is about a clinic. Continue to use 'clinic' in context. Show the picture of a weighing scale. Use the syringe and a needle to demonstrate giving an injection. With T.B., make learners aware that it is the short form of tuberculosis, a severe cough that can kill a person.

#### **While Reading**

Read the passage two times and ask learners to do one chorus reading. Have individuals take turns to read aloud round the class.

## After Reading

### C. (LB page 70)

---

Discuss the questions with learners. Give the easiest questions to slow readers (Questions 1-5)

**Question 8:** After listening to the learners make them aware that this passage gives us information. It does not tell a story. There are no names of characters, etc. Ask learners why the writer told them about the childhood disease.

\*(Depending on learners' responses to the questions, let them continue to do individual reading or put them into ability groups as before).

### D1. LB page 71

---

Prepare the minds of learners that they are going to solve riddles and then they will ask theirs. Start with the simple one at D1. Then continue to ask riddles about injection, scale and the six childhood diseases. Example, I am a disease. I make children become stiff. If you don't treat me quickly, I make the child die. Who am I?

Encourage learners to make their own riddles using things in the classroom.

E.g. I am like a piece of cloth.  
You can find many towns on me.  
You can also see the different regions.  
Who am I?  
Answer: A map

### D2. Vocabulary Consolidation – Spelling LB page 71

---

Write all the words on the board and have learners match the word on the card with the corresponding word on the board. Use structural analysis, i.e. the breaking down of the words in syllables. E.g. mo-thers, cli-nic, nur-ses

Help learners to spell the words in syllables. They can do this by using letter cards to build the word in syllables and use that to rearrange the letters to spell the words correctly. Explain the work to them.

---

### **D3. Vocabulary Consolidation – Usage**

---

Use word cards to revise the pronunciation of the words and revise their meanings as well. Lead them with examples to use the words in simple sentences. Lead them with examples to use the words in simple sentences. Lead the class to do the exercise orally and let them do it in their books.

## **STRAND 5: USING WRITING CONVENTIONS**

### **Sub-Strand 9: Using Verbs**

#### **E1. LB page 72**

---

Revise the previous lesson by making each learner give one example of a verb. Again ask learners, in pairs, to tell each other one action they always do.

Read sentences from the table and help learners to read, too. Explain exercises E1 and E2 to learners and instruct them to do them individually.

#### **E2. Using Action Words, LB page 73**

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Use the sentence to demonstrate writing to learners. Have learners write the sentence and copy two more sentences from the reading passage.

#### **E3. LB page 73.**

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As learners listen, use the words in the section on simple sentences, stating habitual actions. Elicit similar sentences from learners and write some of learners' sentences on the board. Ask learners to work in pairs to identify the action words. Have them use the sentences on the board as a guide to write their own sentences.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Reading a variety of level and age-appropriate books and texts.**

---

Ensure clean hands and guide those who need a new book to choose one.

Go round asking learners to say something about what they read. If the responses are not encouraging do not allow them to take a new book but to read it again.

## 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

#### A.

1. To the clinic.
2. The nurse cares for babies.
3. (Accept reasonable responses from learner e.g. clothes, feeds, injects, give drugs etc. to babies)
4. Yes (accept reasonable responses from learners).

#### B2.

1. They are sick
2. And 3. Let learners give their personal responses.

#### C.

1. Nandom
2. Mothers and their babies.
3. She is injecting the baby.
4. Kill.
5. Polio, Whooping Cough, tuberculosis (TB), tetanus, measles, diphtheria (any 2)
6. They will die.
7. To educate us about them.
- 8 and 9. Personal responses from learners

#### D2.

- |              |             |
|--------------|-------------|
| 1. mothers   | 4. nurses   |
| 2. clinic    | 5. diseases |
| 3. injection | 6. tetanus  |

#### D3.

1. Wednesday is a clinic day.
2. Mothers take their babies to the clinic.
3. The nurses weigh the babies.
4. The nurses also inject the babies.
5. The injection will make them strong and healthy.



- E1.**  
 2.  
 a. Memuna speaks French.  
 b. She tells me a story always.  
 c. Father gives me money every morning.  
 d. Esi buys a book every year.  
 e. The chief wears a gown every year.  
 f. The teacher goes home after 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

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?
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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 2 Pages 74 – 82*

*Learner's Workbook Pages 48 - 52*

**LEARNING INDICATORS AND CORE COMPETENCIES**

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
B2.1.6.1.2: talk about events at home	Cultural identity and Global Citizenship
<b>READING</b>	
<p>B2.2.2.1.2: use the alphabetic knowledge to decode unknown words (e.g. use beginning and ending consonants, consonant digraphs ..)</p> <p>B2.2.7.1.1: use illustrations, text clues and context to make predictions during reading.</p> <p>B2.2.7.1.2: ask and answer factual and inferential questions about level-appropriate texts.</p> <p>B2. 2.7.2.1: Demonstrate understanding of the purpose and features of information text</p>	<p>Cultural Identity and Global Identity</p> <p>Personal Development and Leadership</p> <p>Communication and Collaboration</p>
<b>WRITING</b>	
<p>B2.5.10.1.1: use phonic knowledge to spell words with regular phonic letter pattern.</p> <p>B2.5.4.1.1: use the simple present tense to express habitual actions (simple truths ...)</p> <p>B2.4.4.1.1: Draw and label objects found in their environment</p>	<p>Communication</p> <p>Critical Thinking</p> <p>Communication and Collaboration</p> <p>Collaboration and Communication</p> <p>Personal Development and Leadership</p>

<b>EXTENSIVE READING</b>	
B2.6.1.1.1: Read a variety of age-appropriate books and texts from print and non-print	Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship

## **STRATEGIES AND LEARNING RESOURCES**

### **Oral Language:**

Description of pictures

Think-pair-share

Role-play

Conversation

Learning resources:

Pictures

Real objects: broom, dust pan, scrubbing brush, washing basin, soap and cloth, bowls and plates, etc.

### **Reading**

Silent reading, questioning, narration

### **Teaching and Learning Strategies**

Modelling, Drilling, Language Game.

KWL approach, reading aloud, listening, sharing.

### **Teaching and Learning Resources**

Letter and word cards.

Sentence cards, illustrations, pictures and real objects.

### **Writing**

Strategies

Structural analysis (use of syllables to spell words), Modelling, Substitution Drill, Drawing and Labelling, Writing.

### **Learning resources:**

Syllable cards, substitution table, pictures, crayons.

### **Learning Resources:**

Library books

Eat Well and Grow Well

**STRAND 1; ORAL LANGUAGE**

**Sub-Strand 6: Conversation**

**A2. (LB page 75)**

---

Show learners pictures depicting activities done at home: washing dishes, sweeping, scrubbing floors, mopping floors, dusting tables and glass, windows, louvers, watering flowers, etc.

After learners have studied the pictures ask them to say what they see in the pictures. Refer learners to the text at A2 page 75 and have one or two good readers read to the class. Tell them that what they heard is Afi's account of what happens in her house. Next, have learners think-pair-share what they themselves do at home.

Have individuals say what they said during the pair conversation to the whole class. Group learners according to what they said they do. Let them (group) each demonstrate mime washing of plates, clothes, dusting, sweeping, scrubbing, etc.

**STRAND 2: READING**

**Sub-Strand 2; Phonics**

**B1. Consonant Blending 'cr' /kr/**

***LB pages 77 – 78***

---

Ask learners to break these words into syllables.

learners            again            primary

Call some of the learners to the board to write what they did. Revise the individual sounds 'k' and 'r'. Blend the two sounds /kr/. Say it three times and have learners repeat after you. Let them write the two letters. Continue to blend the sound with other sounds to form words, e.g.

cr - i - b. Cover the sound in the box. Sound /I/ and /p/ and have learners repeat after you. Put the two sounds together: /ib/. Uncover the target sound and blend the two cr-ib - crib.

Do two more examples with blending. Learners repeat the words crib, crab, cross.

Have learners identify the sound in words. Teach the two tongue twisters for them to have more practice and also to see the sounds in phrases and in sentences.

(Note that they may not be able to master the two but as they occasionally say them, they will master them).

## **STRAND 2: READING**

### **Sub-Strand 7: Reading and comprehension**

#### **B2. Reading and Comprehension (LB page 78)**

##### **Before Reading**

---

Have learners identify the various food items and use the questions to activate the background knowledge of the text they are going to read. Let learners look at the pictures of food items on pages 74 – 76. They should read the names of the items (It is better to use real objects first before they identify them in the pictures)

As learners talk about and name the food items, write the key words that surfaced in the discussion: cheese and cassava. Show a group of vegetables to teach the word and the meaning. Ask learners what those food items give us (If they say it in the local language, accept it and say ‘energy’. Have them pronounce it. Show potatoes (real object) to learners.

#### **B3. LB page 78 and 79**

##### **Reading**

---

Draw three columns on the board for KWL activities.

Know	Want to know	What I learned

Have learners tell you about the title of the passage. Write them in the first column. Continue with what they want to know about the title. List them in the second column.

Do a model reading and let learners join you in the second reading. Pause at intervals to ask them whether the text read has addressed their concerns. Read together with the learners. Let them read silently after which you will ask them the new things they have read from the passage. List them in the last column.

Discuss the questions with the whole class but the last question must come from individuals because they have to give reason(s) for what they say.

## D. LB page 80

---

Write the full words for learners to pronounce. Start the word and have learners provide the missing syllable. Instruct learners to write the missing letters in the words.

### STRAND 5: USING WRITING CONVENTIONS

#### Sub-Strand 4: Using Action Words

##### E1. (LB page 80)

---

Revise the present simple tense to show habitual events. Write some sentences on the board leaving out the verb and have learners fill in the blanks for learners to write the simple present tense in them.

Dunyo \_\_\_\_\_ his teeth every day.

Pokuua \_\_\_\_\_ her hair always.

Edwina \_\_\_\_\_ hard.

Learners read out the sentences adding the missing word.

Invite answers from learners. Confirm their answers and say again that the action or doing words show that they are habitual.

Have learners tell you how an orange, apple, watermelon and mango taste like. Confirm that the fruits are sweet or take it one after the other that an orange is sweet, etc. Tell learners that it is a universal truth. They do not change.

Have learners read the sentences from the table.

Have them write five sentences from the table.

### STRAND 4: WRITING

#### Sub-Strand 4: Labeling items

##### E3. Writing. LB page 81

---

Display some food items on the teacher's table. Have learners come and pick any of the food items they can find in their kitchen. Help them to describe one of the food items. Refer learners to E3 page 81 where there is an example for them.

Let them understand that if they can have four sentences to describe their picture, they can go ahead. On the other hand, encourage those who cannot, to write just two sentences.

**STRAND 4: WRITING****Sub-Strand 2; Copying sentences correctly****E4. LB page 81**

---

As usual, demonstrate how various capital letters are written. At this stage learners concentrate on print or block handwriting. Show where ascending letters begin and end in the third line while descending letters begin from the second line through to the fourth line. Show them that the suspenders (c, e, a, o) remain within the second and third lines.

Use the example in E4. Let learners copy the sentence and two others from their reading passage.

**F. STRAND 6: EXTENSIVE READING****Sub-Strand 1: Read a variety of age and level-appropriate texts and books**

---

Ensure learners have clean hands.

Continue to go round to check on learners' reading.

**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. LB page 79 and 80**

1. b
2. b
3. fish, eggs, snails, meat (any two)
4. c
5. They cannot grow well  
They can easily be attacked by diseases.
6. The text is an informational text

7. The writes wants us to eat good food so that we can grow
8. Personal responses from learners

**D. LB page 80**

1. mango
2. pawpaw
3. pineapple
4. watermelon
5. crab

**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 2 pages 83 – 86*

*Learner's Workbook 2, pages 53 - 56*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learners will be able to:	
<b>ORAL LANGUAGE</b>	
1. Interpret a familiar action song (B2.1.1.1.1) 2. Talk about events at home (B2.1.6.1.2)	Cultural identity and Global Citizenship Communication and Collaboration
<b>READING</b>	
3. ask and answer factual and inferential questions about level-appropriate texts (B2.2.7.1.2)	Communication and Collaboration
Phonics 4. Use the alphabetic knowledge to decode unknown words (e.g. consonant digraphs) (B2.2.2.1.2)	Cultural Identity and Global Citizenship Personal Development and Leadership
<b>WRITING</b>	
5. Use full stops at the end of sentences and question marks at the end of questions (B2.5.2.1.1) 6. Write simple and meaningful sentences on objects found in the environment (B2.4.5.1.2)	Communication and Collaboration Collaboration and Communication Personal Development and Leadership

<b>EXTENSIVE READING</b>	
7. Read a variety of age and level-appropriate books and texts from print and non-print sources,	Personal Development and Leadership

## **STRATEGIES AND LEARNING RESOURCES**

### **Oral Language: Song**

Teaching and learning Strategies

Miming, Discussion, Pair and Group Work, Think Pair-share.

Teaching and learning Resources

Real objects: toothbrush, toothpaste, towel, sponge, soap, comb, chewing sticks and sponge.

### **Reading**

#### **Teaching and learning Strategies**

Repetition, Language game.

Teaching and learning Resources

A box, letter and word cards

Learner's Book 2 page 80

**Strategies:** Reading Aloud, Pair and Group Discussions, (D.R.A - Directed Reading Activities).

#### **Teaching and learning Resources**

Pictures, Learner's Book 2 Units 9, 10 and 11.

### **Writing**

#### **Teaching and learning Strategies:**

Think-Pair-share, Group and Individual work, Drawing.

#### **Extensive Reading**

Teaching and learning Strategies

Silent Reading, Discussion, narration

Teaching and learning Resources

Library books, non-print text on internet.

## Teaching and Learning Activities

### STRAND 1; ORAL LANGUAGE

#### Sub-Strand 1: Songs

i. Have learners sing an action song “This is the Way”. As they sing the song they perform the actions. Tell learners that you will say some words. They should mime the actions,

Teacher: Brush your teeth. (Learners pretend to brush their teeth. (They mime). Let them do the following: have your bath, dry your body, apply pomade, comb your hair, wear your uniform, etc.



Ask learners to tell you, or demonstrate to the class what the following items are used for: toothpaste and brush, chewing stick and chewing sponge, talcum powder, roll-on, comb, towel, soap, sponge, broom, etc.

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 6: Conversation

ii. Introduce what learners are going to do. Tell them to tell each other in pairs the activities that go on in their houses on Saturdays. Let them go to their groups and share what they talked about in pairs. Remind them to tell their friends what they do themselves and what their siblings do.

Conduct a plenary session where each group says what they do on Saturday or the activities that go on in the house.

E.g. Learner A: We have a party every Saturday, etc.

(LB page 78) – Phonics, The consonant Digraphs /ts/ and the consonant blend **cr**.

### STRAND 2: READING

#### Sub-Strand 2: Phonics

**B1 – Phonics:** /tʃ/ ‘ch’, ‘cr’, syllables. Let learners say the tongue twisters they have learned. The Consonant Blend Cr.

1. If two witches were watching two watches, which witch would watch which watch?
2. I scream, you scream, we all scream for ice cream

E.g. 1. chick    chair    child    church

2. cry    crab    crane    crow

Have learners play the ‘lucky dip’ game. The learner pronounces the word that he/she draws from the box.

## **STRAND 2: READING**

### **Sub-Strand 7: Reading and comprehension**

#### **Before Reading**

---

Let learners talk about the theme picture for each unit. Revise pronunciation and do word recognition activities as word – word matching using word cards.

Learners may also match word cards with words written on the board.

#### **During Reading**

Read aloud to learners the questions on page 79. Have learners turn to pages 78 and 79.

Read aloud to learners as they follow you in the book with their eyes. Elicit from the learners answers to the first three questions. If they are unable to give answers direct them to the passage. Elicit the answers once more. Do so with the remaining units.

Instruct learners in pairs to write answers to questions 1- 10 in their exercise books.

#### **After Reading**

Write the correct answers on the board for learners to do their corrections.

#### **C. LB page 85**

---

Go over the pronunciation and meaning of the words listed in C. Explain the work to learners. Explain the activity and guide learners with questions and prompts to choose the right answer. Assign them to do the exercise individually.

#### **D. LB page 85**

---

Go through the following words with learners: body                  soap                  clean                  sponge  
nurse    babies    strong    fish                  cassava    energy

Use word cards of the listed words. Show it to learners and have them say the word. Explain ‘strong’, ‘clean’ and ‘energy’ in context to learners. Use the words you explained to form one

sentence each. Write the sentences on the board and have learners read them.

Encourage learners individually, to form one sentence with any of the ten words they find in their books.

Ask them individually to write their sentences in their exercise books.

## **STRAND 5: USING WRITING CONVENTIONS**

### **Sub-Strand 2: Using punctuations**

#### **E1. Page 86**

---

Full stop and Question Mark

Revise the use of the above punctuation marks by explaining to them that we put a full stop (.) at the end of a sentence. The sentence does not demand an answer.

e.g. I am a queen.

My name is Kate.

He is my father.

We put a question mark at the end of a sentence that demands an answer.

e.g. Where is my mother?

Is she your mother?

Is this your pen?

Ask learners to read the sentences under E on page 81. Ask them orally which sentence demands an answer and what should be put at the end of the sentence.

**E2.** Instruct learners to do the exercise individually.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Read a variety of age and level-appropriate books and texts**

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Ensure learners have clean hands before they take their books. Those who have finished reading should be given another book if the last book was a story. Blind learners should listen to an audio if there are no story books in braille.

#### **Workbook Exercises**

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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. LB pages 83 - 84

1. - child                      - chain                      - church

Accept any word that begins with 'ch' /tʃ/ or has the sound in it.

2. cream                      crop                      crust                      crown

Accept any word with the sound /kr/ 'cr' in it.

3. back, sack, lack, black

Accept any word that has the sound /k/ or 'ck' in it.

#### B2. LB page 84

1. six childhood diseases

6. fish, eggs, snails and meat.

2. tetanus

Accept any three.

3. Polio

7. True

4. toothbrush

8. True

5. The soap kills germs on our bodies.

9. grow tall and big

#### C. LB page 85

1. toothpaste                      2. healthy

3. clinic                      4. bath

5. disease                      6. cassava

7. fruits                      8. injection

9. live

#### D. LB page 85

Accept a sentence that is understandable but has spelling mistakes.

#### E. LB page 85

Full stop and question mark

1. Where did you go?

2. I am in Primary Two.
3. My name is Paulina Essien.
4. Whose pencil is this?
5. It is mine.

### 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?

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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 2 pages 87 – 95*

*Learner's Workbook 2, pages 57 - 60*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.6.1.1). Use appropriate greetings for special occasions	Cultural Identity and Global Citizenship Communication and Collaboration
<b>READING</b>	
B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words (e.g. consonant blends)	Personal Development and Leadership
B2.2.7.1.1 Use illustrations, text clues and context to make predictions during reading.	Personal Development and Leadership Communication and Collaboration
B2.2.7.1.2 Ask and answer factual and inferential questions about level-appropriate texts.	
<b>WRITING</b>	
B2.5.1.1.1 Use capital letters to write names of particular places and days of the week.	Collaboration and Communication Personal Development and Leadership.
B2. 4.5.1.2: Write simple and meaningful sentences	
<b>EXTENSIVE READING</b>	
6. Read a variety of age and level-appropriate books and texts from print and non-print sources	Personal development and leadership



## STRATEGIES AND LEARNING RESOURCES

### Oral Language – Songs

#### Teaching and Learning Strategies:

Modelling, Repetition, Role play, Pair work.

Teaching and Learning Resources:

Christmas cards, birthday and congratulation cards, picture

### Reading

#### Teaching and Learning Strategies:

Modelling, Repetition, filling-in blanks, games,  
Choral Reading, Group Reading, Discussion  
Supplementary Reader, Non-print texts from internet.

#### Teaching and Learning Resources:

Letter cards, A ball, Word cards, X'mas Cards

#### Teaching and Learning Resources:

Word cards, Christmas cards

Learner's Book 2 pictures

### Writing

#### Teaching and Learning Strategies:

Explanation and illustrations from their reading books.

#### Teaching and Learning Resources

An Alphabet, Chart and Learner's book.

### Extensive Reading

#### Teaching and Learning Strategies:

Silent reading, listening, questioning,  
narration

#### Teaching and Learning Resources:

Library books, non-print text on the internet.



**TEACHING AND ACTIVITIES**  
**STRAND 1: ORAL LANGUAGE**  
**Sub-Strand 6: Conversation**

**A2: Special Greetings LB page 88**

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**Key words:** Merry Christmas, Happy Eid-ul-Fitr, Happy Birthday, Congratulations.

Have learners practise saying these greetings. Explain congratulations in L1, then back to L2. Have learners role play greetings: Good morning, Good afternoon, Good evening and Goodnight. Let learners do the greetings in pairs.

Continue to revise greetings during Christmas and Eid-ul-Fitr. Greet learners first by shaking hands with a group of learners.

Teacher: Merry Christmas! (Tr. Shakes hand)

Learners: Many happy returns (of the day)

Do so with “Happy Eid-ul-Fitr.

Read a few Christmas cards greetings to learners.

Let learners be aware that there are other greetings on special days such as on festivals, birthdays and on occasions of awards or promotion, etc.

- Start with birthdays. Ask learners who are celebrating their birthdays that day or that week to stand up. Wish them happy birthday, and invite learners to also come out orderly to greet the “celebrants” using the structure:

I wish you all, Happy Birthday!

May you enjoy your day!

Let them respond, “Thank you”.

Ask learners to tell the class how they greet on festival days in their locality. Encourage them to greet in the local language and provide the English equivalent. E.g. “Afenhyia Pa” and respond, “Afe nko mbeto yen”.

- Let learners guess what is happening looking at the pictures on page 84. Tell learners the occasion and say we greet such a girl “Congratulations!” We shake hands and even hug people on their graduation day. Read a birthday greeting card and a congratulation card to learners.

Have learners practise greetings on special occasions in pairs.

**STRAND 2: READING****Sub-Strand 2: Phonics****B1: Consonant blend 'bl' LB 89**

Revise the previous sound 'cr' by asking learners to sound it. Have learners add other letters to the end of cr to build words. Look at examples on page 85 and this one cr y – cry

Introduce the target sound /bl/ by saying it three times while learners listen. Have learners repeat the sound after you. Show the letter card bl to learners and say the sound again. Paste the card on the board or write it boldly so that all the learners can see it. (Remember to bring learners with hearing impairment and those with visual problems to the front row). Point to the sound on the board and have learners say it as a whole class, in groups and individually.



Say the sound and write the two consonants together as learners watch you. Let them also say it and write the two letters. Have them repeat the following words after you.

Blue    blow    blade

Table    able    fable

Let them know that the sound remains the same in the initial, medial and final positions. Ask learners to give one example each of a word with the sound /bl/ in it or beginning it.

**STRAND 2: READING****Sub-Strand 7: Reading and comprehension**

**Reading:** Special Occasions LB page 90 – 91

**Key Words:** Christmas, Eid-ul-Fitr, Muslims, Christians, believe, December

**Before Reading**

Have learners talk about the two pictures on Page 87. Let them say which type of occasions they are. Teach the meanings of 'believe' and 'Muslims'. Explain to them that the people in the picture on the right side are Muslims. They believe in Allah and Mohammed as Allah's Prophet or messenger. Put "believe" in context and if it fails, use the L1 and go back to L2. Take learners through the pronunciation of key words.

## Reading

Do a model reading of the first half of the passage while learners follow you with their eyes in their books. Let them read after you twice. Extend the echo-reading to the second half of the passage. Put them into mixed ability groups so that they can learn from their colleagues. Before they start reading, read the questions on page 87. Learners read to one another in the group under an able reader. As they read they find answers to the questions.

