

PRACTICAL
ENGLISH LANGUAGE
for Basic Schools

Teacher's Guide

Book 3

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Preface

The Practical English Course for Basic Schools series are activity based books which have been developed in conformity with the current standard based curriculum and Assessment (NaCCA) 2019. The series 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:

Section A – Oral Language/Listening and Speaking consisting of

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

Section B – Reading consisting of Pre-reading

Phonics

Reading

Section C – Comprehension

Section D – Vocabulary Consolidation

Section E – Grammar Usage/Writing/Composition

Section F – Extensive Reading

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Introduction

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

The series, consisting of six graded books targeting Basic 1 – 6 of the first cycle of Ghana’s educational system, provide a practical and comprehensive course that gives the learner a firm foundation in the four basic language skills, namely, Listening, Speaking, Reading and Writing in 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:

Section A – Oral Language/Listening and Speaking

Section B – Reading

Section B1 Phonics

Section B2 Pre-reading Vocabulary

Section B3 Reading Passage

Section C Comprehension

Section D Vocabulary Consolidation

Section E Writing and Aspects of Grammar

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 guidelines 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.

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:

Guiding learners with good models; Providing wide and varied avenues for teacher-led and independent practice of the four language skills appropriate to the level;

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 individuals 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 P3 learner, 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 Primary 3, oral lessons include activities such as Story Telling Rhymes and Songs, Conversation, Grammar and Dramatisation. Other sections of each unit are also mainly oral based and such activities as dialogue, discussion, role-play and mini drama are used. These are activities in which you must make sure each learner fully participates.

5.3 Basic Procedure for Oral Work

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

- Listening
- Practice
- 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 learner learns to recognise words by their shape associating the words with particular actions, pictures and objects. By constant repetition and revision of words learnt in this way, the learner gradually acquires a stock of words that he can read.

In the Phonic Method, the learner learns to read by recognising the sounds of letters and then blending or putting the sounds together. Thus, for example, the learner learns the sounds /b/ /a/ and /g/. He is taught to blend or put them together (b - a - g) into the word, 'bag'. Constant practice enables the learner 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 Learners Read

At this initial stage, learners 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 reading passage and vocabulary work.

While Learners Read

At this stage, the learners 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; and you are encouraged to introduce any innovations that will enable your learners to become good readers.

7.0 Writing

By now, most of your learners are able to write the letters of the alphabet correctly and can copy words and short sentences.

This should, however, not be taken for granted. There may yet be some who are not sure or who have cultivated some wrong writing habits. You need to identify such situations and rectify them.

In Primary 3, your learners are required to continue copying words and sentences. Later in the year, they learn to write short compositions based on the controlled composition writing approach.

Before Learners Write

Writing, like reading, is not an easy skill to learn. Hence, every writing task must be preceded by thorough preparation, which is mainly oral. During this preparation, the learners must practise whatever they are going to write thoroughly. A copying exercise must first be demonstrated and practised.

During Writing

While they write, it is necessary to visit individuals to offer further assistance and encouragement. It is also the time to correct bad sitting posture, wrong grip of the pen/pencil etc.

Editing is an essential post-writing activity and right from the beginning, learners must be made to understand that a writing task is not complete until we have thoroughly read through our work and corrected errors. Self- and peer editing should be introduced and encouraged so that learners learn to correct their own and others' work.

Finally, you must remember to provide feedback on the work children have done. This feedback should be in the form of encouragement and suggestions for improvement.

8.0 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 again 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 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 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 expression, and such materials as pictures, sketches and real objects.

11.2 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, picture cards etc . The walls are filled with suitable pictures, diagrams and charts. Also, classroom objects are labelled. This makes the classroom attractive and appealing to the learner.

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 learners come with different levels of ability is important. This enables you to plan and cater for the needs of all the learners. This must always be evident when you plan specific lessons for your class.

13. Children with Special Needs

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

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

14.1 School Based Assessment (SBA)

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

15. Teaching and Learning Resources (TLM's)

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

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

16. 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 L.B and the T.G. Of course, even though both contain all that are required by the syllabus and literacy standards and milestones, 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 (LB) Unit 1 pages 1 – 6

Workbook (WB) Unit 1 pages 1 – 5

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
By the end of the Unit learners will be able to	
STRAND 1: ORAL LANGUAGE	
B3.1.1.1.1 Talk about the benefits of songs	Cultural Identity and Global Citizenship Listening and Speaking Skills Communication and Collaboration
STRAND 2: READING	
1. Use self-correction strategies to make meaning when reading B3.2.7.1.1 2. ask and answer factual, vocabulary questions about level-appropriate text B3.2.7.1.2 B3.2.2.1.2 Use alphabetic knowledge to decode unknown words e.g. consonant blends B3.2.5.1 Use consonant blends to build words.	Personal Development and Leadership Reading and Writing Skills Personal Development and Leadership
STRAND 4: WRITING	
B3.4.2.1.1 Copy short paragraphs clearly B3.5.1.1.1 Use capital letters to write initials and abbreviations.	Communication and Collaboration Self-Development

TEACHING STRATEGIES

Oral Language

Modelling

Discussion

Reading

Modelling

Echo-reading

Language Game: Lucky Dip

Group/Pair reading

Teaching and Learning Resources

Word cards

Poster of the song “Here we are”

Teaching Resources

Word cards

Sentence cards

Writing

Demonstration

Background Knowledge

Learners are quite familiar with activities related to preparation for school after vacations.

They can read and write simple sentences and short texts.

Key Vocabulary