## C. Post-Reading

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Discuss the questions on pages 91 - 94. Encourage every learner to say at least one sentence about question 7. When a learner gets an answer wrong, let him/her read where they got the answer from. Re-direct the learner to the question and to where the learner read for him/her to correct him or herself. (Note that you can do the same even if the answer is correct)

### D1. Vocabulary Consolidation: Oppositions, Learner's Book Page 92

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Introduce the words on word cards. Let learners pronounce each word after you about two times. Have learners identify each word that you pronounce, on the board. Then point to the word for learners to pronounce again.

Teach the meanings of the words learners may not understand, e.g. 'few' and unbelievers'.

Explain that unbelievers are those who do not believe in Jesus Christ so they are not Christians. Teach "many" and "few" practically. For example, many counters on your table and put about five counters on another side of the table. Let learners say which group of counters are many and which are few.

Explain the activity to learners and instruct them to do it individually. They are to match the words on the left under ('A') to those under 'B' which is opposite in meaning.

After the work, do the exercise with the whole class. Demand answers from the learners. Learners do their corrections.

### D2. Vocabulary Consolidation - Spelling. LB page 92

---

Have learners pronounce and spell out the correct words not jumbled

pray	muslims
thank	believe
church	celebrate

Let them open at page 92 of their book. Explain the work in D2 to learners and ask them to do it individually.

After marking, write the correct words on the board. (You may invite learners to write the correct word on the board). Ask learners to do their correction.

### **D3. Vocabulary Consolidation – Usage, LB page 93**

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Write the words on the board and have learners pronounce them.

Explain the exercise and have learners write the correct word in the blank space in each sentence.

## **STRAND 5: USING WRITING CONVENTIONS**

### **Sub-Strand 1: Using capitalization**

#### **E1. Capital Letters (LB page 93 - 94)**

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Use the information on the page about capital letters to teach learners the use of capital letters.

Show learners the two letter charts. Let them say which chart has the capital letter charts. E.g. Teacher: Show me ‘d’ on the capital letter chart, etc.

Tell learners how we use the capital letter. Let learners look at the back of their exercise books and say which letter begins their names. Let them also look into their reading passage if they can find a capital letter beginning a name, etc.

Ask learners also to find the word coming after a full stop, in their books. Let them write which letter begins that word. Learners write the capital letter on the board. Conclude that, we use capital letters for names of persons, months, days, schools, towns, cities, villages, communities, churches, etc. We use a capital letter after a full stop to begin a new sentence.

Explain the work, that is, re-writing sentences using capital letters appropriately. They should do the work in groups. After marking, write the sentences with the appropriate capitalization. Have learners correct their mistakes.

**STRAND 4:****Sub-Strand 4: Writing simple and meaningful sentences****E2. LB page 94**

## Pre-Writing: My House

In this section, learners are to write simple sentences to describe their houses.

Have learners talk about their houses, that is, the houses in which they live.

Teach adjectives like big/small, white, blue, yellow, brown, green. Show colour chalk and crayons to teach the colours. Draw sketches on the board to show big and small. (If you have a video on your phone about houses to show, do so. You may also show pictures of houses for learners to understand a big or small house). Use practical activities to teach ‘few’, ‘many’ and ‘beautiful’. etc

Elicit information from learners to draw a substitution table. E.g.

Learner A: My house is big.

Learner B: My house is small. Etc.

My house		big/small
The walls		white/blue/yellow
There	is	many/few rooms
The windows	are	not too big
The doors		a beautiful house
It		

Let learners read sentences from the table. Show them how to write sentences from it.

E.g.

My house is big.

My house is small.

The walls are white, etc.

**Writing Stage**

Encourage learners in pairs to write about ‘My House’ using the substitution table.

**Post Writing Stage**

After marking learners’ work let them do corrections of words wrongly spelt.

**F. STRAND 6: Extensive Reading****Sub-Strand 1: Read a variety of age and level-appropriate books and texts**

Have learners wash their hands. Help those who need new books to do the selection. Have learners who have not had a chance to hear a story from the Internet to do so with the blind, if any.

About ten minutes to the time, let learners stop reading for each of them to tell the class what they read about even if it is one sentence.

**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. LB page 89**

Accept any word(s) that has the sound /kr/ 'cr' in it /kr/ e.g. crown, creep, crop, etc.

Blow   black   able   bleed

**C. LB page 91 - 92**

1. Eid-ul-Fitr
2. Father
3. 25<sup>th</sup> December
4. Jesus Christ was born on 25<sup>th</sup> December
5. Seidu will wear his new clothes and shoes.
6. They believe Jesus is their savior./It is the birthday of their saviour.
7. Accept any reasonable thing they say.

**D1. LB page 92**

1. happy – sad
2. many – few

- 3.. new – old
4. Christians – unbelievers
5. father – mother

**D2. LB page 92**

- |           |              |
|-----------|--------------|
| 1. pray   | 4. Muslims   |
| 2. thank  | 5. believe   |
| 3. church | 6. celebrate |

**D3. LB page 93**

- |              |          |
|--------------|----------|
| 1. wear      | 4. pray  |
| 2. believe   | 5. happy |
| 3. celebrate |          |

**E. Capital letters. LB pages 93 - 94**

1. I am going to Kibi Roman Catholic School.
2. Mr. Kyeremeh is my father.
3. She is travelling to Anomabu.
4. A sheep is in the garden.
5. Go to the market and buy meat.
6. Mienzah was born on 20<sup>th</sup> June. It was on Thursday.

**Diagnostic Assessment**

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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 Book2 pages 96 – 103**Learner’s Workbook 2, pages 61 - 65***LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
1. talk about places in their community (B2.1.6.1.3)	Cultural Identity and Global Citizenship
<b>READING</b>	
<u>Phonics:</u> 2. B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words (e.g. consonant blend)	Communication and Collaboration
<u>Reading Comprehension</u> 3. Use illustrations, text clues and contexts to make predictions during reading (B2.2.7.1.1)	Personal Development and Leadership
4. Ask and answer factual and inferential questions about level-appropriate text (B2.2.7.1.2)	Communication and Collaboration
<b>WRITING</b>	
B2. 4.4.1.1. Draw and label objects found in their environment.	Communication and collaboration Personal development and leadership
<b>EXTENSIVE READING</b>	
B2. 6.1.1.1. Read a variety of age and level-appropriate books and texts from print and non-print sources.	Personal Development and Leadership

## STRATEGIES AND LEARNING RESOURCES

### Oral Language: Places in the community

#### Teaching and Learning Strategies:

Discussion, Picture Description

Teaching and Learning Resources:

Pictures, real objects like skipping ropes, a football.

#### Reading

Consonant blending /cl/

#### Teaching and Learning Strategies:

Modelling, Drilling, Matching, Model Reading, Group Reading, Chorus Reading, Discussions.

Silent reading, listening, questioning

#### Teaching and Learning Resources:

Letter and word cards Word and sentence cards.

Library books, non-print text on Internet.

Learner's Book 2 pages 98 – 99, football

#### Writing

Teaching and Learning Strategies:

Teaching and Learning Resources:



## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 6; Conversation

#### A2. The Gym LB page 97

Let learners sing the play song, “Jump, jump, jump, together” and perform the actions. If they cannot sing it, let them recite it. You may let them sing any play and action song they are familiar with. Have them describe the pictures on pages 96 and 97. Ask them to say where we can exercise our bodies apart from the school.

Ask learners to mention some important places in the community. Importance places may include the chief's palace and places mentioned in the A2 text on page 97. Others include

video houses, information centres, funeral grounds, the post office, banks, etc. ask learners why such places are important.

Let learners be aware that another place of interest becoming popular these days is the gym. (It will interest learners if you could record a gym session on video. You may also take pictures of some of the equipment used for exercises). Explain that many people go to the gym because there are trained people who guide them to use the appropriate equipment and the type of exercises. Those people are called instructors.

Have each learner say one important reason why people want to exercise their bodies. Set the ball rolling by giving one reason and drilling the structure to use E.g Exercise makes us healthy.

## STRAND 2: READING

### Sub-Strand 2: Phonics

#### B1. Phonics:

**Topic: Consonant blends 'cl' /kl/**

---

- Revise the previous lesson by making learners pronounce the consonant blend /bl/. Have them say these words on their own.

blue, black, blow, block

Say the target sound 'cl' about three times as learners listen. Let them repeat the sound. Put the two letters that make the sound on the board. Ask 

cl
----

 learners to say it as you point to it on the board.

Write the sound, i.e. the two letters 'cl' on the board as learners watch.

Ask them to say the sound as they also write it.

Have learners pronounce these words after you.

close      class      cloth      cloud      clay

Have learners pronounce the words on their own as a class, in groups and individually.

Ask learners to give examples of words having blend at beginning, in the middle or at the end of a word. Put learners into small groups to do them and lead them with examples to write some of the words. Let the groups report on their work to the class. Expected words include close, clap, class, clean, clock, uncle, bicycle etc.

cl

clean

.....

.....

.....

## STRAND 2: READING

### Sub-Strand 7: Reading Comprehension

LB pages 98 – 99

#### Topic: Exercising the Body

#### Before Reading

Ask learners to go back to say what game or exercise is going on on pages 96, 99 and 100. The description will bring out the key words that form the texts. Write down key words that emerge, on the board. They are throwing, catching, swimming, jogging, riding, drumming, dancing. Teach pronunciation of the words. Explain to learners that jogging is not as swift as running.



#### Reading

Read the questions that follow the reading text to the learners.

Read the text once and have learners read after you twice or thrice. Lead them in a choral reading of the passage once or thrice. Now, get learners into pairs to read to each other. As they read they should find answers to the questions.

#### C. After Reading, LB page 100

Discuss the answers given by learners. Let learners read the particular portion where they got their answers from. Each pair will then write the answers into their exercise books.

#### D1 and D2. Vocabulary Consolidation - Usage: LB page 101

Learners in pairs instruct each other to perform the actions listed at D1.

#### D2. LB page 101

Have learners pronounce the five words.

Explain the work to learners and have them do the exercise individually.

### **D3. LB page 101**

---

Explain the exercise to learners and instruct them to do it individually.

## **STRAND 4: WRITING**

### **Sub-Strand 4: Labelling items**

#### **E.1 Writing, Drawing and Describing it. LB page 102**

---

Before learners go out, tell them that they are going to look at things in the neighbourhood of the school. They should take note of the objects or things that will interest them. They will draw the object and write a few things about it.

Go out together with learners. See to it that they do not go to the road. When a learner does not know an object passing by, e.g. tricycle, tell them what it is.

Back in the classroom, let each person say what interested them most. Put them into groups and the group will choose one thing that they want to write about.

They should draw it and write about three sentences about it.

First they should name it.

E.g. This is a tricycle.

It is blue in colour.

It carries vegetables to the market.

After writing they should post it on the classroom wall for others to read it.

## **F. STRAND 6: Extensive Reading**

### **Sub-Strand 1: Read a variety of age and level appropriate books and texts.**

---

Continue to ensure that learners take their books with clean hands. Help those who need books to get one. Take the last group that has not watched a video on You Tube, i.e. non-print text aside. If there is a blind person, let him/her join the group to listen to a story.

After the story have learners re-tell the story. Every learner says a bit till the end of the story.

## Workbook Exercises

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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. LB page 98

Accept any five words that begin or have the sound 'cl' /kl/ in them, e.g.

close    cloth    class    clergy    clean

#### C. LB page 100

1. You exercise your body
2. exercise
3. Awuku is throwing a ball.
4. Opare is catching the ball.
5. jogging
6. They make me strong.
7. & 8. Accept whatever the learner writes.

#### D2. LB page 101

- |            |            |            |
|------------|------------|------------|
| 1. kicking | 2. riding  | 3. walking |
| 4. running | 5. jumping |            |

#### D3. LB page 101

- |                             |                   |
|-----------------------------|-------------------|
| 1. <u>s</u> kip <u>ping</u> | 2. <u>jogging</u> |
| 3. <u>w</u> alk <u>ing</u>  | 4. <u>hopping</u> |
| 5. <u>j</u> ump <u>ing</u>  | 6. <u>riding</u>  |

#### E. LB page 102

At least the learner should be able to write three sentences to describe the object.

### Diagnostic Assessment

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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 2 pages 104 – 111*

*Learner's Workbook 2, pages 66 - 69*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.6.1.2) talk about things they like doing at home and why they like doing it	Cultural Identity and Global Citizenship
<b>READING</b>	
(B2.2.2.1.2) Use the alphabetic knowledge to decode unknown words (e.g. consonant blends)	Personal Development and Leadership Cultural Identity and Global Citizenship
(B2.2.7.1.1) Use illustrations, text clues and context to make predictions during reading. (B2.2.7.1.2) Ask and answer factual and inferential questions about level-appropriate texts	Personal Development and Leadership Communication and Collaboration
<b>WRITING</b>	
(B2.4.5.1.1) Write simple sentences to express feelings	Collaboration and Communication Personal Development and Leadership
<b>EXTENSIVE READING</b>	
6. read a variety of age and level-appropriate books and texts from print and non-print texts	Personal Development and Leadership

## STRATEGIES AND LEARNING RESOURCES

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### **Oral Language: Conversation**

#### **Teaching and Learning Strategies:**

Modelling, picture description, think-pair-share, role-play, discussions.

#### **Teaching and Learning Resources:**

Pictures

### **Reading**

#### **Teaching and Learning Strategies:**

Modelling, Repetition, Language Games .....Picture Description, Modelling, Chorus Reading.

Silent reading, listening, questioning

#### **Teaching and Learning Resources:**

Real objects: tennis ball and bat, ball, skipping rope, ludo and oware.

Library books, Non-print text on the internet.

### **Writing**

#### **Teaching and Learning Strategies:**

Think-pair-share, group discussion, demonstration.

Teaching and Learning Resources:

Pictures/Smileys on mobile phone

## TEACHING AND LEARNING ACTIVITIES

### **STRAND 1: ORAL LANGUAGE**

#### **Sub-Strand 6: Conversation**

---

**A:** Talking about things they like doing at home and why they like doing them. LB page 105

Before the lesson comes off train three learners to play the role of Lebene, Mutala and Abena. Help them to learn the speeches of those three. Note that learners are not to read the text in A2 on page 105. It is to give you an idea.

You may also find posters showing people or children doing house chores. You may also have videos or pictures depicting household chores.

Have learners sit in community circles or horse-shoe formation so that all of them can see the one speaking. Show them pictures mentioned above for learners to talk about. In pairs, let learners talk about what they like doing best among the activities found in the pictures or video they saw.

At this time call the three learners to the front of the class to demonstrate or model the activity. Set the rules of taking turns in conversations.

Invite learners to the front to tell the class what they like to do.

## **STRAND 2: READING**

### **Sub-Strand 2: Phonics**

#### **B1. Phonics – ‘st’ (consonant blend)**

Write the consonant blend ‘cl’ and have learners individually pronounce it. Ask learners to say words that begin or have the sound /kl/ in it. E.g.

class            close            climb            clay etc.

Say the sound /st/ three times as learners listen. Have the learners repeat after you. Introduce the sound on a card st and say it. Write it boldly on the board or post the card on the board. Learners say the sound again. Point to it and have them say it. Let learners watch you as you write the two letters. Ask them to write it too.

Have learners repeat these words after you.

stand            stone            stay            stop

Invite learners to name words that begin or have the sound ‘st’

Teach learners this tongue twister.

Stop putting strawberry in Stephen’s soup on Stacy’s stove. The one who can say it fastest without a mistake wins.

Have learners give examples of words that have the sound ‘st’ in them.

**STRAND 2: Reading****Sub-Strand 7: Reading and Comprehension****B2. LB page 106****Before Reading**

Teach the key words: football, netball, hopscotch, volleyball, table tennis through showing the real objects and actions. First have learners talk about the pictures on pages 106 and 107. Play volleyball, netball, table tennis and hopscotch with the learners. Show the ludo and 'oware' to learners.

Have them predict the games they are likely to read about in the passage before they read.

**B3. During Reading LB page 107**

Read the passage aloud to learners as they follow in their books. As you read, pause for learners to say whether their predictions have come true. Read the questions following the passage and explain them to learners. Tell them that after reading they should say which of the questions are factual, that is, questions whose answers are clearly stated. They should also state the questions whose answers are not clearly stated in the passage. Learners read in their groups under an able readers.

**C: After Reading (LB page 108)**

Elicit from each group the number of the question which is factual e.g.

Learner: Question 1, (Questions 1 – 4 are all factual questions) Go on to have them say the answer reading it from the passage. Let the class clap for the group if they get them right.

Help learners identify the inferential questions. Write the answers on the board and have learners copy them into their exercise books.

**D1. LB page 109**

Explain the activity to learners. Let learners individually read the words under 'A'. Call different learners to read the phrases lettered a – e, individually, too. Explain 'joyful' and 'healthy' to learners. Elicit the correct explanation for number 1- happy from learners.

Instruct learners to do the work in pairs.

After marking do the work on the board for them to do corrections.

### **D2. LB page 109**

---

Before learners open their books go over the pronunciation of the following words using the syllabic method. Have learners pick the word card, show it to the class and pronounce it.

Tell learners to open page 109. Have them identify the words that have blank spaces Invite a learner to say the first word, have another learner to write the missing letters in the word.

Ask learners to do the work individually. Write the words in full, on the board for learners do their corrections.

### **D3. LB page 110**

---

Have learners open page 109, exercise D3 and read aloud the words in the box: players, team, children, games, ludo.

Explain the exercise to learners and have them do it individually.

After marking, write the correct words in each sentence for corrections to be made.

## **STRAND 4: WRITING**

### **Sub-Strand 5: Write simple words and sentences**

#### **E. Write simple sentences to express feelings (LB page 110)**

---

Note that the texts in E are not to be read in class. You may use that to begin the lesson. Ask learners to say what they feel when they play games. Ask them what makes them happy, angry, sad, bored, etc. Tell learners to tell each in pairs what they feel at that time. Let them go into their groups to share what they told their partners. This will help learners get more expressions to describe their feelings.

Help learners read sentences from the table

I	feel am	happy sad good great shy bored
---	------------	---

**E2. Writing LB page 110. No Exercise E3 in LB.**

---

The list of words to express feelings are not exhausted. Go to Google and you will have a long list of words to teach learners. Have learners read sentences from the table including your own words. Tell them to write at least one sentence that best expresses what they feel.

**F. STRAND 6: EXTENSIVE READING**

**Sub-Strand 1: Read a variety of level and age-appropriate books and texts.**

---

Let learners who are reading from books do so on one side of the room. Gather those whose turn it is to listen to an audio around you and play it to them. Prepare their minds on what the learners should listen to.

Finally put readers and listeners together for everyone to say what they heard or read about.

**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. Pages 105**

Accept at least five words with the sound 'st' in it. E.g. stay, stone, store, stove, storm

**C. LB page 108**

1. Ludo, 'oware', hopscotch, 'ampe', volleyball, table tennis, football (any 3)
2. two players
3. twenty-two players
4. ludo, 'oware', table tennis (any one)
5. ludo, 'oware'
6. Encourage learners to say at least two sentences about their favourite game.

**D1. LB page 109**

1. happy – joyful
2. hopscotch – a child’s game in which a player hops on one foot.
3. players – persons who play a game or sport.
4. team – a group of players who play a game or sports.
5. Strong - healthy

**D2. LB page 109**

- |                      |                         |
|----------------------|-------------------------|
| 1. <u>l</u> udo      | 5. <u>f</u> ootball     |
| 2. ‘o <u>w</u> are’  | 6. <u>v</u> olleyball   |
| 3. ‘a <u>m</u> pe’   | 7. table <u>t</u> ennis |
| 4. <u>h</u> opscotch | 8. net <u>b</u> all     |

**D3. LB page 110**

- |            |             |         |
|------------|-------------|---------|
| 1. players | 3. children | 5. ludo |
| 2. games   | 4. team     |         |

**E.** Accept any adjective that describes feelings, Eg.

I feel happy. I feel good. I am sad. Etc.

### 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 2, pages 112 – 116*

*Learner's Workbook 2, pages 70 - 76*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.4.1.3) Tell stories from cultural background	Cultural Identity and Global Citizenship Communication and Collaboration Listening and Speaking Skills
<b>READING</b>	
(B2.2.2.1.2) Use the alphabetic knowledge to decode unknown words (e.g. consonant blends)  Reading Comprehension  (B2.2.2.7.1.1) Use illustrations, text clues, and context to make predictions during reading.  (B2.2.2.7.1.2) Ask and answer factual and inferential questions about level-appropriate texts.	Personal Development and Leadership Cultural Identity and Global Citizenship  Personal Development and Leadership Cultural Identity and Global Citizenship Communication and Collaboration
<b>WRITING</b>	
(B2.4.5.1.1) Write simple sentences to express feelings.	Personal Development and Leadership Collaboration and Communication
<b>EXTENSIVE READING</b>	
read a variety of age and level-appropriate books and texts from print and non-print texts.	Personal Development and Leadership

## Oral Language: Story Telling

### Teaching and Learning Strategies:

Picture description, Discussions

### Teaching and Learning Resources:

Pictures, Library Books, Non-print text on Internet.

## Reading

### Teaching and Learning Strategies:

Matching, Language games: .....

Reading aloud, Directed Reading Activity (DRA)

Silent reading, listening, re-telling

### Teaching and Learning Resources:

Letter and Word Cards

Supplementary Readers, Non-print text on Internet.(Learners' Book 13, 14 and 15), pictures

## Writing

### Teaching and Learning Strategies:

Drilling, Demonstration

### Teaching and Learning Resources:

Teacher-made smileys/smiley on mobile phone, Substitution Table Chart.

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 4: Story Telling

---

**A:** Story Telling: The Ant and the Dove

**Key Vocabulary:** slipped, bird catcher, plucked



Teach the meanings of the words:

Slipped – do action of slipping

Plucked – pluck a leaf off a branch of a tree or plant.

Bird catcher – (explain it as) someone who goes around catching birds with a net.

Use a series of pictures to illustrate the story. If you use one, it must be big enough to cover the important scenes of the story.

Have learners sit in a horse-shoe formation and read the story dramatically to them.

One hot day, in the afternoon, an ant went searching for water. After some time, she came near a river. To reach the river, she climbed up a rock. As she tried to drink the water, she fell into the river. (Pause here to have learners predict what would happen).

There was a dove sitting on a tree. The tree was near the river. So the dove plucked a leaf and dropped it into the river near the ant. The ant climbed quickly onto the leaf. The leaf floated to a dry ground. (Ask learners to predict the action of the ant). The ant jumped out. She looked up and saw the dove. She said, “Thank you very much”.

Later on, a bird catcher who was standing near the tree wanted to catch the dove. The dove was not aware of the bird catcher. As the man threw the net, the ant bit his foot hard. He screamed and dropped the net. The dove noticed what was about to happen. He quickly flew away.

Ask learners to re-tell the story. Each one says a bit of it in sequential order. Start like this ... Once upon a time an ant .... Next, then, after that .... Use the meaning markers to make the re-telling flow.

Let learners individually tell you what they have learned from the story. Let learners go into their groups to tell their own stories to one another.

The moral lesson is to do good to others. One good turn deserves another. If you do good, good will come to you.

## **STRAND 2: READING**

### **Sub-Strand 2: Phonics**

#### **B1. LB page 113**

**Phonics: /bl/, /kl/ /cl/ and /st/ sounds.**

---

Revise the above sounds by showing the letter cards that bear them one after the other. Show 'bl' consonant blend first and call learners to say the sound. Have learners individually say the sound. Repeat the process with all the three sounds.

Next, play the sound ball game. Say the sound and throw a ball to a learner.

## **STRAND 2: READING**

### **Sub-Strand 7: Reading and comprehension**

#### **B2. LB page 113 Units 13 – 15**

For each unit, do the "Before Reading" activities: picture description, pronunciation of words and word recognition activities. Read aloud to learners and ask questions which are already there or ask them new questions. When all the units have been revised, let learners individually read one question each till all the questions have been read aloud to them.

Instruct learners to answer the questions in pairs.

Later on, after marking, write the answers on the board for learners to do corrections.

#### **C. LB page 113**

---

Show the words on word cards one after the other. For each card, have learners pronounce the word on it. Do word recognition activities so that learners will remember them.

Encourage individual learners to form sentences with the words. Correct wrong sentences.

Ask learners in pairs to form one sentence with each of the words. After marking, let learners re-write the wrong sentences correctly.

**D. Vocabulary – Meaning***LB page 114*

---

Discuss the exercise orally and have learners match the words on the left side with the word or group of words that are similar in meaning.

Learners are to do the work individually.

**STRAND 5: USING WRITING CONVENTION****Sub-Strand 2; Using capitalisation****E1. Punctuation – Capitalization***(LB pages 106 and 114)*

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Revise the use of capital letters with examples from the passages in the book. Read the sentences to learners. Draw their attention to the names of persons, towns, days and months.

Have learners re-write the sentences with the correct capitalization.

After marking, write the sentences with the capital letters where appropriate.

**STRAND 4: WRITING****Sub-Strand 7: Controlled Writing****E2. Writing – Sentence Completion****LB page 115**

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Learners have been exposed to games of different kinds. Let them in pairs, think about a game they like best that they want to write about. Let the pair share their description of their choice to the class simply by filling the blank spaces with their own words in the frame on page 115.

Let them write the composition into their exercise books. As you mark, correct spelling mistakes so that they re-write the wrong word well.

## **STRAND 4: WRITING**

### **Sub-Strand 5: Writing simple words and sentences**

#### **Writing Expressing Feelings**

#### **LB page 110**

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**E3.** Revise the words we can use to describe feelings with learners. First of all, let each learner write two sentences to describe what she/he feels, e.g. I feel great. I feel bored, I am tired, etc.

Let each learner share with the group members what they have written.

## **STRAND 4: WRITING**

### **Sub-Strand 3: Use lower and upper case appropriately**

#### **E3. (LB page 107)**

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Have a general discussion about animals we keep as pets: birds, dogs, cats, hens. Let them be aware that animals such as cats and dogs have fur and the colour of most of them is brown and white, ash and black, black and white and tawny, especially, cats.

Continue to elicit information from learners about the characteristics of the animals. Let them say also how they help us.

Let them be aware that birds have feathers and beaks, etc.

Use the set of questions on page 110 to write a short information about their pets. Encourage them to draw their animal friend.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Read a variety of age and level appropriate books and texts.**

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Have learners sit in community circle. Let each learner share with their colleagues the story or the things they have read about so far. Let them start with the following:

- Title of the book
- The name of the author
- The illustrator
- The publisher

## Workbook Exercises

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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.** LB page 113

Accept any word that starts or have the target sound.

1. bl
2. cl
3. st

#### **B2.** LB page 113 Units 13 – 15

1. No particular date
2. 25<sup>th</sup> December
3. Jesus Christ
4. They exercise their bodies.
5. an instructor
6. football, netball, volleyball, table tennis, 'oware', ludo, 'ampe', hopscotch (any four)
7. football, netball, volleyball, hopscotch, ampe (any two)
8. 2 teams
9. minimum of two
10. You become strong.  
You become happy.

#### **C1.** LB page 113

Mark the sentence correct if only it makes sense. Correct spelling mistakes.

#### **D.** LB page 114

1. teacher – instructor
2. happy – joyful
3. wear – put on
4. celebrate – observe/mark
5. hop – jumping lightly

**E1.** Capital Letters LB pages 114 – 115

1. Esi is going home.
2. Rose Mensah is happy.
3. Who cleans the board?
4. You are welcome home.
5. She is calling Yaa to come back.
6. He was born in July.
7. I will go to the village on Monday.
8. They come from Accra.

**E2.** LB page 115

Accept complete sentences.

Correct where it is factually incorrect.

E.g. My best game is netball.

It can be played by twenty players.

This is a factual error so underline it and write the correct number there.

\*A netball is played by 7 players in a team so 14 players in the game.

**E3.** LB page 116

Accept whatever the learner writes if only it describes a feeling.

### Diagnostic Assessment

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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 2 pages 117 – 124**Learner's Workbook 2, pages 77 - 83***LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.8.1.1) Use appropriate pronunciation and intonation in asking and answering Wh-questions	Communication and Collaboration Personal Development and Leadership Listening and Speaking
<b>READING</b>	
(B2.2.2.1.1) Blend syllables to form words	Personal Development and Leadership Cultural Identity and Global Citizenship
(B2.2.2.7.1.1) Use illustrations, text clues and context to make predictions during reading (B2.2.2.7.1.2) Ask and answer factual and inferential questions about level appropriate texts	Personal Development and Leadership Communication and Collaboration
<b>WRITING</b>	
(B2.4.7.1.1) Write or copy sentences from a substitution table	Communication and Collaboration Personal Development
<b>EXTENSIVE READING</b>	
(B2.6.1.1.1) Read a variety of age and level-appropriate books and texts from print and non-print texts	Personal Development and Leadership

## **Strategies**

### **Oral Language**

#### **Teaching and Learning Strategies:**

Modelling, Drilling, Question and Answer Drill, Chain Drill, Pair and Group.

#### **Teaching and Learning Resources:**

Learner's Book page 109, classroom objects: pen, bag, books, etc.

### **Reading**

#### **Teaching and Learning Strategies:**

Tapping, explanation, matching, pair work, blending.

Silent reading, Listening, Questioning, Re-telling of Story.

#### **Teaching and Learning Resources:**

Library books, Non-print text on Internet. Learner's Book page 110

### **Teaching and Learning Strategies**

Recitation, picture description, actions/Demonstration, Modelling, Chorus Reading, Group reading, Word Search Puzzle, Pair Work.

#### **Teaching and Learning Resources:**

Pictures, real objects: Bandage, Candle, Knife, Word-search diagram, Word cards.

### **Writing**

#### **Teaching and Learning Strategies:**

Modelling, Drilling, Copying

#### **Teaching and Learning Resources:**

A Substitution Table.

## **STRAND 1: ORAL LANGUAGE**

### **Sub-Strand 8: Asking and Answering Questions**

#### **Teaching And Learning Activities**

Learner's Book Page 118 – 119

A. Asking and Answering WH-Questions.

#### **Revision**

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- Demonstrate asking questions with two or three learners. They should be questions that demand Yes/No answers.

Teacher: Is your name Irene?

Learner: No, please.

Learner: Please, are you Mrs. Ofori?

Teacher: Yes

Let the two other learners demonstrate asking and answering questions.

Lena: Do you speak Dangbe?

Erzuah: No

Now have learners in pairs ask and answer questions that demand Yes/No answers.

#### **Introduction Stage**

- Use the normal classroom routines and situations to introduce the Wh-questions.

Teacher: Who cleans the board always?

Learners: It's Noitey (Learners are aware that it is Noitey who does that work)

Drill both the question and answer and involve the class, groups and individuals.

Use the questions on page 109 for learners to get to know the WH-questions.

#### **Practice Stage**

To help learners, ask questions and answer accurately, use the chain drill. It starts with you and the first learner in the front row. Ask the learner: Where is my pen? (Put the pen in your bag) Let the child answer: It's in your bag. The whole class learn to ask and answer the question.

The first child answers your question: It's in your bag. The first person asks the next person, "Where is my pen?" She/he answers, "It's in your bag" and it goes on and on. Round the class and repeat the process with the following: whose, what, when, why.

**Fluency Practice Stage**

Put learners into small groups to “converse” about a topic. E.g. “The people in my family”  
Members of the group take turns to answer with questions by the other members.

In pairs learners ask questions with who, when, where, what, why.

**Writing**

Learners individually write one question with each of the WH-questions and Provide an answer to the question.

E.g. Why are you not writing?

I don't have a pencil.

Go round to mark and give assistance.

**Note:** Have slow learners use only two or three of the Wh-questions.

**STRAND 2: READING****Sub-Strand 2: Phonics****B. Reading**

**B1. Phonics:** Blending Syllables to form words. LB page 119 – 120

Let learners sing one Jolly Phonics song. Have learners clap for each of the words you say.

go come write play

Let them say each one and clap or tap on their tables. Ask them how many taps they made for each word. This is to make them develop the concept of syllables.

Follow the activities on the page designed to develop learners' concept of syllables. Ask learners if we can have more syllables or more taps for (go, come, write, play). They may say by adding –ing or some few letters to them. E.g.

go + ing → going

write + r → writer

come + ing → coming

play + er → player

Explain the exercise on syllables on page 123 to learners. Do the first one together with learners.

Instruct learners to do the work in pairs.

## STRAND 2: READING

### Sub-Strand 7: Reading and comprehension

#### B2. LB page 121

#### Before Reading

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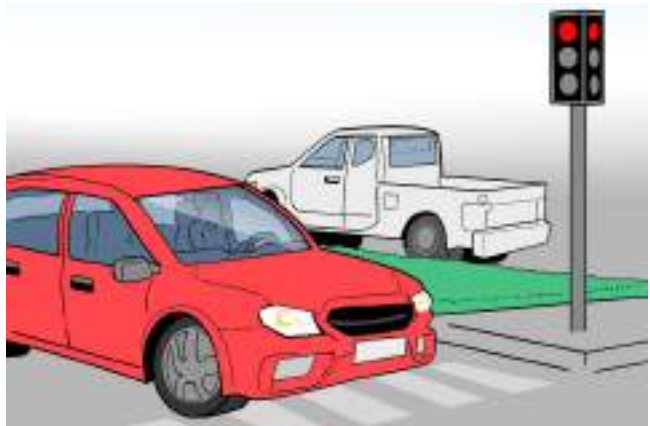
Let learners recite “If you see the traffic light (Page 117). Let learners point to the traffic light and zebra crossing. As the discussion of the pictures go on, write the key words that will come up on the board.

Demonstrate to learners how to cross the road and also how to walk along the road and what it means by facing “the on-coming car”.

Key Words: bandages, accidents, injured, safety, slippery.

Teach the key words by teaching the pronunciation of the words. Teach “bandaged” by showing a bandage. Use the girl in the second picture and say, “The girl’s head is bandaged.”

(Bandage a girl’s head in the classroom). Explain “safety” through explanation using the last picture on page 114. Pour oil on a smooth surface like a floor tile to explain “slippery”.



#### While Reading (LB pages 120 and 121)

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Conduct a model reading and have learners read after you twice. Read the first paragraph and have learners ask factual questions on it. (Write the questions on the board. Ask another group to say the answer. Tell learners that if the answer is clearly stated in the passage it is a factual question).

Continue till you finish reading. Instruct learners to go into their groups to read and find answers to the questions listed on page 122.

#### C. After Reading (LB page 122)

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Discuss the questions at the end of the passage learners.

Learners first give oral answers and later write the answers into their exercise books.

### D1. Word Search (LB page 123)

Go over the pronunciation and identification of the listed words under D. Encourage learners to form sentences with them. Write some of the sentences on the board.

Learners individually write one sentence with each of the words in their exercise books. Those who cannot form sentences with all of the seven words add sentences on the board to what they were able to write.

### D2. LB page 123

Go over the key words with learners. Show the words in the box and a few from the passage on word cards. Have learners look at them and pronounce them.

Tell learners to open at page 114 D2. In pairs let learners identify and write at least six words from the word box.

## STRAND 4; WRITING

### Sub-Strand 7: Copy sentences from the substitution table

E. (LB page 123) Write or copy correct sentences from substitution table.

Have learners identify the individual words which form each sentence in the table.

The	boys women children	read work write pray	every day every morning
-----	---------------------------	-------------------------------	----------------------------

E.g. The boys read every day.

The women work every day.

Read two sentences from the table. Write those sentences on the board. Have learners read the sentences after you. Encourage each learner to read a sentence from the table.

Have each child/learner write at least four sentences clearly, from the table.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1: Read a variety of age-appropriate books and texts.**

Select books for those who have finished reading their books. Let learners learn to say the title, authors name and that of the illustrator impress upon learners to learn to read. Gather those whose turn it is around you to listen to a text on the internet.

### **Workbook Exercises**

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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. Pages 119 – 120**

Go come write play - 1 clap/tap

Children, pictures, bandaged, severe – 2 claps; accidents – 3 claps/taps

Safe-ty, bo-dies, ha-ppen, in-jured, poin-ted

Combine syllables (LB pages 119 - 120)

ta + ble – table

arm + chair – armchair

soc + cer – soccer

bot + tles – bottles

net + ball – netball

eve + ning – evening

class + room – classroom

#### **C. LB page 122**

1. False
2. sticks, knives, stones etc (any two)
3. when it rains



4. You should not open doors to strange people.
5. You must not use things like water heater and gas stove
6. At a traffic light or zebra crossing.
7. You may slip and fall down.
8. So that you can be sure if it is safe to cross.  
They may drive away with us.
9. They may use the gifts to kidnap or harm us.
10. scream with all your strength / shout for help.
11. This is a personal response question so accept whatever they say.

### D1. LB page 123

Accept sentence that are readable but correct spelling mistakes.

### D2. LB page 114

Words

<u>Down</u>	<u>across</u>
injured	traffic
gifts	walk
zebra	drive
crossing	on coming
facing	
car	
floor	
left	

### E. LB page 123

Accept at least four correct sentences.

## 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 2 pages 125 – 131*

*Learner's Workbook 2, pages 84 - 88*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
Interpret a rhyme in their own language (B2.1.2.1.1)	Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship
<b>READING</b>	
Phonics: Forming new words. Use elements of structural analysis to decode unknown words (B2.2.2.1.3)  Reading Comprehension: use illustrations, text clues and context to make predictions (B2.2.7.1.1)  re-tell level-appropriate texts in own words (B2.2.7.1.3)	Communication and Collaboration      Personal Development and Collaboration
<b>WRITING</b>	
Draw a picture and write at least a sentence to share opinion. B2.4.5.1.3	Collaboration and Communication  Personal Development and Leadership
<b>EXTENSIVE READING</b>	
Read a variety of age and level-appropriate books and texts from print and non-print texts B2.6.1.1.1	Personal Development and Leadership

## STRATEGIES

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### Oral Language: Rhyme/Recitation

#### Teaching and Learning Strategies

Picture Description, Modelling, Drilling, Discussion, Group work.

#### Teaching and Learning Resources

Pictures, LB page 125

### Reading

Phonics: Forming new words: Prefixes and Suffixes

#### Teaching and Learning Strategies

Modelling/Demonstration

Picture Description, Modelling, Chorus Reading, Retelling of story, Discussions.

Silent reading, listening, questioning, re-telling of story

#### Teaching and Learning Resources

Letter cards, syllable cards, word cards

Library books, non-print text on Internet

Learner's book page 125, pictures

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 2: Rhymes

#### A2: Rhyme – Trees LB pages 125 – 126

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Let learners turn to page 125 and describe what they see. Ask them to name the trees they know. Go on to ask them to say the uses of trees. For example,

Tr: What do we use trees for?

Learners: We get food, fruits, wood to build houses, to make tables, etc.

Teach the pronunciation and key vocabulary: **shrub** and **scenery**.

Shrubs – bush, scenery – the appearance of a place or how a place looks like.

As learners listen recite the poem twice. Ask them to recite after you, taking two lines at a time. Have them recite lines with good rhythm as a whole class, in groups and individually.

Put learners in groups to discuss the questions. Hold a plenary session to discuss the questions as you invite answers from each group. Encourage each child to say what they can do to keep a beautiful scenery.

## **STRAND 2: READING**

### **Sub-Strand 2: Phonics**

#### **B1. Phonics: Forming new words**

#### **LB. pages 126 – 157**

Revise rhyming words using consonant letter cards. Groups of learners find the appropriate consonant letter cards to add to the word family provided. Have learners say the individual sounds that form the words they form.

**S + at.** They sound /s/ and at making **sat**.

We form new words through affixation. We can add a prefix to a root word, e.g. in + form → inform. The prefix ‘in’ is put in front of ‘form’, the root word to get the new word, inform. We can add the suffix ‘al’ to inform to become informal. We can also add ‘ation’ to ‘inform’ to become ‘information’, etc.

The smallest meaningful unit is the morpheme. There are singular, plural, present and past tense forming morphemes. Some of the morphemes are plural forming ‘s’ and ‘es’ as in apples, mangoes.

Present tense – s as in comes, walks

Past tense ‘d’ or ‘ed’ as in praised and walked.

Adding letters and groups of letters to root words is called ‘affixation’.

Use the steps there to teach the topic, “Forming New Words”.

Together with learners, form the list of words on the page. Form sentences and encourage learners to form their own sentences.

**STRAND 2: READING****Sub-Strand 7: Reading and comprehension****B3. Reading Comprehension. LB pages 128 - 129****Before Reading**

Let learners describe the theme picture and the picture on page 122. (If you have a picture of a chainsaw operator felling trees, show that too). Discuss the result of people cutting trees indiscriminately.

Have learners predict what they are going to read about. Teach the meaning of the key words.

Teach 'lion' using the picture on page 118. Show a picture of a forest. Use actions tied with explanations to teach the meanings of 'tired', 'hide' and 'safe'. Read the questions that follow the passage to learners.

**During Reading LB page 128 – 129**

Read the text on pages 128 - 129 aloud to learners twice. Let them read it after you. As you read, change your voice to reflect two different speakers. Put the class into groups. E.g boys and girls. One group reads the part of the lion, the other that of the mother tree. After two or three readings they change roles.

**After Reading (pages 129 - 130)**

**C.** Discuss the questions with learners. After they have said what happened at the beginning, middle and the end, encourage individuals to re-tell the story.

Learners write the answers in their exercise books.

**D1. Vocabulary Consolidation: Word Puzzle Game LB page 130**

Explain the exercise to learners. Let them find these words on the word search book.

down words	across
lion	tree
cut	man
pity	family
	forest

Have groups of learners do the work. They should write their words in their exercise books for marking.

## **D2. Vocabulary Consolidation – Meaning. LB page 131**

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This is an exercise about key words and their meanings. Before learners do the work, explain the words and phrases on the right or under ‘B’ through actions. Let learners open to page 125. Elicit responses from learners. E.g. Which word or group of words will mean almost the same as ‘tired’? etc.

## **STRAND 4: WRITING**

### **Sub-Strand 5: Writing a sentence to share an opinion**

#### **E. Writing. LB page 131**

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Draw a picture and write at least a sentence to share opinion.

Revise words used to express feelings for example, I feel great! I am happy. I am sad. Etc.

Have each learner say how they feel using adjectives such as, good, glad, wonderful, sorry, calm, pleased.

Now tell learners what they are going to do. (You may draw faces showing different feelings; sad, angry, frightened, happy, on a card). You may also use smileys on your phone. It will be ideal if you could show the smileys on a computer.

For each face, let learners tell you what they think about the person. Accept L1 or Ghanaian language and teach them the English version.

Teach learners to say these to express opinions.

I feel that .....

I think that .....

I believe that .....

Have learners say these sentences after you from the table

I	think believe feel	he she	is	sad happy angry bored wicked good
---	--------------------------	-----------	----	--

E.g. I think he is sad.

Ask individual learners to draw a face and express their opinion about it.

E.g.

**Picture of a bored face:**

I feel he is bored.

Have learners in pairs share their opinions about the picture each of them drew.

## F. STRAND 6: EXTENSIVE READING

### Sub-Strand 1: Read a variety of level and age-appropriate books and texts.

Gather the group that will listen to the audio/Youtube stories, around. Start the audio and go to the learners who are reading. Go to as many learners as possible asking them question. Put the two groups together and let them share what they have read and heard.

### 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****A. Rhyme LB page 125 – 126**

1. No. The poem says, “Big trees, short stress
2. The writer wants us to keep our environment beautiful.
3. If we cut down trees and clear grass, shrubs and flowers through weedicides, we may all die. We will have bad environment.
4. Yes
5. I can water flowers (Accept learners’ answers. No right or wrong answers)

**B1. LB page 126 - 127**

pan                    can                    fan                    cat                    sat                    rat

(Accept any consonant that makes meaningful words).

**C: LB page 129**

1. Lion and Mother Tree
2. a place to live
3. C. been cut down
4. c. man
5. her big and strong children have been cut down.
6. If all the trees are cut we will also die.
7. It starts with lion seeking shelter from Mother Tree.
8. Mother Tree tells Lion how man had cut down all her children leaving a few of them.
9. Mother Tree could not give Lion shelter.
12. The writer wants us to stop cutting down trees.
13. Accept learners’ answers.

**D1. LB page 130**Down

lion

Across

tree

man

family

forest

**D2. LB page 131**

Tired – worn out

Pity – feel sorry

Safe – protected

Cover – give shelter

Hide – go to a secret place.

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### Diagnostic Assessment

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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 2, pages 132 – 139*

*Learner's Workbook 2, pages 89 - 93*

**LEARNING INDICATORS AND CORE COMPETENCIES**

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
<b>ORAL WORK</b>	
1. demonstrate turn taking in conversation (B2.1.6.2.1)	Communication and Collaboration Personal Development and Leadership
<b>READING</b>	
Phonics: Compound words  2. B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words (e.g. vowel digraphs)  <u>Reading Comprehension</u>  3. ask and answer factual and inferential questions about level-appropriate texts (B2.2.7.1.2)  4. re-tell level-appropriate texts in own words (B2.2.7.1.3)  5. Demonstrate understanding of the purpose and features of information. B2.2.7.2.1	Communication and Collaboration, Personal Development and Leadership  Personal Development and Leadership  Communication and Collaboration  Critical Thinking
<b>WRITING</b>	
6. Match parts of sentences to compose meaningful texts.	Personal Development Communication and Collaboration

<b>EXTENSIVE READING</b>	
7. read a variety of age and level-appropriate books and texts	Personal Development and Leadership

## TEACHING STRATEGIES

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### Oral Language

#### Teaching and Learning Strategies

Community Circle Time, Discussion, modelling, Demonstration, Pair work, picture description.

Teaching and Learning Resources

Pictures

### Reading

#### Teaching and Learning Strategies:

Game: Jig-saw Puzzle, modelling, Drilling, Clapping or Tapping, a Rhythm/Syllables

Silent reading, listening, questioning, narration

#### Teaching and Learning Resources

Syllable Cards

(Cards on which syllables are written), Word Cards

Library books, non-print text on Internet.

#### Teaching and Learning Strategies

Picture description, modelling, echo reading, questioning, discussion, explanation.

#### Teaching and Learning Resources

Learner's Book 2 pages 123 – 129, pictures

### Writing

Picture Description, the use of descriptive adjectives: big/small, beautiful, blue, green, white, many/few, etc. controlled writing

#### Teaching and Learning Resources

Pictures of houses of different shapes, sizes and colours.

**TEACHING AND LEARNING ACTIVITIES****STRAND 1: ORAL LANGUAGE****Sub-Strand 6: Conversation****A2. LB page 133****Demonstrate turn taking**

Ask learners to say what they feel about each other in pairs. Let them also say what they feel about the last weekend. You should take the lead in expressing your opinion. E.g. Teacher: The weekend was a joyful one. I really enjoyed myself.

Sit learners in a community circle or horse-shoe formation where the speaker will be seen by everyone. Tell learners what they should do and not do. Let them know that in a conversation we allow the person speaking to finish first. No two people speak at the same time. Demonstrate this with two learners, you as the speaker. The remaining two listen but they come in at the right time either to command the person or to throw in a comment.



Tell learners to raise their hand if they want to talk. Tell them everyone has a chance, one person should not say more than three sentences.

**STRAND 2: READING****Sub-Strand 2: Phonics****B1. LB page 134**

Two letters that make one sound –vowel digraph ‘ou’ /əʊ/ as in go

Revise the sound ‘ee’ and ‘ea’ /i:/ learned in the previous lesson.

Show the sound ‘ee’ and ‘ea’ on a card and have learners repeat them. Have learners say these words: green, tree, see, eat, clean.

Introduce the new sound ‘ou’ /əʊ/ by repeating it twice, while learners listen. Have them repeat it after you. Show the card to the learners as you say the word. They look at it and

repeat it after you. Point to the sound on the board and have them repeat it. Say the sound 'oa' /əʊ/ and write it. Learners do the same.

Blend consonants with the new sound to form a word. E.g. r + oa + d r-oa-d road. Have learners sound the individual sounds and then say the words.

Have learners go into groups to blend sounds: two consonants and the sound 'oa'. Call each group to read its words to the class. Write their words on the board.

## STRAND 2: READING

### Sub-Strand 7: Reading and Comprehension

Strange Weather

#### B2. Learner's Book Page 135

##### Before Reading

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Activate learners background knowledge about climate change using the weather at the time. Whether the weather is too hot, too cold or they are experiencing a thunderstorm. Exploit it to make learners know that we are passing through an unfriendly weather. Let them describe the theme picture and any relevant pictures like videos of wildfires, floods or drought.



Teach the pronunciation and meanings of the key words: **strange, weather, reliable, decided, fisherman, harvest**. Use word cards to introduce each word.

Read the questions and explain them to learners.

#### B3. While Reading LB pages 135 – 136

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Read aloud to learners twice. In the second reading, pause and ask learners whether they have come across some of the answers. Let learners read after you once and have them read in their groups.

#### C. After Reading, LB pages 136 – 137

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Discuss the questions with learners eliciting answers from groups. Inferential questions

should go to good readers, etc.

Ask learners to identify which of the questions are factual and inferential. Have learners briefly re-tell the events in the passage.

Read again to learners what they see as different from a story.

Ask the following questions

Are there characters in the passage?

Do you hear them say anything to one another?

Does it have a beginning, middle and ending, etc.?

Do you think the passage is talking about something?

Are there pieces of information given that point to the thing or person, etc.?

Let learners, through questions, be aware that the information text does not have characters, plot, settings, etc.

They give information about something – strange weather

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### **D1. LB page 137**

Discuss the exercise as a whole class activity. Elicit the correct meanings of the key words on the left from learners. Let learners do the exercise in their exercise books.

## **STRAND 4: WRITING**

### **Sub-Strand 5: Writing simple words and sentences**

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### **D2. LB page 138**

Encourage learners to form sentences with the words: months, reliable, farmland, strange, forest.

Instruct learners to do the work in their exercise books.

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### **E. LB page 138**

Draw your house and write sentences to describe it.

Have learners look at different types of houses, big and small, modern terrazzo and tiled

houses, glass houses, thatch and mud houses and huts. Have them talk about them.

Teach simple adjectives such as big, small, storey building, wooden house, blue, green, yellow, white, etc. roofing: wine roofing sheets, green, blue, ash, aluminium roofing sheets.

Together with learners write a description of a house/building. Elicit ideas from the learners.

This is my house.

It is a big/small house

The roof is brown/blue/ash, etc.

It has many rooms and windows.

The walls are painted white.

The windows are painted blue.

Have learners read the sentences as a class, in groups and individually.

Tell them you are going to break the sentence. They should join the appropriate phrase to the beginning of the sentence.

Match the correct group of words to those on the left.

A	B
This is	is brown/ash
It is a	many rooms and windows
The roof	my house
It has	painted blue
The walls are	big/small house
The windows	painted white

Instruct learners to do the work individually.

After marking, write the full sentences on the board for learners to do corrections.

## F. STRAND 6: Extensive Reading

Help learners to select books appropriate to their level and age. Go round to ensure that learners are reading. Go to the group which listens to text on the internet. After the listening, ask learners to re-tell what they heard.



## Workbook Exercises

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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. LB pages 136 – 137

1. A fisherman
2. August and September
3. b. there is very little fish caught
4. You went to your sister and her husband.
5. No
6. No
7. True
8. cause floods
9. (This will depend on the time of the lesson)
10. No
11. (i) Windstorms cause roofs on houses to be removed or ripped off  
It destroys property  
(ii) Heavy rains cause floods. Food crops die.  
(iii) Long dryness causes food shortage

\* **Note** that the question demands the child's own experience – how these affect them. Accept anything that is personal to the learner.

**Note:** The writer wrote the passage to tell us about the weather which has changes. The writer is giving us information about a strange weather.

This passage gives us information. It explains why we do not get fish and food sufficiently. The passage does not talk about some characters. It has not got beginning, middle and ending. It has not got a string of thought (Please use leading questions for all this for learners

to recognise a story and informational text)

**D1. LB page 137**

What other words ....

Uncle – my mother’s/ father’s brother

Heavy catch – plentiful fish

Fisherman - a person who catches fish in the sea, river or lake.

Harvest – the yield of a farm produce

Bare land – no trees and bush on the land.

**D2.** Accept sentences with spelling mistakes but correct their wrong spellings.

**Remember learner to guide learners with examples.**

**D3. LB page 138**

- |             |            |
|-------------|------------|
| 1. months   | 4. strange |
| 2. reliable | 5. forest  |
| 3. farmland |            |

**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 2 pages 140 – 144*

*Learner's Workbook pages 94 - 98*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL WORK</b>	
use appropriate pronunciation and intonation in asking and answering Wh-questions B2.1.8.1.1  demonstrate turn taking (B2.1.6.2.1)	Communication and Collaboration  Personal Development and Leadership  Listening and speaking
<b>READING</b>	
<u>Phonics</u>  Blend syllables to form words (B2.2.2.1.1)  use elements of structural analysis to decode unknown words – prefixes and suffixes (B2.2.2.1.3)  B2.2.2.1.2: use the alphabetic knowledge to decode unknown words, e.g. vowel digraphs  <u>Reading Comprehension</u>  re-tell level-appropriate text in own words B2.2.7.1.3  demonstrate understanding of the purpose and features of information (B2.2.7.2.1)	Personal Development and Leadership  Cultural Identity and Global Citizenship    Communication and Collaboration    Personal Development and Leadership   Critical Thinking

<b>WRITING</b>	
match parts of sentences to compose meaningful texts (b2.4.7.1.2)	Personal Development
draw a picture and write at least a sentence to share opinion. (B2.4.5.1.3)	Communication and Collaboration
<b>EXTENSIVE READING</b>	
read a variety of age and level appropriate books and texts from print and non-print sources (B2.6.1.1.1)	Personal development and leadership

## **STRATEGIES**

### **Oral Language**

#### **Teaching and Learning Strategies**

Question & Answer Drill, Think-pair-share, Demonstration.

Teaching and Learning Resources

Objects in the classroom

### **READING**

#### **Teaching and Learning Strategies**

Filling in the blanks, Demonstration, Modelling words, pronunciation of words, Matching. (Sentence Parts)

#### **Teaching and Learning Resources**

Prefix and Suffix Cards, Syllable and Word Cards.

### **Reading Comprehension**

#### **Teaching and Learning Strategies**

Picture Description, Group Reading, Discussion, Re-telling, Re-writing words in logical order.

Re-telling, silent reading, listening, questioning.

## Teaching and Learning Resources

Pictures, Learner's book Unit 17 – 19.

Library books, Non-print text on Internet/YouTube.

## Writing

### Teaching and Learning Strategies

Brainstorming, process writing strategies, drafting, revising, editing, etc. match parts of sentences to make meaningful sentences, discussions.

### Teaching and Learning Resources:

Sample composition, smileys on phone or on card.

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 8: Asking and Answering Questions

##### A. LB page 140

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Ask learners a few questions that demand Yes or No answers, for example,

Teacher: Do we come to school on Saturday

Learners: No, etc.

Ask learners to ask their neighbours short questions that demand Yes/No answers.

Use activities, normal routines in the class and classroom objects to revise Wh-questions.

Have learners practise in pairs.

E.g. Teacher: Who brings the books from the cupboard?

Learners: Asare or It's Asare.

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 6: Conversation

##### 2. Demonstrate turn taking:

*LB page 140 – 141*

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Revise the previous lesson on the conversation the topic: what happened at the weekend?. This can be done in small groups.

Let learners understand that they can talk about what happened at the weekend or two weeks ago. Let learners open at page 133 to read the sample account of a football match. Let learners sit in pairs to think-pair-share their accounts of the event that occurred at the weekend.

Ask learners to sit in a Community Circle or horse-shoe formation. Lay down the rules of the conversation. Tell them the appropriate time to come to take a turn. Let them know that we don't interrupt a speaker. Let the learners appoint a leader who will moderate the conversation.

## **STRAND 2: READING**

### **Sub-Strand 2: Phonics**

#### **Reading LB page 130**

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**Phonics:** forming new words and others

Ask learners to sing one Jolly Phonics song. Revise the previous lesson on rhyming endings. They simply add the suitable consonant in the blank space.

Use the short explanation on page 126 on prefix and suffix that are added to root words. Use the prefix or suffix cards to add to the root word on the board. Let learners pronounce the new word formed. Put the root word on the board, e.g. 'walk' and elicit the suffix that can be added to it.

walk + ed    walked

walk + s    walks

walk + ing    walking

Give each group some root words for them to form new words with their prefix and suffix cards. Let them form sentences with some of the words.

### **Sub-Strand 2: Phonics**

2. **Blending syllables to form words.** Revise work on syllables. Write words on the board and lead them to rewrite the words in syllables.

Have learners match syllables to other syllables to form meaningful words. (syllable blending)

3. **Compound Words:** Write the following words on the board for learners to identify which ones are compound words and which are not.

Classroom, table, flowers, teapot, raincoat, jogging

Ask them why they think the words they pointed out are compound words. Confirm that they are compound words because they each contain two words put together. They are two words related because of their functions. E.g. ‘raincoat’, a coat worn to protect one from rain.

Give learners exercises – matching to form compound words, e.g.

Flower            self

Your             pot

Ask learners to use compound words to form sentences.

Reading Comprehension – Units 17 – 19

Go over the passages of the above units. Use the titles and various illustrations, text clues during reading so that they can understand the text. Read each passage once and have learners read it in groups. After each passage, have a class discussion of the questions from 1- 2.

Ask learners to re- tell the story for unit 18. Encourage learners to identify the purpose of the writer for the passage entitled, ‘Your Safety’. Discuss with learners the features of an informational text. Informational texts seek to explore related ideas on one major theme.

The major ideas are dealt with in paragraphs, etc. In the text about ‘Your Safety’, the writer dealt with safety on the road, in the community and at home. All these talked about the major theme, ‘safety’.

### **D1. Vocabulary Consolidation – Spelling**

#### **LB page 142**

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Have learners identify the words. In pairs let learners write the words in logical order.

### **D2. Vocabulary Consolidation – Usage**

#### **LB page 142**

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Go over the pronunciation and the meanings of each word by eliciting information from the class. Encourage learners individually to form sentences with the words orally.

Instruct learners in pairs to write one sentence with each of the words.



**STRAND 4: WRITING****Sub-Strand 7: Controlled Writing****E1. Writing – Matching Sentence Parts****LB page 143**


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Match parts of sentences to compose meaningful texts.

Together, let the whole class brainstorm on a topic. Let them choose the commonest. Encourage everyone to contribute one idea about the topic.

Together with learners arrange the ideas in logical order. Elicit from learners the first sentence to write and go on till the relevant ideas are exhausted. Let learners read through the composition three times. Ask whether there is anything to edit, etc.

Break each sentence into two and ask learners to join the endings to the correct beginning of the sentence.

**E2. LB page 143**, Draw a picture and write at least a sentence to share opinion.

**Sub-Strand 1: Writing simple words and sentences.**

Revise words used to describe opinions about what one looks like or feels.

e.g. He/she looks sad, cheerful, afraid, happy, unkind, wicked, etc.

Show the picture of smileys on a card and post it on the board. In pairs, let the learners interpret the pictures and share their opinion. E.g. I feel this person is wicked. His /her face looks ugly, etc.

Ask learners to draw a picture and write their opinions about it.

**F. STRAND 6: WRITING****Sub-Strand 1: Read a variety of age and level appropriate books and texts****Extensive Reading**


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Ensure learners have clean hands. Help learners who need new books to select their books. Have learners read silently individually. The next group of learners who will listen to non-text passages on the internet should get ready. Include the blind if there is one.

After listening, let learners re-tell what they heard.

## Workbook Exercises

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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. LB page 140

2. watch-ing                      clo-sing

Ac-ci-dent                      care-lessly

Care-ful-ly

3. wonderful                      impossible                      running

useless                      empower                      preschool

worked                      comes                      re-write

goes

#### C. LB. pages 141 - 142

1. at home, school and on the road (any two)

2. False

3. No

4. At the zebra crossing

At the traffic light

5. gifts, lifts (any of them)

6. live

7. No

8. 1 night

9. man

10. a bucket

11. No

12. The sea has become hot.

Rainfall has become unreliable.

There is too much dryness.

The heavy rains cause floods

(Any two reasons)

13. The writer wants us to be safe everywhere: at home, in the community, school and on the road.

### D1. LB page 142

1. accident

6. lion

2. bandaged

7. strong

3. injure

8. fisherman

4. family

9. weather

5. forest

10. strange

D2. Accept any sentence that makes meaning but correct wrong spelling.

### 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?

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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?
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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?

*Learner's Book 2, pages 145 – 152*

*Learner's Workbook 2, pages 99 - 103*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL WORK</b>	
B2.1.7.1.1 Listen and interact actively with drama:	Communication and Collaboration Personal Development and Leadership
<b>READING</b>	
B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words (e.g. vowel digraph)  Reading Comprehension  (B2.2.7.1) ask and answer factual and inferential questions about level-appropriate texts  (B2.2.7.1.3) re-tell level-appropriate texts in own words  (B2.2.7.2.1) demonstrate understanding of the purpose and features of information texts	Communication and Collaboration  Personal Development and Leadership          Critical Thinking
<b>WRITING</b>	
(B2.4.7.2.1) re-arrange jumbled sentences logically.	Communication and Collaboration Personal Development

<b>EXTENSIVE READING</b>	
7. read a variety of age and level-appropriate books and texts from print and non-print texts.	Personal Development and Leadership

## TEACHING AND LEARNING STRATEGIES

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### Oral Language: Listening Comprehension

#### Teaching and Learning Strategies:

Picture description, Discussion, Re-telling, Role-play, Read Aloud

Teaching and Learning Resources

Non-print text from the Internet, pictures.

#### Reading

#### Teaching and Learning Strategies

Modelling, Drilling

#### Teaching and Learning Resources

Word cards, non-print source – YouTube. Jolly Phonics Song.

#### Reading Comprehension

#### Teaching and Learning Strategies

#### Reading aloud, Echo-reading

Real objects: Chisel and Axe; Action pictures, group and individual participation, characterization, discussion.

Silent reading, Questioning, re-telling, discussion.

Supplementary Readers, non -print text on the Internet, pictures

#### Resources

Pictures, axe, chisel, Learner's Book pages 142 – 143

#### Writing

#### Teaching and Learning Strategies:

Controlled writing – re-arrangement of jumbled sentences, group work

## Teaching and Learning Resources

Non-print text on the Internet, chalkboard

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 5: Role-play/ Dramatisation

#### A2. Drama LB page 146

#### Listening Comprehension

##### Before Presentation

Show learners the picture of a fox and a goat.

Have another one where the fox is inside a well.

Another one shows the fox standing on the goat's

head trying to jump out. The last one shows the fox waving the goat good-bye. We call this, "picture sequence". Younger learners need this to be able to understand the story.

Have learners tell a story from the sequence of pictures.

Teach the pronunciation and the meaning of these words: use word cards to introduce the words

innocent, intelligent,

innocent – very simple

intelligent – clever

Have learners predict what they are likely to hear about.

##### During Presentation

Read the story dramatically to learners. As you read pause to let learners predict what will happen next.

##### After Presentation

Ask a few questions about the story, e.g. (1) Who fell into the well?

2. Who also fell into the same well?

3. How did fox come out?

4. How did goat come out?



Have learners re-tell the story. Finally, have groups perform a role-play on the story.

## STRAND 1: ORAL LANGUAGE

### Sub-Strand 2: Phonics

#### B1. Phonics; Vowel digraph ('oo') /u:/ ---

##### LB. page 147

Revise the vowel digraph ee. Have learners pronounce these words; feet, eel, keep, teeth, creep.

Say the new sound 'oo' /u:/ three times. Show the card to the learners as you say it again oo. Have learners repeat the sound after you. Now point to the sound and have learners say the sound /u:/. Say it and write it.

Have learners write the sound.

Have learners imitate a cow's cry.

Have learners repeat these words:

school, soon, broom, tool, groom, doom.

Ask learners to come out with words that have the 'oo'/u:/ sound.

e.g. moon, pool, school, root, loot, cool, etc.

Have learners pronounce the words they have generated. They should also copy them. Teach the Jolly Phonics action and song of the sound. (Refer to Jolly Phonics lesson on Internet).

Have learners say these phrases:

A big school, a deep pool, a new moon.

Say this tongue twister:

A tutor who tooted the flute tried to tutor two tooters to toot.





**STRAND 2: READING****Sub-Strand 7: Comprehension****Topic: Love Your Town****B3. Before Reading***LB page 148 – 149*

Let learner sing a Patriotic song entitled “Adwuma” (Work). Briefly discuss the message in that patriotic song. Activate learners’ background knowledge about the title. Ask them to study the three pictures on page 148 – 149 and tell a story about it. At this time the key words would have come up from the discussion of the pictures.



Elicit from learners the meanings of the key words: chisel, axe, digging.

Say the word about three times. Write it or paste the word card on the chalkboard. Have learners pronounce the word and teach the meanings of the word. You may teach the meaning of chisel, axe and digging in this way.

Chisel – show real object

Axe – show real object

Digging – do action of digging or mime it.

(If you have 60 minutes, devote 30 minutes to reading aloud and have the children use 30 minutes to do comprehension activities). You need to practise well, yourself.

**During Reading**

Tell learners to listen to you attentively. They should read in the same way as you read with good pace, accuracy and expression. Use the first four sentences for such practice. Read the four sentences two times. Let the class imitate your style of reading. Let them take one sentence at a time. Ask smaller groups to read so that you can detect wrong pronunciation. Encourage individuals to read. They can go into their groups under an abled reader.

As they read, correct wrong intonation and pronunciation by drawing their attention to punctuation and the context to have them correct themselves as they take the sentence again. Again the context will determine whether the word is used as a noun or a verb, especially, words that are used as nouns and verbs. E.g. refuse (v) and refuse (n).

It is by context that the child can pronounce the word correctly. Draw learners’ attention to

such situations over a period of time to let them master reading fluently and with meaning.

### **Reading for comprehension**

Ask learners to read in smaller groups to answer the questions following the passage orally.

### **After Reading**

#### **C. Learner's Book page 150**

Discuss the questions, 1- 6. Have them re-tell the story. Let them describe how they got the pot of gold. After that let them describe the argument that occurred between Kanga and Mienza; finally, they should describe the gathering where they presented the gold to the king.

Lead learners to talk about the two characters: Mienza and Kanga. Lead learners to connect characters and main ideas and information in this way. Note that these ideas must be presented both in language and content at the level of the Basic 2 child.

1. The writer chose palm wine tappers because they uproot the palm trees. In the olden days, people kept their gold in pots buried in the ground and it is likely they could find a pot of gold under a palm tree.

Therefore, the characters being palm wine tappers have a relationship.

Secondly, Kanga probably, apart from being patriotic, followed his custom to present the gold found to the chief's palace.

Thirdly, the writer put two opposing characters together.

Kanga's character, selfishness and unpatriotism was put there to challenge Mienza's character, who respected culture, communalism, honesty and patriotism.

These ideas about character is related to the main idea of the text, "Love your Town": in other words, the writer wants to inculcate patriotism among the learners.

Ask learners how do we get to know the characters? It is through the information in the text and our inferences.

Let learners go into their groups to talk about question 7 and share the ideas.

Note: The information given is for you, the teacher to ask learners questions to bring out the concept of "connecting characters, ideas and information in a text". For example, ask learners whether Kanga and Mienza could find a pot of gold if they were teachers or nurses.

To end the lesson, let learners say what they learnt about Kanga.

**D2: Learner's Book page 151**

Go over the important words through pronunciation and word recognition activities. Explain the activity to learners and have them do the work in pairs.

Down words

put  
elders  
bush  
gold  
real  
the

Across

earth  
hit  
share

**STRAND 4: WRITING****Sub-Strand 7: Controlled writing****E. LB page 151**

Let learners read through sentences. In threes, have learners re-arrange the jumbled sentences into their logical order.

**F. STRAND 6: EXTENSIVE READING****Sub-Strand 1: Read a variety of level and age appropriate books and text from print and non-print sources**

Make sure learners have clean hands. As learners read, ask them to show you a full stop and capital letters. Let them say which character they like or not like and ask them their reason(s)

As learners listen, let them also show you where there is a capital letter and a full stop. Let each say the moral lesson they learned from the story after listening.

**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**

**A3. LB page 146**

1. fox
2. goat
3. Fox climbed on the goat's head.
4. He could not come out.

**C. LB page 150**

1. They were palm wine tappers.
2. Kanga's chisel hit the pot of gold. They then removed it from the ground.
3. To fell palm trees.
4. In the chief's palace.
5. He wanted to be rich.

Maybe he feared he would lose the gold if it was taken to the chief.

6. No, he wanted the gold to benefit his town as a whole.
7. This is a discussion question. Listen to what the learners say and in conclusion draw their attention to patriotism.

**D1. LB page 150 – 151**

1. the chief's palace
2. Palmwine tapper

**D2. LB page 151**

Down:

told  
gold  
real  
bush  
elders

Across:

earth  
share

**E. LB page 151**

1. Kanga and Mienzah were palmwine tappers.
2. They went to the bush to fell palm trees.
3. Kanga's chisel hit a black pot.
4. The pot was full of pure gold.

5. "Let's share the gold", said Mienzah.
6. They took the pot of gold to the chief.
7. The people were happy.

### 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 2, pages 153 – 159*

*Learner's workbook 2, pages 104 –107*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.9.1.2) make polite requests using “May” and “please”.	Communication and Collaboration Personal Development
<b>READING</b>	
(B2.2.2.1.2) use the alphabetic knowledge to decode unknown words (e.g. vowel digraphs)  (B2.2.7.2.1) demonstrate understanding and purpose and features of information texts.  (B2.2.7.2.5) use visualization strategies to enhance understanding of level-appropriate texts	Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking  Communication and Collaboration
<b>WRITING</b>	
(B2.4.8.1.1) develop two coherent paragraphs on one idea or concepts using leading questions.	Communication and Collaboration Personal Development
<b>EXTENSIVE READING</b>	
6. read a variety of age and level-appropriate books and texts	Personal Development and Leadership

## STRATEGIES

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### Oral Language:

#### Teaching and Learning Strategies

Modelling, Demonstration, Pair and Group participation.

Modelling, Drilling, actions, Games: ...

Picture description, class discussion, model reading, chorus reading, visualization.

#### Teaching and Learning Resources

Model dialogue in LB pages 154 and 155

Classroom objects

Letter Cards, Word cards, A Ball.

Pictures, Learner's Book page 153 – 156

### Reading

#### Teaching and Learning Strategies:

Silent reading, listening, questioning

#### Teaching and Learning Resources:

Library books, Non-print text on the Internet.

### Writing

#### Teaching and Learning Strategies:

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 9: Making and responding to polite requests

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A. Making and responding to polite requests. Learner's Book pages 154 – 155

Tell learners what they are going to do. Demonstrate making and responding to polite requests with a learner using the dialogues on pages 154 – 155 of Learner's Book 2.

Introduce the use of 'could' and 'would' 'you mind' ... to express polite requests.

Teacher: Would you mind if I opened the door?

Learner: No, I wouldn't.

Let learners make the same request.

Learner: Would you mind if I opened the door?

Teacher: No, I wouldn't.

Do the same with 'could';

Use the Question and answer Drill to make learners practise using may, please, could and would you mind, to make polite requests. Teach the appropriate responses for each expression.

Have learners practise the drill in groups: half of the class make requests and half of the class respond accurately.

Have learners use the dialogues in their books and their own in pairs.

## **STRAND 2: READING**

### **Sub-Strand 2: Phonics**

#### **B1. Two letters that make one sound – 'ea' and 'ee' /i:/**

#### **LB page 155**

---

Revise the previous lesson on the sound ('oo') /u:/. Show the sound /û:/ on a card and have learners say the sound /û:/

Let them sing the Jolly Phonics song on ('oo') /û:/.

Let learners say these words independently.

Cool, pool, school, tool, food, stool

Introduce the new sound by saying the sound /i:/ three times while learners listen and later repeat the sound after you. Show the sound /i:/ on a card to learners. Say it and have them say it after you. Say the sound and write it as learners watch you. Help learners say the sound and write it.

Take learners through blending. Have them put the sound between two consonants.

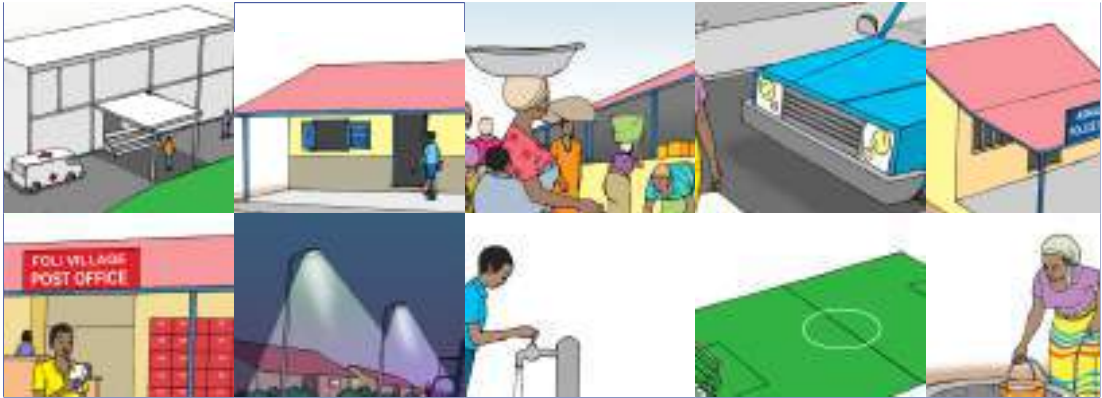
e.g. p ea k      p-ea-k – peak

f ee t      f-ee-t – feet

Put learners in groups and have learners blend consonants and the new sound to form many words. Have groups read their words to the class.

Reading Comprehension LB page 156 & 157 'Care for Public Property'



**STRAND 2: READING****Sub-Strand 7: Comprehension****Topic: Care for Public Property****Before Reading**

Say the title of the passage and have learners brainstorm ideas related to it. Have learners visualize the things that are public property. Let them visualize how the things they have mentioned can be taken care of. Write learners' ideas on the board. Read through them to the learners. Have learners predict what they are going to read and what they expect to hear.

**While Reading**

Let learners open pages 156 and 157. Read just once stopping to ask questions and for learners to confirm or otherwise what they predicted. Continue to read and ask questions till the full passage is read.

Let learners go into their groups to read together once. They then take turns to practise reading the passage aloud in their groups. Have them answer the questions that follow the passage.

**After Reading**

C. Have a discussion of the questions with learners (Though the learners' performance or understanding may not be encouraging, continue with this strategy and they will develop the skill)

Ask learners to read the passage again in pairs. After that, ask them questions to elicit the purpose of the writer. E.g.

If you have water running in your taps what does the writer want you to do? How would you use the school stand pipe? Do you think the writer wants you to urinate in the urinal only? Will the person like you to write on the walls, etc.?

Elicit the meanings of the key words from learners:

government                      property                      important                      community

Read the parts of the passage where the words occur so that they can use context to infer the meanings of the words.

Ask learners whether the passage tells a story or not. If not, do they get information from the passage or not? Ask learners the new information they have got from the passage.

Elicit meanings of the key words from the learners using context.’

Accept L1 meanings of ‘government’.

### **Vocabulary Consolidation – Meaning.** LB page 158

**D1.** Elicit the meanings of the words in ‘A’ from learners making a choice from the group of words in B. Instruct learners to do the work individually.

### **D2. Vocabulary Consolidation – Spelling.** LB page 158

---

Teach the pronunciations of the words. Break the words into syllables. Let learners pronounce each word in syllables. Let them use look, cover, write, check strategy to practise the words.

Rub off from the board all the words. Pronounce the words in syllables and ask learners to write them. Go over the words for learners to have opportunity to write them well.

After marking, write the words again on the board for corrections to be made.

## **STRAND 4; WRITING**

### **Sub-Strand 7: Controlled writing**

#### **E1. Identifying Adjectives**

---

Revise adjectives briefly using classroom and other objection.

Have them describe things in the classroom and then identify both noun and adjective.

Explain the exercise using simple examples.

Assign learners to do the work in their exercise books.

**E2. Writing - Describing People.** LB page 159

Write the topic, “My Friend” on the board. Elicit ideas from the learners. Use leading questions to help learners.

What is the name of your friend?

How old is your friend?

Is your friend tall or short?

Is your friend fair or dark in complexion?

Is she plump or slim?

Which school does he/she attend?

In which class is your friend?

Where does he/she live? etc.

Put learners into groups to use the answers to these questions to write a two paragraph composition about their friends. If there is a group that cannot write, let them use the sample on page 147. Tell them to select the option appropriate for their composition.

**F. STRAND 6: EXTENSIVE READING****Sub-Strand 1: Reading a variety of level and age -appropriate books and texts.**

Ensure learners have clean hands. Help learners who need new books to select one. Ensure learners are reading. Occasionally, go round to ask a few questions about what they are reading.

The group whose turn it is to listen to an audio should sit in a horse-shoe formation. Briefly revise what they heard in the previous lesson. Let them listen but occasionally pause for learners to make predictions. Have them express their personal responses to 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

### C. LB page 157

1. schools, hospitals, clinics, water/stand pipes, electricity, mass transport buses, markets, public toilets, etc. (Any three)

2. c. government

3. the citizens in the community

4. (This will depend on what is in the school)

5. In order that the property will last long.

6. We should keep our urinals clean so that we will not get a disease. It will make the place look nice.

(Any tangible reason should be accepted)

7. By handling them well. I can cover them with brown paper or newspapers.

By not removing sheets from the book.

By not scribbling in the book

Accept any tangible reason(s)

### D1. LB page 158

Communities – groups of people living in particular local areas.

Property – something owned

Public – open to all people as a whole.

### D3: LB page 158

1. stadium

5. wasted

2. markets

6. urinals

3. police

7. public

4. property

8. bridges

## 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.

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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?
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- 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 2, pages 160 – 169*

*Learner's Workbook 2, pages 108 – 112*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the Unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.7.1.4) share facts from text heard with a partner, groups or the teacher using the KWL strategy.	Communication and Collaboration Personal Development and Leadership
<b>READING</b>	
B2.2.2.1.3 use elements of structural analysis to decode unknown words;  B2.2.2.1.2 use the alphabetic knowledge to decode unknown words, e.g. vowel digraphs	Personal Development and Leadership  Cultural Identity and Global Citizenship
(B2. 2.2.7.2.1) demonstrate understanding of the purpose and features of information text  (B2.2.7.2.5) use visualization strategy to enhance understanding of level-appropriate texts.	Critical Thinking Skills  Communication and Collaboration
<b>WRITING</b>	
(B2.4.10.1.1) Write about real or imagined experiences or events using the process approach	Communication and Collaboration  Personal Development
<b>EXTENSIVE READING</b>	
6. read a variety of age and level-appropriate books and texts	Personal Development and Leadership

## TEACHING AND LEARNING STRATEGIES

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### Oral Language

#### Teaching and Learning Strategies:

KWL Strategy, Think-pair-share

Teaching and Learning Resources:

Learner's Book page 169 – 165, pictures

### READING

#### Teaching and Learning Strategies:

Model, Drilling, Demonstration.

Reading silently, questioning, listening, retelling

#### Teaching and Learning Resources:

Letter and word cards

Picture Description, Directed Reading Activity, (DRA) Group Work.

Pictures and Real Objects: rice cooker, kettle, bulb.

Library books, Non-print text from Internet.

### WRITING:

#### Teaching and Learning Strategies:

Modelling

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 7: Listening Comprehension

##### *A. Learner's Book page 160*

---

Tell learners what they are going to do. Write the topic, "Sources of Energy", on the board. Tell learners to think-pair and share what they know about sources of energy. Tell the pairs of learners to think – about the topic. After they have exhausted their points they ask questions about what they want to know about the title or topic.

Write what they want to know on the board. Read the text aloud to learners. As you read, ask

learners whether their questions have been answered. After you have finished reading, have each learner tell the class what they have learned about the topic.

## **STRAND 2: READING**

### **Sub-Strand 2: Phonics**

#### **B1. Forming Compound Words**

---

Let learners sing one phonic song.

Revise lessons on syllables and word formation through adding prefixes and suffixes. Write some one, two, three syllabic words for learners to say the number of syllables there are in each word.

Let each learner form new words from teach, sing and quick.

Write these compound words and ask them how many syllables there are in each word and how many different words there are in each word.

Earring – ear + ring

Teacup – tea + cup

Teapot – tea + pot

Bookshelf – book + shelf

Classroom – class + room

If they are able to tell you that each of the words has one syllable and consists of two different words, congratulate them. Let them pronounce the words.

Put them into groups and have each group come out with at least two compound words. Let each group read its words. Write the words on the board.

Have pairs of learners write the compound words in each sentence in their exercise books.

## **STRAND 2: READING**

### **Sub-Strand 7: Comprehension**

#### **B3. Sources of Energy: LB page 164 – 165**

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#### **Before Reading**

Write the topic: “Sources of Energy” on the board. Have learners think and visualize what the topic will entail. Learners in pairs think and brainstorm the topic. They then move into



the bigger group to share ideas. Use the picture and simple explanation to teach the meaning of the words. Have them listen to each word several times, pronounce it several times by repeating it. Finally, let them pronounce it individually.



### **During Reading**

Ask learners what pictures come to mind as they tried to think about the topic. Ask questions like: Do you think the topic will talk about lights, Akosombo Dam, electricity, fire? Is there anything else that will give us heat?, etc.

### **While Reading**

Do a model reading of the text two or three times. Lead an echo-reading session in which the text is read at least two times. Now put them into groups to read aloud.

Read the questions at C. pages 166 – 167, explain them and start reading. As you read, stop to ask questions. Read again and let learners read silently to find answers to the questions in pairs.

### **After Reading**

Discuss the questions in a plenary session.

Now discuss the picture on pages 163 and 164 together with the learners. Elicit the meaning of key words and teach the words they cannot understand.

Let learners read the passage silently in groups and answer the questions again.

Ask learners to tell you the features of an informational text as this.

e.g. Does it have characters as a story?

Does it give you information?

What information have you learned?

Are there some information which you did not know? etc.

**D. Vocabulary Consolidation – Usage.**

*LB page 167*

---

Go over the pronunciation of words and do word recognition. Explain the exercise to the learners and instruct them to do it individually.

**STRAND 5: USING WRITING CONVENTION**

**Sub-Strand 10: Spelling**

**E. Writing.**

*LB page 168*

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**STRAND 4 WRITING**

**Sub-Strand 10: Narrative Writing**

**E2.** Describe an interesting place you visited. Ask learners to say some of the places they visit and what they go there to do. Take the lead in telling places you usually visit. Use the process approach to write about an interesting place you visited – The Spencer Supermarket.

Have learners brainstorm ideas about the topic and together with learners arrange the ideas in order. Start the drafting, eliciting responses from learners as to what should be written. Go through the process of revisiting, editing, re-writing/publishing of the composition.

The sample composition is there for learners.

**Note:** It is not possible that learners will say the same thing as the sample. It is there to give them an idea to the lesson. Put learners into groups to choose a place, brainstorm, do the drafting, revise it, edit the work and publish it. Go round to give support.

Have learners do correction of spelling and grammatical mistakes.

**F. STRAND 6: EXTENSIVE READING**

**Sub-Strand 1: Reading a variety of level and age-appropriate books and texts.**

---

See to it that learners who need new books are helped in their choice of books. Recycle learners who listen to stories from the Internet. If group A started, the next group to start listening in the next round should be group B. Involve the blind in the listening lesson. As usual, ask a few questions to ensure that the learners are reading.

Have learners re-tell the story and comment on characters.

### 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. LB page 161

- |               |                            |
|---------------|----------------------------|
| 1. bookshelf  | 5. anything                |
| 2. volleyball | 6. notebook                |
| 3. popcorn    | 7. sunflower               |
| 4. pineapples | 8. seashells and seashore. |

#### C. LB page 166

1. Akosombo and Bui Dams
2. electricity
3. Any four electrical gadgets: bulb, fan, electric iron, kettle, fridge, washing machine, rice cooker
4. sun
5. gas
6. cylinder
7. The solar panel receives heat from the sun/We get energy from the sun through the solar panel.
8. False
9. It is to reduce electricity bill.  
In order to save energy.

(Note that P2 learners can't express themselves in this way so if they bring the idea of saving

energy or cost, accept it).

10. Electrical gadgets like electric iron, kettle, rice cooker. Another thing they should not use as children is gas and electric stove. Such electrical gadgets can give shocks or may kill if care is not taken. Gas stoves may cause fire.

11. The writer wants us to conserve energy.

The writer does not want us to waste energy.

The writer wants us to bring down electricity bills (Accept any of these)

### D1. LB page 167

- |                |              |
|----------------|--------------|
| 1. Akosombo    | 4. dangerous |
| 2. dam         | 5. energy    |
| 3. electricity | 6. kettle    |

### E1: LB Page 168

A      B

Elec – tricity

danger – ous

e – nergy

Ako – sombo

So – lar

Cylin – der

re – ceive

char – coal

### 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 2 pages 170 – 174*

*Learner's Workbook 2, pages 113 – 119*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.7.1.1) Listen and interact actively with drama  2. Make and respond to polite requests	Communication and Collaboration  Personal Development and Leadership
<b>READING</b>	
(B2.2.3.1.2) Use words containing digraphs to make meaningful sentences.  Reading Comprehension  (B2.2.7.1.2) ask and answer factual and inferential questions about age and level-appropriate texts.  (B2.2.7.2.1) demonstrate understanding of the purpose and features of information texts	Personal Development    Communication and Collaboration   Critical Thinking
<b>WRITING</b>	
(B2.4.8.1.1) develop two coherent paragraphs on one idea or concept using leading questions	Communication and Collaboration  Personal Development
<b>EXTENSIVE READING</b>	
B2.6.1.1.1 read a variety of age and level-appropriate books and texts	Personal Development and Leadership

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## STRATEGIES

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### Oral Language

**Teaching and Learning Strategies:**

Picture Description, Re-telling of story, Read Aloud, Role-play, Pair work.

**Teaching and Learning Resources:**

Series of pictures, Task Cards, Non-print text from Internet

### Reading

**Teaching and Learning Strategies:**

Singing of Jolly Phonics Song, Modelling, Drilling, Sound Differentiation Activities, Language Game.

**Teaching and Learning Resources:**

Letter and Word Cards, A ball

### Reading Comprehension

**Teaching and Learning Strategies:**

Reading Aloud, Group Reading, Discussion.

**Teaching and Learning Resources:**

Information texts from library books

### Writing

**Teaching and Learning Strategies:**

Brainstorming, Writing Process Strategy:

**Teaching and Learning Resources:**

Chalkboard illustrations

### Extensive Reading

**Teaching and Learning Strategies:**

Re-telling, Discussion

**Teaching and Learning Resources:**

Supplementary Books, Non-print text on the Internet

**TEACHING AND LEARNING ACTIVITIES**  
**STRAND 1: ORAL LANGUAGE**  
**Sub-Strand 4 &5: Story telling and role play**

---

**Story Telling: The Fox and the Goat**

**A: LB page 170**

Ask learners to tell some of the stories they know.

**Pre-presentation**

Have series of pictures that tell the story on the board. Invite learners to tell the story using the pictures. Have each pair tell its brief story.



**Presentation**

Tell learners you are going to read a story so they should listen carefully to see whether the story they told is what you will read to them. Read the story aloud stopping, for learners to confirm their story, i.e. what they said would come true. Ask them to predict what will come next.

**Post-presentation**

Let learners re-tell the story. After that, assign roles to each group to role-play the story. Ask learners to comment on the role-play.

Make and Respond to Polite Requests:

Revise action words. Have each child say one action word. Give each pair a task card on which simple requests are written. The pair should read it and learn to say and respond to the request. E.g. Would you mind if I use your eraser?

**STRAND 1: ORAL LANGUAGE**  
**Sub-Strand 9: Making and responding a requests**

Response: No, not at all/ No, I wouldn't.

Learners practise in pairs.

As soon as the pair finishes, they should exchange the task card with another group.



**STRAND 2: READING****Sub-Strand 2: Phonics***B1. LB page 171*

Phonics: vowel digraphs, ('oo) /ʊ/, ('ee') 'ea' /i:/ and ('oa') /əʊ/.

Use Sound Ball Game to revise the sounds. Throw a ball to a learner and say the sound. The learner says the sound and throws the ball to another learner. The learner catches the ball and says a name or word that begins, or has the sound in it. Do same with the rest of the sound. Have learners do the following exercise individually. Add two more words.

1. school          stool          .....          .....

2. tree            bee            .....          .....

3. Join the words in 'B' to those in 'A' to make complete words.

A	B
foot	chair
fan	market
ear	fast
arm	milk
super	ball
break	shell
nut	ring

**STRAND 2; READING****Sub-Strand 7: Comprehension****Before Reading**

Select a simple informative text from the school library which is age and level-appropriate for the learner. Have groups of learners read it in their groups after the description of pictures, discussion on the title; teaching of key words.

Discuss factual and inferential questions using examples. Have groups of learners write two factual and one inferential question based on the text they read.

Ask groups to read their questions to the class. Conduct feedback for learners to know what factual and inferential questions are.

Go on asking questions about the information texts and their features. E.g. How did the

writer start the text? Did the writer explain what the topic is? Did it give you examples? What did you read about in the second paragraph? How did the third paragraph end? Did it end like a story?

Say some of the information you got from the text. Encourage each learner to say one point. Ask them this question.

The writer wants to give us information about .....

The writer wants us to laugh.

The writer wants us to be sad. (Have them explain their opinion)

### **E1. Have learners do the work individually**

### **E2. Writing**

Tell learners they are going to brainstorm on a topic which they will write about. Have them brainstorm the topic. The class will select the commonest topic. Together with learners, brainstorm to gather ideas for the topic. List the ideas on the board. Have learners re-arrange the ideas sequentially. At this point, let learners go into their groups to draft, revise, edit and publish their composition.

Let learners post their composition on the wall. This may be a sample composition.

E.g.

### **My Family**

My father's name is Mr. Isaac Kodua.

My mother's name is Mrs. Felicia Kodua.

We come from Ashanti Region. We come from Asokore Mampong.

My father is a teacher.

My mother is a trader.

I have two brothers and one sister.

Have learners who cannot write on their own copy the sample composition but should provide the underlined words and names with their own words.

## **F. STRAND 6: Extensive Reading**

### **Sub-Strand 1: Reading a variety of level and age-appropriate books and texts.**

---

Help learners select books appropriate for their age and level. Encourage them to read

silently. Call Group C and any blind person to join Group C. Let them re-tell the story after they have listened.

### 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. LB page 170

1. in the dark
2. False
3. overnight
4. Goat looked into the well.
5. He was very thirsty.
6. False
7. False
8. True

#### B1.LB page 171

1. sheet            keep
2. lead            teach
3. cool            fool
4. soap           foam
5. Accept any meaningful sentence.

#### B2. LB page 171

1. do – does, doing, doer
2. go – goes, going
3. play – plays, playing, played, player, playful
4. use – uses, using, used, using, user, useful, useless.

**B3. LB, page 172**

flower pot  
netball  
tooth brush

beautiful  
unfriendly  
pencil  
brother

**C. LB page 172**

1. Kanga and Mienzah
2. As they were uprooting a palm tree, Kanga's chisel hit the pot of gold.
3. They sent the pot of gold to the chief's palace.
4. toilet, stand pipe, schools (etc.)
5. the public/community
6. We take care of public property so that it will last long.
7. Yes. It belongs to the community. It was provided by the government.
8. fans, bulbs, rice cooker, fridge, electric iron, electric cooker, etc.  
(Any three items)
9. a solar panel
10. Gas can give us light  
It can be used in cars.  
It can be used for cooking.

**D. LB page 173**

Down

roads  
money  
palace  
panel  
energy  
lamps  
solar

Across

tappers  
switch

**E1. LB, page 173**

1. eat
2. go

3. rises
4. is
5. rains

**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 2, pages 175 - 180*

*Learner's Workbook 2, pages 120 - 124*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.9.1.1) give instructions, respond to commands and requests.	Communication and Collaboration Personal Development
<b>READING</b>	
Phonics:  Use alphabetic knowledge to decode unknown words, e.g. vowel digraphs.  Reading Comprehension  (B2.2.7.2.2) Describe an event in a story  (B2.2.7.2.3) connect character, idea and information within a text	Personal development and leadership  Cultural identity and global citizenship  Critical Thinking  Communication and Collaboration
<b>WRITING</b>	
(B2.2.7.2.3) Use simple sentences to describe information within a text	Communication and Collaboration
<b>EXTENSIVE READING</b>	
6. read a variety of age and level-appropriate books and texts from print and non-print sources.	Personal development and leadership

## STRATEGIES

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### **Oral Language: Drama**

#### **Teaching and Learning Strategies**

Picture description, reading aloud, Role-play/Dramatisation, Think-Pair-Share.

#### **Teaching and Learning Resources**

Pictures, audio recording/non-print text on the Internet, chalkboard.

### **Reading**

#### **Teaching and Learning Strategies**

Language games: Letter Cards, Word cards

Silent reading, listening, questioning, discussion.

#### **Reading Comprehension**

Picture Description, Discussion, Directed Reading Activities (DRA), Group and Pair Work.

#### **Teaching and Learning Resources**

Pictures, Learner's Book.

Library books, Non-print text on Internet.

### **Writing**

#### **Teaching and Learning Strategies:**

Modelling

#### **Teaching and Learning Resources:**

Objects in the classroom: table, chalkboard, a bell, map, etc.

## TEACHING AND LEARNING ACTIVITIES

### STRAND 1: ORAL LANGUAGE

#### Sub-Strand 9; Giving and responding to commands

#### A2. Give and respond to commands: LB page 176

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Revise verbs by asking learners to give examples, e.g. sit, move, stand up, write, eat, go, etc. Have learners demonstrate how their section prefects give them commands. Explain to learners giving and responding to commands are normal as people work together.

Start giving them commands and let them obey them. E.g. Teacher: stand up (The learner stands up)

Next, give the command to the learner. The learner obeys it and gives the same command and it goes on.

Continue the lesson by giving a learner instructions.

Teacher: Nancy, go to the cupboard. Bring the big notebook.

Learner: Yes, Madam/Sir. (The learner goes to the cupboard and brings the notebook)

Give instructions to be done by the whole class.

Teacher: Take your pencil. Open your drawing book. Draw a big tree.

Let learners role-play a section leader giving instructions to his/her members. Let some groups role-play “parents and children”. Others play the role of a teacher and her/his class.

Have a plenary session where each group gives commands and instructions.

### STRAND 2: READING

#### Sub-Strand 2: Phonics

#### LB page 176

#### B1. Phonics: Two letters that make one sound – vowel digraphs **or** /ɔ:/

---

Revise the previous lesson on (oa) /əʊ/

Show the sound on the letter card to learners. Let them pronounce it and say a word that begins, or has the sound in it. Have learners pronounce these words: road, toad, coat, foam, soap, load, etc.



Introduce the new sound 'or' /ɔ:/ by saying it three times. Use the steps in teaching sounds in Unit 23 to teach the new sound.

Use the 'Lucky Dip' game to revise all the vowel digraphs.

### B3. Reading Comprehension: LB page 177 – 178

#### Topic: Respect Elders

#### Before Reading

Have learners recite the poem on page 163. Have a short discussion on the salient points in relation to the title and the picture on page 163. Have them predict what they think the passage will say about the child on page 163.

#### While Reading

Read the passage aloud to learners while they follow you with their eyes. Next, let them read after you. As you read, pause to make learners confirm or otherwise what they predicted. Read the questions on pages 165 – 166 and explain them to learners. Learners read the passage in groups to find answers to the questions.



#### After Reading

Discuss questions 1 – 7 with learners. After the discussion, let learners describe events in the story. Ask leading questions to help learners connect character, ideas and information within the text. For example,

Is it true that Kweku Boafo deserves the name, Boafo? How do you know from the passage? Say everything that you find in the passage about Kweku Boafo. How do you know that

Kweku Boafo respected elderly people? Etc.

Now, encourage learners to respond to question 8 individually.

## **D1. Vocabulary:**

*LB page 179*

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Go over the pronunciation, meanings and word recognition activities of the words: respect, farmers, humble, help, give it up. Explain the activity and instruct learners to do it first in pairs and then individually in their books.

## **D2. Spelling**

*LB pages 179*

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Write the words on the board and ask learners to read them. Pronounce the words in syllables and ask learners to do the same. Use the look-cover-write-check strategy for learners to practice spelling.

Let them open their books to pages 178. Explain what is to be done by learners and instruct them to do the work in pairs.

Re-write the words on the board for corrections to be made.

## **STRAND 4: WRITING: Sub-Strand 4: Labeling Objects**

### **E. Use sentences to describe feelings:**

*LB page 180*

---

Have learners name and describe the objects in the classroom. E.g. The table has four legs. It has a flat top. It is made of wood, etc.

Teach the following adjectives: flat, round, rectangular, cylindrical, long, short, triangular, wooden, plastic, etc.

Colours: white, blue, red, ash, green, yellow, golden, etc.

Rough, smooth, etc. Use the objects to teach the above qualities. For each of the objects, let learners feel it, touch it, lift it, etc.

Encourage learners to choose any object they like and describe it. Supply the correct adjective if the child gets short of words, e.g. Teacher: Do you want to say it is triangular or triangle in shape?

After the oral preparation, let each learner put his/her description into writing.

Write the correct spelling of the words learners had wrong on the board. Ask them to re-write any word underlined with a red pen, again.

## F. STRAND 6: EXTENSIVE READING

### Sub-Strand 1: Reading a variety of level and age-appropriate books and texts.

Give learners some time to read silently. After that, ask them to tell their friends the following:

- The title of the book
- The name of the writer
- The name of the illustrator
- The person or animal they have read about

Discuss the characters with the group that listened from the audio tape or on the Internet.

### 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. LB pages 178 – 179

1. b, farmers
2. two
3. c. he liked to help people
4. Wednesday
5. He was made the next chief of Papaye.
6. He showed that he was respectful by
  - helping elderly women pound fufu.
  - washing the clothes of old men and the blind men.
7. Kweku Boafo was respectful, kind and helpful.
8. This is a personal response so accept what learners say.

#### D1. LB page 179

1. respect
2. help
3. give it up

4. farmers                      5. humble

**D2. LB page 179**

1. kind                      4. humble  
2. farmers                5. helper  
3. different              6. stream

**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 Pages 181 - 190*

*Learner's Workbook Pages 125 - 130*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
recognise and discuss events in a story	Communication and Collaboration Personal Development and Leadership
<b>READING</b>	
use context clues to infer meanings of words – homonyms B2.2.9.1.1 read texts/stories/passage with good pace, accuracy and expression. (B2.2.7.2.2) describe events in a story (B2.2.7.2.3) connect characters, ideas and information within a text.	Personal Development and Leadership Communication and Collaboration Critical Thinking Communication and Collaboration
<b>WRITING</b>	
(B2.5.5.1.1) Identify and use simple sentences to describe the weather and show quantity and position in order of people and things	Communication and Collaboration
<b>EXTENSIVE READING</b>	
(B2.6.1.1.1) read a variety of age and level-appropriate books and texts from print and non-print sources	Personal Development and leadership

## STRATEGIES

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### Oral Language

#### Teaching and Learning Strategies:

Picture Description, Re-telling, Think-Pair-Share

#### Teaching and Learning Resources:

Pictures, story on the Internet or YouTube

### Reading

#### Teaching and Learning Strategies:

Modelling, Discussion.

Silent reading, listening, questioning, re-telling

#### Teaching and Learning Resources:

A short text

Library books, audio recording/ YouTube.

### Reading Comprehension

#### Teaching and Learning Strategies:

Model Reading, Echo-reading, Pair Work, Discussion.

#### Teaching and Learning Resources

Pictures, Learner's Book

### Writing

#### Teaching and Learning Strategies:

Modelling, Drilling, Substitution Drills, Pair Work

#### Teaching and Learning Resources:

Substitution Table Drill

## TEACHING AND LEARNING ACTIVITIES

### Story Telling: The Ant and the Grasshopper

**A:** Let learners sing the song “Adwuma”.

## STRAND 1: ORAL LANGUAGE

### Sub-Strand 4: Story telling

#### Before Presentation

Before learners listen to the story have them discuss the topic / title: “The Ant and the Grasshopper”. Have them now study the pictures of the Ant and the Grasshopper. Have them tell a brief story.

#### Presentation

Tell learners the story as you point to the pictures. As you read, have learners guess what will happen next. Do so till you finish reading. Ask learners whose prediction came true.

Ask a few questions about the story. Have learners discuss the two characters. Ask them which of the characters they identify with.

#### After Presentation

Tell learners to re-tell the story in their own language. Have them discuss the events in the story, especially, those that they appreciate much. Let each of the learners share what they have learned from the story.

### STORY

#### The Ant and the Grasshopper

One hot afternoon, on a field, Grasshopper was hopping about singing and hopping happily. Ant passed by. Ant was trying hard to carry an ear of corn. He was carrying the corn into his hole. Carrying the corn was difficult for Ant but he kept on trying till he entered his hole with the corn.

“Why not leave the corn there? Come on, chat with me. You are getting yourself tired. Look at me; I am resting and playing,” Grasshopper said.

“Oh! I’m helping to store food for my family. It is dry this time. Soon, it will start raining. You cannot go out to find food”, said the Ant. “I want you to do the same, Grasshopper”.

“I want to enjoy life. It’s not yet time for the rainy season”, said Grasshopper. I will not bother myself to work, Ant. Ant went on his way, gathering food for the rainy season. Soon, the rainy season came. It rained for a long time. The whole place was flooded. Grasshopper and his family could not get out to find food. Days and weeks passed by and there was no food for Grasshopper and his family. They nearly died of hunger. But Ant and his family got a lot of food. They were never hungry. It was by this that Grasshopper learned his lesson. Laziness is not good.

## STRAND 2: Reading

### Sub-Strand 6: Vocabulary

#### B1. LB, page 183, Phonics: One word with two different meanings – homonyms

---

Let learners sing one Jolly Phonics song.

Write the following sentences on the board.

1. Victor is at the canteen.
2. She is good at drawing.
3. A cat is running after a mouse.
4. He came here after 9.00 am.

Have learners read the sentences after you. Explain the words underlined in the different contexts and actions for learners to see the difference. Let them know that until a word is used in a sentence, you may not know the meaning. In other words, the real meaning of a word is seen clearly in context. Select level-appropriate homonyms and introduce them using context:

e.g. 1. She is sitting under the shed.

Do not shed tears. You will get your lost money back.

‘shed’ in sentence one is a structure.

‘shed; in sentence two is the act of crying or weeping.

In groups have learners use two different homonyms to form sentences.

1. Dogs bark noisily.
2. The bark of some trees is used as medicine.
3. The name of my friend is Rose.
4. There are rose flowers in the garden.
5. He rose and went away.
6. The children stood in a file.
7. Put all the letters in a file.

(Use practical activities to show the differences in meaning)



**Reading Comprehension:** LB pages 173

**Topic: Work Hard 1**

## STRAND 2; READING

### Sub-Strand 7: Comprehension

#### Before Reading

Let learners sing the patriotic song “Adwuma”.

Ask learners to use the title and the picture on pages 181 to activate the background knowledge they have on communal labour.



#### While Reading

Read twice to the learners as they listen. Lead them to echo-read it twice then have the whole class read it in chorus once or twice. Put them into groups to read. They first read as a group, then individually.

Read and explain the questions on page 185. Learners read silently and answer the questions. First, orally and then individually in their exercise books.

#### After Reading

Discuss questions 1 – 7. In retelling the story let them describe the events, the meeting, the communal labour and what happened during the work. Ask learners to talk about the chief, the people and the two men. Continue to ask them what information they had in the passage before they were able to say the comments about the three of them. Continue to ask learners whether all that they have said have something to do with “hard work”.

Encourage learners to share what they have learned from the story.

#### Reading Aloud

Read one paragraph of the passage with good pace, accuracy and expression. Read twice as learners listen. Let them imitate your reading two times. Have learners read to each other in pairs.

#### D1. Riddles LB page 186

Introduce the riddles using the classroom objects and things around them.

**D2.** Go over the pronunciation and meanings of the words: pan, lazy, small work, stones. Use them in sentences and have learners form a sentence with each of the words.

**E1.** LB page 187 – Using Adjectives/Describing Words LB pages 187 – 188

**STRAND 3: GRAMMAR USAGE**

**Sub-Strand 5: Using Adjective**

**Revision**

Revise normal adjectives using some of the objects in the classroom: The door is big. The exercise book is small. Adam is tall. I am short, etc.

Have learners individually describe an object in the classroom.

**Introduction**

Use pictures on pages 187 –188 to teach adjectives that describe the weather. Draw learners' attention to the weather conditions being described.

It is sunny.      It is cloudy.

It is windy.      It is rainy.

Have learners repeat the sentences after you. Use the sitting arrangements in the classroom to describe positions – ordinals: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, etc.

In the same way, use objects in the classroom to teach quantity. E.g. I have two pencils, etc.

Let learners open pages 187 – 189 to read the sentences under the pictures.

**Accuracy Practice**

Use ordinary repetition drill or any language drill for learners to practise the correct form of the grammar item being learned.

**Fluency Practice:**

Let learners in pairs tell each other the weather at the time of the lesson.

They should also tell each other whether they are first, second or third born child in their families.

Lastly, learners tell how many pairs of shoes or sandals they have.

**F. STRAND 6: EXTENSIVE READING**

**Sub-Strand 1: Reading a variety of level and age-appropriate books and texts.**

Ensure learners have washed their hands. Let all the learners read since they all listened.

(Where there is a blind person give him/her the opportunity to listen to the audio) Have each child say one thing that he/she has learned from the characters.

**Exercise**

Explain Exercise E1 on pages 187 to learners and ask them to do the work 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****A2. LB pages, 182 - 183**

1. in the field
2. Ant was gathering food.
3. Grasshopper told Ant to chat with him.
4. Ant said she was gathering food for the rainy season.
5. They became hungry. They did not get any food to eat.
6. Ant and her family had food to eat.
7. (Accept any answer)

**B1. LB page 183**

joyful	useless
wanted	doing

**C. LB page 185 - 186**

1. Sunkwa
2. False
3. a school
4. They carried sand and stones.
5. False
6. They started the work immediately.
7. The chief is patriotic. He loves his people.

The people too are patriotic. They want development.

The two men are lazy and bad people in the town.

The passage talks about the chief, the people and the two lazy men.

(Note that learners can say the foregoing ideas)

### **D1. LB page 186**

Riddles

1. the chief
2. a school

### **E2. LB page 190**

- |          |           |
|----------|-----------|
| 1. five  | 4. cloudy |
| 2. third | 5. second |
| 3. seven | 6. rainy  |

## **Diagnostic Assessment**

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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 2 pages 191 - 201*

*Learner's Workbook 2, pages 131 - 135*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
1. (B2.1.6.1.2) talk about events in the community.	Communication and Collaboration Personal Development and Leadership
<b>READING</b>	
<p>Reading Comprehension</p> <p>(B2.2.9.1.1) read texts/stories/passage with good pace, accuracy and expression.</p> <p>B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts.</p> <p>(B2.2.9.1.2) read and recognise sight words in the passage.</p> <p>(B2.2.6.1.1) read level-appropriate sight words, understand and use many of them in meaningful sentences.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p> <p>Personal Development and Leadership</p>
<b>WRITING USING SIMPLE PREPOSITION</b>	
<p>Identify prepositions in sentences to indicate days, dates and places (B2.5.7.1.1)</p> <p>Use prepositions to form simple sentences to indicate position and time (B2.5.7.1.2)</p>	Communication and Collaboration

<b>EXTENSIVE READING</b>	
(B2.6.1.1.1) read a variety of age and level-appropriate books and texts from print and non-print sources.	Personal Development and Leadership

## STRATEGIES

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### Oral Language

#### Teaching and Learning Strategies

Modelling, Drilling, Role-play.

#### Teaching and Learning Resources

Task Cards

#### Reading:

Phonics: Repetition, Drilling, e.g Word Matching on the board; formation of sentences.

#### Teaching and Learning Resources

Word cards

### Reading Comprehension

#### Teaching and Learning Strategies

Discussion of pictures, model reading, chorus, directed reading tasks/activity.

#### Teaching and Learning Resources

Pictures/real objects, Learner's Book

## WRITING

#### Teaching and Learning Strategies

Modeling, Repetition, Actions

#### Teaching and Learning Resources

Classroom objects, A Substitution Table Chart

### Extensive Reading

#### Teaching and Learning Strategies

Re-telling

## Teaching and Learning Resources

Supplementary Readers, Non-print texts on the Internet.

### TEACHING AND LEARNING ACTIVITIES

#### STRAND 1: ORAL LANGUAGE

##### Sub-Strand 6: Conversation

**A2.** Events that happened over the weekend

*LB page 192 – 193*

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Arrange with a boy in the class to practise saying the speech of the boy on page 193.

First, tell them exactly what the teacher in the picture on page 191 said. (Let learners sit in a horse shoe formation. The speaker stands in front of the class. Set the rules for the conversation)

Encourage learners to say their experiences.

(Please do not correct mistakes but supply a word or tense when learners get stuck)

Teach the tense where most learners use it wrongly.

#### STRAND 2: READING

##### Sub-Strand 6: Vocabulary/Basic sight words

**B1. Basic Sight Words LB page 194**

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Have learners sing one Jolly Phonics song.

Introduce two words on word cards

around and banana

Call individual learners to pronounce the two words (Probably they will be able to pronounce ‘banana’ by sounding the letters or break the words into syllables. Use the situation to explain ‘sight words’)

Let learners be aware that there are some words we can decode using the syllabic method. We can also sound the individual letters in the word such as ‘banana’, mango, man, etc.

However, there are words we cannot break into syllables to decode it, neither can we sound the individual letters of the word such as ‘around’.

Here, down, house, etc. As such, we have to learn their pronunciation as a whole. They are



called sight words. Write a short text on the board and have learners identify the sight words in it.

Have learners pronounce the words listed

around	does	want	green
away	house	large	down

Introduce them on word cards one after the other. Let learners repeat the words after you. Point to the words and have learners pronounce them. Pronounce the word and have learners point to it on the board.

Follow the steps in the Learner's Book page 192

## **STRAND 2: READING**

### **Sub-Strand 7: Comprehension**

#### **B3. Reading Comprehension LB page 195 – 196**

#### **Topic: Computers**

#### **Before Reading**

Activate learners' background knowledge they have on computers by showing them a laptop and a desktop computer (Take learners to a computer room to show them the desktop. It will be helpful if this lesson will be taken in a computer room). Take a video picture of a desktop computer if the school has not got one.



Teach the words at B2 by showing and making learners touch them: computer, keyboard, mouse and monitor. Show them how we give a command on the computer. Let learners see the result of the command appear on the monitor.

#### **While Reading**

Do a model reading and have learners read after you as a class and in groups. Let learners read in threes to find answers to the questions at C. page 197.

#### **After Reading**

For learners to recognise the features of information texts ask them leading questions. Direct their attention to the features of information texts such as the passage about computers.



Ask learners questions like the following:

The writer wants to tell us about computers. True/False

Did the writer tell us about two different computers? What are they?

Did the writer tell us anything about the two computers? Read the information given. (Learners read where they can get information about computers)

After many questions and reading parts of the text, ask learners whether they have learned something about the two different computers. Let everyone say one of the pieces of information read about computers. Round off the lesson by stressing that information texts give us information.

Put learners into groups to identify and write at least twenty sight words found in the text they just read. E.g. There, are, two, types, the, fixed, move, from, one, place, to, another, etc. They should post it on the wall for others to read.

### **D1. LB page 198**

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Go over the pronunciations of the words. Explain the activity to learners and instruct them to do it in pairs.

### **D2. LB page 198**

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Write the full words on the board and go through the pronunciations and spellings of the words with learners. Ask them to open their books to page 198 D2.

Explain what they are about to do and instruct learners to do the work individually.

## **STRAND 5: USING WRITING CONVENTION**

### **Sub-Strand 7: Using simple preposition**

#### **E. Preposition “in” and “on”.**

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Revise prepositions of place.

Use the positions of things on the classroom to revise learners’ background knowledge. E.g.

Teacher: Where is the bell?

Learners: The bell is in the cupboard. Etc.

### **Introduction Stage**

Use actions to introduce the prepositions of place, days and dates .

### **Accuracy Practice**

Use the Repetition Drill and the Substitution Table Drill for accuracy practice (page 185).

### **Fluency Practice**

Pair up learners to tell each other the day and date on which they were born. They should also tell each other where they keep their money.

### **Writing/Exercise**

Let learners write five sentences from the substitution table and form two sentences each with 'in' and 'on'.

## **F. STRAND 6: EXTENSIVE READING**

### **Sub-Strand 1; Reading a variety of level and age-appropriate books and texts**

#### **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. LB page 197**

1. 2
2. Laptop computer
3. monitor and keyboard
4. desktop
5. food and water
6. We type whatever we want on the keyboard.

7. All the activities we use the computer for appear on the monitor.
8. We can learn rhymes, stories and many things with the computer.
9. They help us to use the computer.
10. I will tell my friend that there are so many things to learn using the computer (Accept anything reasonable).

**D1. LB page 198**

- |             |              |
|-------------|--------------|
| 1. commands | 4. computers |
| 2. fixed    | 5. keyboards |
| 3. anywhere |              |

**D2. LB page 198**

- |              |            |
|--------------|------------|
| 1. computers | 4. desktop |
| 2. mouse     | 5. types   |
| 3. screen    | 6. monitor |

**E2. LB page 199**

- |           |       |
|-----------|-------|
| 1. in     | 5. in |
| 2. in     | 6. in |
| 3. on     | 7. on |
| 4. in, on | 8. on |

**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 2 pages 201 – 206*

*Learner's Workbook 2, pages 136 - 143*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.7.1.3) recognise and discuss events	Communication and Collaboration
(B2.1.9.1.3) respond to commands and instructions	Personal Development
<b>READING</b>	
Phonics: two letters that make one (B2.2.2.3.1.2) sound/vowel digraph 'or' /ɔ:/	Personal Development and Leadership Communication and Collaboration
(B2.2.6.1.4) Use dictionaries and glossaries to clarify meanings of words	
(B2.2.6.1.1) Basic sight words	Personal Development
Reading Comprehension	
(B2.2.9.1.1) read texts/stories/passages with pace, accuracy and expression	Critical Thinking
(B2.2.7.2.3) connect character, ideas, and information within a text	Communication and Collaboration
B2.2.9.1.3 read and recognise 120 sight words	

<b>WRITING USING SIMPLE PREPOSITION</b>	
use simple sentences to describe feelings (B2.4.1.2.1.1). use simple adjectives (B2.5.5.1.2) use simple preposition (B2.5.7.1.1) identify prepositions in sentences to indicate date, days & time.	Communication and Collaboration Personal Development
<b>EXTENSIVE READING</b>	
(B2.6.1.1.1) read a variety of age and level-appropriate books and texts from print and non-print sources	Personal Development and Leadership

## TEACHING AND LEARNING STRATEGIES

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### Oral Language

#### Teaching and Learning Strategies

Re-telling, discussion of main events in story, giving command and instructions, modelling, role-play, group work.

#### Teaching and Learning Resources

Learner's curriculum, classroom objects, task cards

### Reading

#### Teaching and Learning Strategies

Phonics

Games, Demonstration

#### Teaching and Learning Resources

Picture, Dictionaries, Word Cards, A Sealed box

### Reading Comprehension

#### Teaching and Learning Strategies

Picture Description, Model Reading, Group Reading, Discussion, Scanning Reading Aloud.

### Teaching and Learning Resources

Pictures, Non-print/any reading material appropriate for the level.

### Writing

#### Teaching and Learning Strategies

Practical Activities, Picture Description.

### Teaching and Learning Resources

Pictures in Learner's book, Drawings, Objects in the classroom

#### Extensive Reading Teaching and Learning Strategies

Re-telling, Discussion

### Teaching and Learning Resources

Supplementary Reader, Non-print text on internet/on audio.

## TEACHING AND LEARNING ACTIVITIES

### Oral Language

#### A1. LB page 201

Let learners re-tell the story of the "Ant and Grasshopper".

Read a short story to learners. After that, let them re-tell the story in a chain with each person telling a bit of the story. Guide learners to identify the main events in the story, and then lead them in a discussion. Let learners express their personal response about the story i.e. the moral lesson they learned from the story.



#### A2. Responding to Commands and Instruction

Start with the revision of verbs. Let learners name one verb each. They should perform the action of the verb they give as examples. Give the learners commands for them to obey. In pairs, have learners give each other commands which they promptly respond to.



Give instructions to a few learners and let them follow the instructions. For example, “Walk straight to where Fosuaa is sitting. Look under her table. There is a small box. Bring the box”.

Let the class clap for the learner if he/she gets it correct.

Put learners into groups. Give each group some task card. They will use the instructions on the card to give instructions to one another. Each instruction should not be more than two sentences. E.g. Take your reading book. Read the first sentence on page one.

## B1. Phonics LB pages 201 – 202

Have learners say the sound ‘oa’ /əʊ/, /oʊ/ written on the board. Put the following words on word cards and post them on the board coat road load gold soap

Let learners pronounce these words.

Ask learners to give their own examples of words with the ‘or’ sound.

2. Basic Sight Words: Revise the basic sight words learned through the Lucky Dip game. The learner dips his/her hand in a box. They pronounce any sight word they draw out of the box. List some of the words on the board for learners to form sentences with them.

3. Using glossaries and a picture dictionary: Let learners turn to the end of the book where there are glossaries. Teach them how to refer to the glossaries for a meaning of the word they do not understand. Demonstrate with at least two words. Select some library books that have glossaries. In groups, let them read the meanings of words you give them from the glossary to the class.



(If there are no picture dictionaries in the school, try to find one elsewhere before you teach this lesson). Let them be aware that glossaries and dictionaries are arranged in alphabetical order. Demonstrate how to find the meaning of words from the dictionary to learners. Give each group two words to find their meanings from the dictionary.

## C. LB pages 202 - 203

For each unit, use the titles and illustrations to facilitate understanding. Read each passage once and have learners read on their own in their groups. After reading all the three, have a class discussion on the questions.

Find a short text and have learners practise reading aloud with good pace, accuracy and expression. When a learner makes a mistake in pronunciation, do not correct him/her. Let the child use contextual clues to (with your direction) re-take the sentence the second time.

Have each group identify and write at least twenty sight words from the passage they have read. Each group should use at least five words to form sentences.

Conduct a plenary session where the groups will read their words and their sentences to the whole class.

### **D1. LB page 203**

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Have a pronunciation and word recognition activity on the words listed there.

Encourage groups of learners to form one sentence each with the words.

### **D2. LB page 204**

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Treat the words listed in the same way as those in D1. Discuss the work orally and instruct learners to do the work in pairs.

### **E1. Learner's Book Page 204 - 205**

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- Using Adjectives, Prepositions and a sentence to express feelings

Use objects in the classroom and practical activities to revise simple adjectives. E.g. big, small, long, short, soft, tall, round.

Show a round bowl and ask: Is it a square bowl or a brown bowl? Etc.

Draw the picture of the sun to show brightness and say: The sun is shining. What type of weather is it? Use pictures in the book, page 187 to revise the words: rainy, cloudy, hot, cold, etc.

1. Revise prepositions of place using the objects in the classroom.

Teacher: Where is the clock?

Learner: It is on the table. Etc.

Revise the prepositions, **in** and **on**, to indicate time, day and date. Use questions and answers to revise 'in' and 'on'.

Teacher: Who was born on Tuesday?

Learner: I was born on Tuesday.

Ask learners to say the day, the date and the month that they were born. E.g. I was born in December. I was born on 15<sup>th</sup> March.

Move on to revise “in”.

E.g. We come to school in the morning.

Teacher: Say one thing that you do in the morning.

Learner: I brush my teeth in the morning, etc.

Have learners identify the adjectives and prepositions in each sentence. Do one example with them and instruct learners to do the work independently.

## **F. STRAND 6: Extensive Reading**

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Ensure that learners read by going round to ask them what they have read so far. As you are with those reading, let the groups which are listening do so under a leader (Record the story on an audio).

After some time, come round to the listeners to have them re-tell the story they heard.

### **Workbook Exercises**

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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. LB page 201**

shore                  court                  form                  tall

Any word with the /ɔ:/ sound is acceptable.

#### **B1 and B2 LB page 201 - 202**

---

Examples of sight words:

your, made, around, their, behind, afraid, ground, friend, etc.

Accept words that cannot be attacked by breaking them into syllables or phonetic components. If the sentences make meaning, accept them but correct mistakes in spelling.

**B2. LB page 202**

---

Believe – to think that something is true.

**Picture of cheese:** solid food made from milk.

**A picture of a leopard:** A large wild animal from Africa. It has yellow fur with black spots.

Childhood: the time of someone’s life when they were children.

**C. LB page 202 - 203**

1. Kweku Boafo lived at Papaye
2. He washed their clothes. He pounded fufu for old women. He helped them in many ways.

(Any of these is acceptable)

3. He got it because he was helpful to the people.
4. The writer wants me to respect older people.

The writer wants me to help people.

5. Dompim people.
6. There was no school at Dompim.
7. They carried stones and sand.
8. The desktop computer.
9. a monitor and a keyboard.
10. Yes.

**D2. LB page 204**

- |            |              |
|------------|--------------|
| 1. respect | 6. forest    |
| 2. humble  | 7. people    |
| 3. plump   | 8. laptop    |
| 4. taboo   | 9. computers |
| 5. elders  | 10. mouse    |

**E1. LB page 204**

- |         |             |
|---------|-------------|
| f. cold | i. on       |
| g. on   | j. in/rainy |
| h. on   | k. in       |

l. in/hot

o. cheerful

m. angry

p. great

n. sad

q. happy

### 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 2, pages 207 – 214*

*Learner's Workbook 2, pages 144 – 149*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
B2.1.10.1.1 speak with confidence before varied audiences.	Communication and Collaboration Personal Development and Leadership
<b>READING</b>	
Phonics  B2.2.6.1.2 use context clues to infer meanings of words  Reading Comprehension  B2.2.9.1.1 read texts/stories/passages with good pace, accuracy and expression.  B2.2.7.2.4 read level-appropriate texts with little support.  B2.2.9.1.2 read and recognise 120 sight words	Personal Development and Leadership  Communication and Collaboration  Communication and Collaboration  Personal Development and Leadership  Critical Thinking
<b>WRITING</b>	
(B2.5.9.1.1) identify the structure of simple sentences  (B2.5.9.1.2) Identify nouns and verbs in simple sentences	Communication and Collaboration  Critical Thinking

<b>EXTENSIVE READING</b>	
7. read a variety of age and level-appropriate books and texts from print and non-print sources (B2.6.1.1.1)	Personal Development and Leadership

## STRATEGIES

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### Oral Language

#### Teaching and Learning Strategies:

Think-pair-share. Community Circle Time.

#### Reading:

Re-telling of story, Actions

#### Teaching and Learning Resources

Extract of a story, a mirror

Stories on the Internet, pictures

Library books, Non-print text on Internet

Learner's Book page 201

#### Teaching and Learning Strategies

Picture Descriptions, Reading Aloud, Echo-Reading, scanning, look-cover-write-check strategy.

Re-telling of story, Discussion

### Writing

#### Teaching and Learning Strategies

Modelling, Discussion, Language drills.

#### Teaching and Learning Resources

Chalkboard illustrations

## **STRAND 1: ORAL LANGUAGE**

### **Sub-Strand 10: Presentation**

**A2. Learner's Book.** pages 208 - 209

#### **Speak with confidence**

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Have learners sing one of their familiar songs. Ask learners to say one thing they like doing when they are on holidays. Tell them to think about what they would like to do when school vacates. If they would travel where would they like their parents to take them and why. Now, let them sit in pairs to think together, each saying what plans they have for spending the forthcoming holidays. Set the stage for conversing by making learners sit in a community circle formation with the speaker in front of the rest. Each learner will stand in front of the class and tell them their holiday plans. For example,

Learner: Good afternoon friends, Jumia says he would like his father to take him to his hometown. He will see his grandparents. He will also play with his cousins.

(Teach learners how to stand upright, use the right hand to make gestures. Then must speak with their heads up. They can use interjections like 'erm', 'well', etc. but not to stammer).

## **STRAND 2: READING**

### **Sub-Strand 6: Vocabulary**

B1: Use context clues to infer meanings of words. Have learners briefly re-tell the story of the 'Ant and the Grasshopper'. Write an extract from the story of "The Dog and its Reflection".

One day, a dog got a big chunk of meat. He carried the big piece of meat in his mouth. He wanted to find a hide out where nobody would worry him. Nobody would know the place. A quiet and dark place where he would enjoy his meat. As he was looking for a hide-out, he came across a river. He saw his own reflection looking at him. The dog did not understand he was looking at himself. He thought he was looking at another dog.

Let learners read around the underlined words to infer the meanings of "chunk", "hide-out" and "reflection".



Chunk – piece of meat

Hide-out – nobody will know the place; a quiet and dark place.

Reflection – looking at himself.

## STRAND 2. READING

### Sub-Strand 7: Comprehension

#### B3: LB page 209 – 210

#### Before Reading

Let learners sing the patriotic song entitled “Adwuma”. Let one of the learners read the title of the passage. Ask them to use the title and the picture on page 207 and page 210 to predict what will happen by the end of the passage. Remind them of the previous story about the two lazy people by reading it through to learners.



Read and explain the questions at C. page 211 to learners.

#### While Reading

Do a model reading and let learners read silently individually and answer the questions in smaller groups.

#### After Reading

C. Have learners bring up or say the answers to the whole class. Together with class, discuss the questions.

#### Reading Aloud

Take the first two paragraphs and read aloud taking note of intonation and stress patterns. Read at good pace and expression. Let learners imitate you after every sentence. Encourage learners to read in the same way as you read.

In groups, let learners read and identify at least twenty sight words from the passage.

## D1. LB page 211

---

Go over these words through pronunciation and word recognition activity. Explain the work and have learners do the exercise individually.

Write the full sentences on the board for learners to do their corrections.

## D2. LB page 212

---

Write the full words on the board. Do pronunciation of the words. Use look-cover, write, check strategy for learners to spell the words.

Have learners open their books and write the words correctly.

## STRAND 5: USING WRITING CONVENTION

### Sub-Strand 9; Using simple and compound sentences

E. The Basic sentence LB pages 212 – 213

#### Revision

Learners give examples of naming words:

Philip, Danso, orange, goat, pencil, etc.

Ask learners to form sentences with the naming words they gave. Write some of the sentences on the board. Let learners do the same with verbs.

#### Introduction

Use the learners' sentences to explain that a sentence has a naming word and a doing word. Using one of the learners' sentences, tell them that the verb tells us what the naming or the subject did or is doing.

Subject                      verb

Danso                         sleeps

The dog barked.

Ask learners what Danso does.

Ask them again what the dog did.

#### Accuracy Practice

Use question and answer drill for learners to practise saying the structure. You may use any suitable drill, too.

Tr: Doe laughs always.

What does Doe do?

Learners: Doe laughs always.

Do so with many verbs.

### Fluency Practice

In pairs, let learners say one naming word and say what the naming word does or did.

Learner A: Denu fell down.

Learner B: Mensah jumped.

### Write the subject in each sentence

1. Badu went away.

2. He kicked the ball.

Write the verb in each sentence.

5. Doreen came home.

6. He eats too much.

3. Ajo prayed.

4. Mother slept.

7. I play table tennis.

8. I speak French.

## F. STRAND 6: Extensive Reading

### Sub-Strand 1: Reading a variety of level and age-appropriate books and text.

Ensure clean hands. Help them choose the appropriate books. Instruct learners to read silently. Have the learners who are to listen, including the blind to be in a horse-shoe formation. After listening, have learners re-tell what they have read about. First they should give information about the books they read and say the theme.

### 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. LB page 211

1. pans

2. He wanted to punish them.
3. One day
4. False
5. Yes
6. It is not good to be lazy.

(Accept any reasonable response)

**D1. LB page 211**

- |           |         |
|-----------|---------|
| 1. rice   | 4. lazy |
| 2. punish | 5. work |
| 3. chief  |         |

**D2. LB page 212**

- |            |              |
|------------|--------------|
| 1. himself | 4. rice      |
| 2. want    | 5. tomorrow  |
| 3. brought | 6. punish    |
|            | 7. continued |

**E. LB page 213**

1. Naming word – Erzuah  
Action word – talks
2. Naming word – Mushia  
Action word – laughs
3. Naming word – cat  
Action word – leaps
4. Naming word – snake  
Action word – crawls

**E1. LB page 212**

Kaabina laughs

Ajo eats.

Marfo danced

Birds fly

Snakes bite

Underline the action word in each sentence. LB page 213.

eats, laughs, dances, bite, fly.

Accept any four sentences written from the table. LB page 213.

### 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

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Others

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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 2, pages 215 – 222*

*Learner's Workbook 2, pages 150 – 156*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of the unit the learner will be able to:	
<b>ORAL LANGUAGE</b>	
(B2.1.10.1.2) maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning	Communication and collaboration Personal Development and Leadership
<b>READING</b>	
B2.2.6.1.2 show awareness that homonyms have different meanings in different contexts  read texts/stories/passages with good pace, accuracy and expression.  B2.2.9.1.3 use contextual cues to confirm or self-correct pronunciation while reading aloud	Personal Development and Leadership  Communication and Collaboration  Personal Development and Leadership
<b>WRITING: Spelling</b>	
(B2.5.10.1.1) use phonic knowledge to spell words with irregular phonic letter patterns.	Communication and Collaboration
<b>EXTENSIVE READING</b>	
read a variety of age and level-appropriate books and texts from print and non-print sources	Personal Development and Leadership

## STRATEGIES

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### Oral Language

#### Teaching and Learning Strategies:

Modelling, Role-play, Think-Pair-Share

### Reading

#### Teaching and Learning Strategies:

Demonstration Actions, Role-play, Group Work.

#### Teaching and Learning Resources:

Picture and concrete objects like bat, the use of learners

### Reading Comprehension

#### Teaching and Learning Strategies:

Picture description, making predictions, echo reading, reading aloud, the use of context clues to correct mistakes in pronunciation.

#### Teaching and Learning Resources:

The curriculum materials, pictures

### Writing

#### Teaching and Learning Strategies:

Language drill, Look, Cover, Write, Check, Strategy

### Extensive Reading

#### Strategies

Re-telling of stories, Discussion.

#### Teaching and Learning Resources:

Supplementary Readers, Library books



## **STRAND 1; ORAL LANGUAGE**

### **Sub-Strand 10: Presentation**

#### **TEACHING AND LEARNING ACTIVITIES**

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A2. Maintaining the appropriate posture, eye contact and using appropriate verbal and non-verbal cues to convey meaning. LB page 216 Use the previous lesson – Sharing their holiday plans. Revise the holiday plans while learners think-pair-share their plans. Model how to stand upright, keeping eye contact. If you want to read something, raise your head a bit and look at the audience.

Tell learners your plans for the forthcoming holidays. When learners are not listening, keep quiet and look at them intently till they keep quiet. Use facial expression to show approval or disapproval.

Have learners role-play talking to their colleagues about what they intend doing during the holidays. Commend learners who do the role-play well. When a learner does not show non-verbal cues, encourage them to at least, use facial expression.

## **STRAND 2: READING**

### **Sub-Strand 6: Vocabulary**

#### **Phonics/Speech work LB pages 216 – 217**

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#### **One word with two meanings – homonyms**

Revise the previous lesson on homonyms using actions. Use the following examples: after

The cat is running after a mouse.

Have two learners pretend to be a cat and a mouse. Let the ‘cat’ run after the ‘mouse’.

Underline ‘after’ in the first sentence.

Call another pair and send them out. Tell them to come back into the classroom one after the other. Ask the two learners to knock so that the class will recognise how the two learners come in.

When the second person comes in, say, “Andoh came in after Alima had come”.

Write, Andoh came in after Alima.

In other words, Alima came in before Andoh.

Explain the homonyms used in sentences on pages 202 – 203 through practical activities.

E.g.



Draw a bat to show learners what it is.

Then, show a tennis bat and say, “This is a bat. We play table tennis with a bat. Do so with the rest of the homonyms used in sentences. Ask learners in groups to use two different homonyms to form sentences.

## STRAND 2: READING

### Sub-Strand 7: Comprehension

#### B2. LB pages 217 - 218

##### Before Reading

Discuss the pictures on pages 218-219. Let learners try whether they can tell a story from the pictures. Let learners predict what they are going to read about.



##### While Reading

Conduct a model reading. As you read, take note of commas, question marks and stress patterns. Read with expression. Have learners imitate how you read sentence after sentence.

Have them read the first paragraph to each other in pairs. Call learners individually to read aloud to the class.

Call learners individually to read aloud the remaining paragraphs not read. Each person to read just two sentences. When they make mistakes, let them use context clues to start the sentence again in order to correct the pronunciation mistakes.

##### After Reading

#### C. LB pages 219

Discuss the questions orally with the class. Encourage learners to share their views and experiences with regard to questions 9 and 10.

## **D1. Vocabulary Consolidation - LB page 220**

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Go over the pronunciation, recognition and meanings of the words eliciting responses from learners. Let learners individually write one sentence with each of the words.

## **D2. Vocabulary Consolidation – Spelling LB page 220**

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Write the words on the board. Ask learners to use their knowledge of structural analysis – syllables to pronounce and spell the words: pocket, honest, envelope, in syllables. Let learners learn the spelling of ‘coin’ and ‘thought’.

Ask learners to open page 220. Let them identify and pronounce the words. Ask learners to re-write the words logically.

## **STRAND 5: USING WRITING CONVENTIONS**

### **Sub-Strand 9: Using simple and compound sentences**

#### **E. Writing LB page 220**

---

Have learners pronounce the words. Let them learn to spell the words using look, cover, write, check strategy. After some time, rub off the words and dictate them at random for learners to write.

After marking, write the words on the board for learners to do their corrections.

#### **F. STRAND 6: Extensive Reading**

##### **Sub-Strand 1: Reading a variety and level and age-appropriate books and texts.**

---

Let learners sit in a horse-shoe formation. Ask each learner what they have read about. Let them first of all say the title of the book, the author, illustrator, and the date it was published.

If they read a story, they should mention the main character and what happened to him or her.

Review nouns and verbs briefly using practical activities. Explain the exercises to learners. Provide a few examples and assign them to work.

## Workbook Exercises

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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 page 219

1. 5 members
2. market
3. False
4. a golden coin
5. He gave the coin back to the old man.
6. He gave Nuhu a second chance.
7. True.
8. It was a test whether Nuhu could obey a commandment / keep a promise.

#### D2. LB page 220

- |            |             |
|------------|-------------|
| 1. coin    | 4. honest   |
| 2. pocket  | 5. envelope |
| 3. thought |             |

#### E1. LB Pages 220 - 221

1. Ajo
2. Mienzah
3. children
4. fetch
5. go
6. plays

## 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?

# APPENDIX 1

## Workbook Answers

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### UNIT 1: MY FAMILY

#### B2. Page 2

- |         |                |
|---------|----------------|
| 1. this | 5. brother     |
| 2. name | 6. years       |
| 3. my   | 7. grandfather |
| 4. Prah | 8. grandmother |

#### C. Page 3

1. Prah
2. Prah
3. Kobi
4. Akuba
5. teachers

#### D1. Page 2

##### Spelling

- |   |                            |
|---|----------------------------|
| 1. <u>m</u> other                                 | 6. <u>f</u> amily          |
| 2. <u>b</u> ro <u>th</u> er                       | 7. <u>d</u> o <u>c</u> tor |
| 3. <u>g</u> ra <u>n</u> d <u>m</u> o <u>th</u> er | 8. <u>n</u> ur <u>s</u> e  |
| 4. <u>s</u> ist <u>e</u> r                        |                            |
| 5. <u>n</u> am <u>e</u>                           |                            |

#### E1. Pages 3 - 4: naming words

1. Abena
2. goats
3. market
4. Accra
5. school
6. books

7. pen and pencils
8. shop

### UNIT 2 THINGS AND PLACES AT HOME

#### B2. Page 6

- |                |               |
|----------------|---------------|
| 1. rooms       | 5. radio      |
| 2. important   | 6. television |
| 3. bedrooms    | 7. kitchen    |
| 4. living room | 8. store      |

#### C. Page 6

- |                |             |
|----------------|-------------|
| 1. bedrooms    | 4. bathroom |
| 2. living room | 5. toilet   |
| 3. kitchen     |             |

#### D1. Page 7

- |               |              |
|---------------|--------------|
| 1. armchair   | 7. clock     |
| 2. television | 8. bucket    |
| 3. fridge     | 9. cup       |
| 4. table      | 10. bed      |
| 5. chair      | 11. stove    |
| 6. radio      | 12. coal pot |

#### D2. Page 8

- |                |             |
|----------------|-------------|
| 1. bedroom     | 5. bathroom |
| 2. stove       | 6. bed      |
| 3. saucepan    | 7. mortar   |
| 4. living room | 8. kitchen  |

## UNIT 3 DOMESTIC ANIMALS

### B2. Correct Sentences Page 11

Sentence 2

Sentence 4

Sentence 5

Sentence 7

Sentence 9

### D. Page 12

Words

Down

goats

has

horse

watches

farm

sheep

Across

donkey

fowls

animals

over

eggs

cats

### E1. Pages 12 - 13

1. table

2. book

3. Kojo

4. Kpando

5. classroom

## UNIT 4 REVISION

### B1. Pages 14- 15

1. c                      5. h

2. f                      6. p

3. g

4. d

### C. Page 16

1. Kojo

2. Mr. Mensah

3. a. the teacher was there.

4. (c) The teacher

### D1. Pages 16 - 17

1. x                      7. ✓

2. ✓                     8. x

3. ✓                     9. x

4. ✓                     10. ✓

5. x                      11. ✓

6. ✓                     12. ✓

### D2. Page 17

1. doctor                      6. bathroom

2. teachers                     7. watches

3. nurse                        8. animals

4. important                    9. rabbits

5. listen                        10. different

## UNIT 5 WILD ANIMALS

### B. Page 19

set                       

jet                        sin

met                      fin

kept                     kin

let                        gin

ring

spin

### C. Page 20

1. The farmer sets fire to cook.
2. He does not put the fire out and goes home.
3. Soon the whole forest is set on fire.
4. “Run!” says the elephant.
5. “Hop!” says the rabbit
6. “Slide!” says the snake.
7. “Fly!” says the crow.
8. “Ah!” At last, we are here and safe.

**D1. Page 20**

1. run – lion
2. slide – snake
3. crawl – tortoise
4. hop – rabbit
5. fly – crow
6. gallop – giraffe
7. leap – frog

**D2. Page 21**

Fly	rabbit
Crow	giraffe
Lion	tortoise
Snake	elephant

**D3. Page 21**

**D. 4. Pages 22 - 23**

E3. Giraffe

**UNIT 6 HOW WE GET MALARIA**

**B. L Page 25**

- th  
 think ✓  
 thank  
 fourth  
 seventh  
 thousand  
 three  
 throw

**C. Page 26**

1. Malaria is a very bad illness.✓
2. Your body becomes hot.✓
3. You also feel cold.✓
4. You feel pains all over your body.✓
5. Mosquitoes give malaria when they bite you.✓
6. Mosquitoes cause malaria.✓
7. Mosquitoes are found in choked gutters.✓

**D. Page 27**

- |             |               |
|-------------|---------------|
| 1. aches    | 5. gutters    |
| 2. becomes  | 6. lying      |
| 3. symptoms | 7. malaria    |
| 4. choked   | 7. mosquitoes |

**UNIT 7 DO NOT GET MALARIA**

**C. Pages 30 - 31**

- |             |               |
|-------------|---------------|
| 1. family   | 4. mosquitoes |
| 2. illness  | 5. cleaning   |
| 3. children | 6. outside    |

- |          |                 |
|----------|-----------------|
| 7. way   | 9. mosquitoes   |
| 8. place | 10. insecticide |

## UNIT 8 – REVISION

### A: Page 33

Rhyming words:

Stream – dream

Stream – scream

Row – boat

### C. Page 34

1. a container
2. doughnuts
3. four
4. the mouth of the container was too small
5. False. If it were big, the boy could pull out his hand with all the doughnuts.
6. True
7. True. He wanted all the four doughnuts at a time instead of one.

### D1. Page 35

lion, snake, tiger, zebra, fox, giraffe

### D3. Page 36

- |                |                 |
|----------------|-----------------|
| 2. monkey – d  | 6. vulture – c  |
| 3. mouse – a   | 7. squirrel – i |
| 4. ostrich – e | 8. leopard – f  |
| 5. cow – g     | 9. deer – h     |

## UNIT 9 BE CLEAN AND HEALTHY

### A: Pages 38 - 40

1. A bucket of water
2. tooth paste
3. sponge
4. toothbrush
5. pomade
6. deodorant/roll-on
7. powder
8. soap
9. comb
10. pomade
11. chewing stick
12. powdered soap

### C. Page 41

- |                  |            |
|------------------|------------|
| 1. teeth         | 4. clothes |
| 2 a. toothpaste  | 5. sweep   |
| b. toothbrush    | 6 a. wash  |
| c. chewing stick | b. water   |
| 3. a. bath       | 7. teeth   |
| b. soap          | 8. bath    |

### D. Page 42

- |             |                |
|-------------|----------------|
| 1. sponge   | 6. tooth brush |
| 2. hygiene  | 7. tooth paste |
| 3. personal | 8. bath        |
| 4. mouth    | 9. germs       |
| 5. tooth    | 10. combed     |

### E2. Page 42



Kojo Mensah is a farmer. He went to school and learned Agriculture. He came back and started farming. He has a cocoa farm. He also has a big poultry farm. He is helping other farmers.

## UNIT 10 THE SIX CHILDHOOD DISEASES

### A: Page 43

B.

1. I'm hurrying to the clinic.

2. No

Are you still at home?

To the clinic you should go.

3. Rhyming words:

nurse – there

home – go

waiting – weighing

### C. Pages 44 - 45

1. There are six childhood diseases.

2. Polio, tetanus, tuberculosis are childhood diseases.

3. Wrong

4. Whooping cough makes a person cough so long.

5. Polio makes people become cripples

6. Wrong

7. Vaccination protects babies from getting the childhood diseases.

8. Wrong

9. The nurses weigh the babies.

10. They want to know whether the babies are growing big

### D1. Page 45

1. clinic

7. healing

2. babies

8. measles

3. today

9. tetanus

4. strong

10. polio

5. diseases

11. injection

6. mothers

12. nurse

### D2. Page 46

Words on word puzzle

Down

Nil

Across

bite

blood

empty

mosquito

malaria

gutters

dirty

### E1. Pages 46 - 47

1. The girl reads every day.

2. goes

3. travel

4. beats

5. laughs
6. runs
7. write
8. dance
9. wakes
10. likes

## UNIT 11 EAT WELL AND GROW WELL

### C. Page 49

1. a. die
- 2.a. energy
3. c. play and work
4. b. fruits
5. b. energy

### D. Page 50

- |               |             |
|---------------|-------------|
| 1. mango      | 6. meat     |
| 2. pawpaw     | 7. carrot   |
| 3. watermelon | 8. energy   |
| 4. crab       | 9. potatoes |
| 5. fish       | 10. fruits  |

## UNIT 12 – REVISION

### C. Page 54

- |            |            |
|------------|------------|
| 1. clean   | 7. babies  |
| 2. brush   | 8. nurse   |
| 3. evening | 9. healthy |
| 4. cut     | 10. grow   |
| 5. short   | 11. meat   |
| 6. clinic  | 12. eggs   |

### D. Page 54

- |              |                |
|--------------|----------------|
| 1. grow      | 7. childhood   |
| 2. energy    | 8. diseases    |
| 3. strong    | 9. hygiene     |
| 4. injection | 10. toothbrush |
| 5. nurse     | 11. chewing    |
| 6. healthy   | 12. sickness   |

### E1. Page 55

I came home this afternoon. There was a man standing in front of my door. I asked who he was looking for. He said he was looking for my aunt, my uncle, my son, my daughter and my niece.

## UNIT13 SPECIAL OCCASIONS

### C. Page 58

1. mosque and church
2. Jesus Christ
3. pray
4. happy
5. 25<sup>th</sup> December

### D. Pages 58- 59

- |               |               |
|---------------|---------------|
| 1. church     | 6. happy      |
| 2. mosque     | 7. father     |
| 3. pray       | 8. December   |
| 4. Muslim     | 9. many       |
| 5. Christians | 10. celebrate |

### E1. Page 59

Boatema is my niece. She finished JHS just last year. She wants to go to a vocational

school. What is she going to learn? She will learn dress making, cake making, painting and many things.

## UNIT 14 EXERCISING THE BODY

### C2. Pages 62 - 63

1. I become strong
2. I become healthy
  - a. jumping
  - b. running
  - c. dancing
3. a. press up
  - b. choreography
  - c. forward and backward roll

\*There can be many exercises. Accept anything that is done to exercise the body.

4. It involves the whole body.  
It makes you sweat.

\*Note that P2 learners can't say the above. Whatever they say that shows exercise of the body should be accepted.

### D. Page 64

#### Down

1. riding
2. dance
3. hop
4. skipping
5. jog
6. drum
7. swim
8. jump

#### Across

- walking
- running
- pulling
- clap

### E. Pages 64 - 65

Abena Yeboah is a girl. She was born at Obuasi. She was born in September. Now, she is living in Accra. She attends Ave Maria Basic School.

## UNIT 15 PLAYING GAMES

### C1. Page 67

football	'ampe'
ludo	basketball
table tennis	'oware'
volleyball	
netball	

### C2. Page 68

1. b. strong
2. a. indoor
3. b. outdoor
4. c. football
5. b. two

### D. Page 68

#### Down

ludo

#### Across

'ampe'	hopscotch
football	eleven
volleyball	'oware'
netball	opposite
children	basketball

players

## UNIT 16 – REVISION

### C1. Page 71

1. together
2. jump
3. jumping is an exercise

### C2. Pages 71- 73

- |                   |             |
|-------------------|-------------|
| 1. running        | 2. jumping  |
| 3. throwing       | 4. catching |
| 5. cycling/riding | 6. swimming |
| 7. skipping       | 8. dancing  |
| 9. kicking        |             |

### C3. Pages 73 - 74

1. Christmas
2. Muslem
3. (c) it is Eid-ul-Fitr
4. (a) go to church
5. (c) where new clothes

### D. Page 74

- |             |             |
|-------------|-------------|
| 1. riding   | 5. skipping |
| 2. swimming | 6. catching |
| 3. playing  | 7. dancing  |
| 4. running  | 8. climbing |

### E1. Punctuation (Pages 74 - 75)

One day, I met Mr. Donkor. He said he was going to St. Margaret Hospital. I asked him, "Are you sick?" He did not answer. He just

went his way. His clinic day was Thursday. He should not go to hospital on Wednesday.

## UNIT 17 YOUR SAFETY

### A. Pages 77 -78

- |        |        |
|--------|--------|
| 1. Yes | 4. Yes |
| 2. Yes | 5. No  |
| 3. No  |        |

### B. Page 80

- |              |               |
|--------------|---------------|
| 1. sentences | 6. accident   |
| 2. different | 7. bandaged   |
| 3. Christmas | 8. answer     |
| 4. skipping  | 9. slowly     |
| 5. drumming  | 10. respected |

### C. Page 81-82

1. They had accidents
2. at zebra crossing
3. hurt others
4. when it rains
5. They may be thieves
6. catch fire
7. wearing slippers
8. green
9. No

## UNIT 18 TREES

**A: Page 84**

2. Yes

Trees, flowers, green grass and shrubs make a place look beautiful.

3. If we cut the trees without planting, there will be no more trees and we shall all die.

4. Weedicide kills most of the plants. The place is no more beautiful.

5. \*Every child is entitled to their own opinion so accept whatever they say\*.

**B. Pages 84 - 85**

- |                |               |
|----------------|---------------|
| 1. undone      | 7. peaceful   |
| 2. injustice   | 8. speechless |
| 3. pre-reading | 9. mangoes    |
| 4. re-sew      | 10. wanted    |
| 5. import      | 11. watching  |
| 6. enrich      | 12. rider     |

**C. Page 86**

- |           |           |
|-----------|-----------|
| 1. Mother | 6. family |
| 2. tired  | 7. safe   |
| 3. way    | 8. soon   |
| 4. hide   | 9. night  |
| 5. hide   |           |

**D. Page 87**

- |           |             |
|-----------|-------------|
| 1. pity   | 5. members  |
| 2. place  | 6. evening  |
| 3. before | 7. strong   |
| 4. family | 8. children |

**UNIT 19 STRANGE WEATHER**

**C. Pages 90 - 90**

1. My uncle is a fisherman.
2. I used to visit him in the months of August and September.
3. Now things have changed.
4. My uncle hardly gets any fish home.
5. I decided to visit my sister and her husband.
6. They are farmers.
7. In the village, things have changed too.
8. They had long dryness.
9. The rainfall is not reliable.
10. There is poor harvest.

**D. Pages 91 - 92**

1. bare
2. heavy catch
3. weather
4. reliable
5. decided
6. strange
7. fisherman
8. harvest
9. hardly
10. changed

**E1. Page 92**

My House

I live in a big house.

The house has many rooms.  
There are many windows.  
The front part has wall tiles.  
The walls are painted pink and white.  
The roofing has wine colour.

## E2. Page 93

- |          |          |
|----------|----------|
| 1. sets  | 5. is    |
| 2. is    | 6. lives |
| 3. roars | 7. is    |
| 4. is    |          |

## UNIT 20 – REVISION

### B1. Page 94

- |                |             |
|----------------|-------------|
| 1. quietly     | 6. visitor  |
| 2. creation    | 7. hospital |
| 3. examination | 8. picture  |
| 4. painter     | 9. ginger   |
| 5. begin       | 10. people  |

### C. Page 95

1. Ama
2. Kwame
3. Kwame
4. Ama
5. on the chair
6. not stated/unknown
7. 3 people
8. all the 3

### D. Page 96

- |              |              |
|--------------|--------------|
| 1. accidents | 2. fisherman |
|--------------|--------------|

- |             |           |
|-------------|-----------|
| 3. crossing | 7. knives |
| 4. farmland | 8. visit  |
| 5. traffic  | 9. hurt   |
| 6. members  |           |

## E1. Page 96

### Describing Words

- |          |           |
|----------|-----------|
| 1. sunny | 4. cool   |
| 2. sandy | 5. windy  |
| 3. warm  | 6. cloudy |

3. tomato – first (1<sup>st</sup>)
- pineapple – second (2<sup>nd</sup>)
- dog – third (3<sup>rd</sup>)
- cat – fourth (4<sup>th</sup>)
- bus – fifth (5<sup>th</sup>)
- train – sixth (6<sup>th</sup>)
- bucket – seventh (7<sup>th</sup>)
- kettle – eighth (8<sup>th</sup>)

## UNIT 21 LOVE YOUR TOWN

### A: Page 99

- |          |            |
|----------|------------|
| 1. well  | 6. jumped  |
| 2. hard  | 7. out     |
| 3. goat  | 8. climb   |
| 4. drink | 9. fox     |
| 5. sweet | 10. before |

### C. Pages 100 -101

1. fell palm trees
2. palm wine
3. Yes, because the pot of gold was found under the palm tree.

4. Kanga's
5. Mienzah
6. chief's palace
7. use the gold to develop the town
8. good

**D. Page 101**

Word puzzle

Down words:

people

let

share

Across

gold

shouted

**E. Page 102**

1. Kanga carried the pot of gold to the chief
2. The gong was beaten.
3. The people came to the palace.
4. Kanga and Mienza told the people. How they got the pot of gold.
5. The chief took the pot of gold from Kanga.
6. The chief thanked them.
7. The people were very happy.

**UNIT 22 CARE FOR PUBLIC PROPERTY**

**C. Pages 105 -106**

1. All public property were bought/built by government. ✓

2. A public property is for Ghanaians only. ✓
3. When we take good care of the property, it lasts long. ✓
4. School property should be taken good care of. ✓
5. Computers given to the school as gift should be well cared for. ✓
6. School toilets are not to be used by the community. ✓
7. The standpipe in the school should be used by the community. ✓

**D. Pages 106 - 107**

- |               |                |
|---------------|----------------|
| 1. government | 5. electricity |
| 2. important  | 6. public      |
| 3. amount     | 7. property    |
| 4. transport  | 8. communities |

**UNIT 23 Sources of Energy**

**B. Page 109**

- |               |                |
|---------------|----------------|
| 1. chalkboard | 6. grasshopper |
| 2. basketball | 7. cannot      |
| 3. blue bird  | 8. elsewhere   |
| 4. airport    | 9. textbook    |
| 5. daybreak   | 10. birthday   |

**C. Pages 110 - 111**

1. Objects that use electricity.
- |                  |                |
|------------------|----------------|
| 1. bulb          | 5. fridge      |
| 2. fan           | 6. dryer       |
| 3. electric iron | 7. rice cooker |
| 4. kettle        | 8. Television  |

2. Objects that use gas

1. stove/cooker
2. lamp
3. vehicles/trucks, cars

3. Objects that use heat from the sun/solar energy.

1. solar lamps

**D. Page 111**

1. bill -an account of what one owes.
2. kettle – a boiler
3. charcoal – coal from wood
4. switch – turn on/off, flip
5. energy – electric power
6. dam – a barrier built across a river to control the flow of water.
7. dangerous – unsafe

**UNIT 24 – REVISION**

**A: Page 113**

Possible responses:

1. Yes, I can, Yes I will
2. Alright, here you are.
3. No, I won't; No, I won't mind
4. Yes, I can
5. Oh, yes, you may.

**B. Pages 114 - 115**

Compound words

1. bookshelf
2. football
3. popcorn

4. pineapples

5. anything
6. notebook
7. sunflower
8. seashells, seashore
9. classroom
10. headteacher

**C. Pages 116 -117**

**Riddles**

- |             |                 |
|-------------|-----------------|
| 1. mosquito | 7. 8            |
| 2. snake    | 8. g            |
| 3. sheep    | 9. the letter Z |
| 4. cow      | 10. 26          |
| 5. bee      | 11. C           |
| 6. hen      |                 |

**D1. Page 118**

- |        |        |
|--------|--------|
| 1. Yes | 4. No  |
| 2. Yes | 5. Yes |
| 3. No  | 6. Yes |

**E. Page 119**

**Prepositions**

- |           |        |
|-----------|--------|
| 1. under  | 6. in  |
| 2. on     | 7. in  |
| 3. on     | 8. in  |
| 4. during | 9. on  |
| 5. in     | 10. on |

**UNIT 25 RESPECT ELDER**



### C. Page 122

1. Papaye
2. respected
3. fair
4. taboo
5. blind, wash
6. evening, pound
7. Kweku Boafo
8. chief, elders

### D1. Page 123

Respected – honoured

Services – assistance

Give-up – forego

Pound – beat repeatedly

Humble – lowly

### D2. Page 123

- |            |           |
|------------|-----------|
| 1. village | 6. please |
| 2. humble  | 7. blind  |
| 3. plump   | 8. pound  |
| 4. taboo   | 9. liked  |
| 5. stream  | 10. chief |

## UNIT 26 WORK HARD 1

### A: Page 126

Ant and Grasshopper

Arrange the sentences in order

1. One hot afternoon, Grasshopper was hopping happily.
2. Ant was trying hard to carry some corn home.
3. “Why not leave the corn there?”, said Grasshopper.
4. “No, I’m helping to gather food for the rainy season.”
5. “I want to enjoy life,” Grasshopper said.
6. The rainy season came.
7. Grasshopper and his family were very hungry.
8. Ant and her family got plenty to eat.

### C. Pages 127 – 128

1. The people of Dompim were building a school.
2. the lazy people
3. chief
4. a lot of rice
5. the lazy people
6. They had small pans
7. It is not good to be lazy.

### D. Pages 128

- |           |             |
|-----------|-------------|
| 1. work   | 5. building |
| 2. sad    | 6. rice     |
| 3. punish | 7. slowly   |
| 4. lazy   | 8. chief    |

**E. Pages 129 - 130**

- 1. 1<sup>st</sup> – build
- 2<sup>nd</sup> – village
- 3<sup>rd</sup> – nearest
- 4<sup>th</sup> – children
- 5<sup>th</sup> – forest
- 6<sup>th</sup> – tomorrow
- 7<sup>th</sup> – sand
- 8<sup>th</sup> – started

- 2. a) The pencil is 1<sup>st</sup>
- b) The girl is 2<sup>nd</sup>
- c) The boy is 3<sup>rd</sup>
- d) The ruler is 4<sup>th</sup>

**UNIT 27 COMPUTERS**

**A. Page 131**

The teacher attended a friend’s birthday party.

The boy attended a wedding ceremony.

**C. Page 133**

- |            |             |
|------------|-------------|
| 1. desktop | 6. glass    |
| 2. laptop  | 7. pictures |
| 3. desk    | 8. writings |
| 4. water   | 9. keyboard |
| 5. monitor | 10. command |

**D. Page 134**

Jig-saw puzzle

Up/Down words

- 1. glass - (l,a)
- 2. computers – (o, m, p, e, r)
- 3. laptop – (a, t, o)
- 4. command – (o, m, a, n, e)
- 5. monitor – (o, n, i)
- 6. screen – (r, e, e, n)
- 7. Desktop – (e,k,o)

**UNIT 28 Revision**

**C1. Pages 137 - 138**

**Riddles**

- |          |               |
|----------|---------------|
| 1. glass | 5. table      |
| 2. goat  | 6. blackboard |
| 3. nose  | 7. chalkboard |
| 4. ant   | 8. read       |

**C2. Page 139**

- 1. farming
- 2. humble, respectful
- 3. He washed his clothes.
- 4. He washed their clothes.
- 5. He was helpful.

**D2. Page 141**

- |            |              |
|------------|--------------|
| 1. plump   | 5. taboo     |
| 2. village | 6. blind     |
| 3. humble  | 7. Wednesday |
| 4. stream  | 8. different |

**E. Describing words**

**Pages 142 -143**

- |           |             |
|-----------|-------------|
| 1. three  | 6. two      |
| 2. twenty | 7. thirteen |
| 3. twelve | 8. rainy    |
| 4. warm   | 9. sunny    |
| 5. first  | 10. four    |
| 11. in    | 12. on      |
| 13. on    | 14. in      |
| 15. in    |             |

**UNIT 29 Hsrd Work 2****B. Pages 144 - 146**

Blind – I cannot see anything.

Sighted – who can see

Apologised – we are very sorry

**C. Page 145**

- |                 |             |
|-----------------|-------------|
| 1. correct      | 6. not true |
| 2. not true     | 7. not true |
| 3. true/correct | 8. true     |
| 4. true         | 9. not true |
| 5. true         | 10. true    |

**D. Pages 145 - 146**

- |              |             |
|--------------|-------------|
| 1. continued | 5. lazy     |
| 2. carried   | 6. tomorrow |
| 3. slowly    | 7. brought  |
| 4. punish    |             |

**D2. Pages 146 – 148**

1. a bed

It is in the bedroom.

2. a television

It is in the living room.

3. a bucket

It is in the bathroom.

4. a fridge

It is in the living room.

5. broom

It is in the kitchen.

6. chair

It is in the living room.

7. fan

It is in the living room.

8. a coalpot

It is in the kitchen.

9. a radio

It is in the living room.

10. a ladle

It is in the kitchen.

11. a plate

It is in the kitchen.

12. a stove

It is in the kitchen

**E. Pages 148 - 149****Nouns**

- Adwoba
- Adamu
- books
- football
- Kalyppo
- banku

**Verbs**

- sells
- rears
- writes
- plays
- drinks
- eat

- |            |        |
|------------|--------|
| 7. home    | ran    |
| 8. stories | tells  |
| 9. mother  | prays  |
| 10. Nene   | learns |

### UNIT 30 NUHU AND THE GOLDEN COIN

#### B. Pages 151-152

- |      |      |
|------|------|
| 1. a | 4. a |
| 2. b | 5. a |
| 3. a | 6. b |

#### C. Pages 152 – 153

1. grandfather
2. kitchen
3. maize
4. birds
5. false
6. mosquito
7. treated mosquito net
8. tortoise
9. gallops

#### D1. Page 153 – 154

- |             |              |
|-------------|--------------|
| 1. malaria  | 6. fetch     |
| 2. spray    | 7. lives     |
| 3. bite     | 8. celebrate |
| 4. hospital | 9. worship   |
| 5. a towel  | 10. like     |

#### D2. Page 154 - 156

- |              |               |
|--------------|---------------|
| 1. Thursday  | 6. fish       |
| 2. Monday    | 7. fruits     |
| 3. breakfast | 8. groundnuts |
| 4. church    | 9. games      |
| 5. mosque    | 10. tennis    |

#### E. Pages 155 -157

1. Ama goes to Ho tomorrow. Tomorrow will be Monday. It is the second Monday in October.

2. Adjei is my brother. He is in Primary Four. Can he go to Primary Five next year? Well, if he studies hard, goes to school early and stops watching television, he can go to Primary Five.

3.

1. roars

2. shines

3. make

4. is

5. likes

6. loves

4.

7. fine

8. rainy

9. fair, cloudy

5.

10. in
11. on
12. in front of
13. in the night

6.

14. talked
15. crying
16. bring
17. give

7.

18. Aba
19. market
20. mother

## **APPENDIX 2**

### **Strategy Terms**

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#### **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 tuu zafi 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.

Vulture, Vulture

Senewa Adedendee, Senewa

Your mum is calling

Senewa Adedendee, Senewa

Why does she need me?

Senewa Adedendee, Senewa

Dinner is ready.

Senewa Adedendee, Senewa

What food is it?

Senewa Adedendee, Senewa

Fufu and palm nut soup.

Senewa Adedendee, Senewa

Kids must eat first,

Senewa Adedendee, Senewa

The elderly is satisfied

Senewa Adedendee, Senewa

Senewa Adedendee;

Senewa Adedendee

Senewa Adedendee, Senewa

## UNIT1: My Family

### Letter-Sound Game

This game is a competition among four groups. Each group presents one person to compete

You need the following:

## APPENDIX 3

### Rhymes/Songs

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#### Vulture



- Letter ludo
- A die
- A number of performing cards
- Ludo cards

### HOW TO PLAY THE GAME

- The competitors take turns to throw a die.
- The one who throws the die moves his/her ludo card forward according to the number on the die.
- The player then says the sound of the letter on which the counting ludo card landed.
- If the player gets the sound correct, his/her group receives a performance card.
- At the end, the performance cards received by each group are counted. The group with the most number of cards wins.

### Learner’s Book page 20 – 21

Children like to sing and they remember the sounds better when they sing it. You may use the Jolly Phonics approach to achieve this. For most sounds, there is a story to introduce them, actions and song.

Go to Google Play Store and download the

free Jolly Phonics App. Your learners will love it.

### Section A, Learner’s Book page 59

#### ANANSE AND PATH

Why there are numerous paths in the world.

Once, there was only one path. Ananse and Path were good friends. It happened that one day the king of the land announced that whoever would be able to say the secret name of his only daughter would be rewarded. The king would give to the man half of his kingdom and all the king possessed.

Ananse heard the announcement and told Path. Ananse told Path that he would like to marry the king’s only daughter, the princess. He also liked to inherit half of the kingdom, the king’s clothes, money and all that the king had. However, Ananse did not know the princess’s real name. Path entered his chamber with Ananse and whispered the name into Ananse’s ears.

Ananse practised saying the name until the day the king had set for the occasion. The condition was that if the person failed to say the correct name, he would be killed. About forty men failed and they were all killed. It was the turn of Ananse. He rose up, bowed to the king and the elders. He was given the go ahead. Kweku Ananse mentioned the name. He said, “Nana, your beautiful princess’s name is “Mfeaduasa Mfensa. The name means, “Thirty Years and Three”, in English.

The king and the elders congratulated

Ananse. That day, the princess was married to Ananse. All the promises were fulfilled.

After some time, Ananse decided to visit Path and to thank him for telling him the name of the princess.

At that time, some birds were on a tree near the window. They heard that it was Path who told Ananse the name. They quickly went to tell the king.

The king was very angry with Path. So, he ordered that Path be killed. They cut his body into small pieces and cast them abroad. That is why there are so many paths everywhere.

### **Spelling words that cannot be spelt by sounding their various letters.**

You can use Look-cover-write-check strategy to learn the spelling of words like that. Learners can practise the above strategy on their own. Select five words a week of those sight words or words that cannot be spelt through the phonic knowledge. Each week, introduce the words: pronunciation and identification activities. Demonstrate look-cover-write-check and have learners do the same. For the whole week, learners on their own will learn the spelling.

2. You may also have learners pick the word card, pronounce the word on it, then spell it out.

3. You may also use these games:

a. The Spelling Wheel

Groups of learners compete

How it is played:

Each group picks a word (word cards must lie face down). The wheel is spun and if the group is able to spell the word correctly before the wheel stops, the group is given a performance card.

If the spelling is incorrect, or the wheel stops before the spelling comes to an end, no performance card is given. After the game, the group with the most cards wins.

## **UNIT 10: The Six Child Diseases**

### **Learner's Book, page 66**

#### **Additional Riddles**

1. Riddle, Riddle

I can be a man or a woman

I wear white overall

I put a stethoscope around my neck.

I work at the hospital.

I treat sick people.

Who am I?

Answer: a doctor

2. I am a metal.

I draw medicines from small bottles.

I have a pointed and sharp mouth.

Nurses and doctors push me into your body.  
I am painful.

Who am I?

Answer: Needle for injection

## TERMINOLOGIES IN BOOK 2 T.G.

1. Unit 9, page 60

### APPRENTICESHIP READING

A poor reader is paired with a good reader.  
The poor reader learns from the good reader.

2. Community Circle: Unit 19 page 149

It is a sitting arrangement in the form of a horse-shoe. It is used during story telling presentations and conversation.

## APPENDIX 4

### Phonic (Chants)

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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.

### 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 pupil 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 pupil 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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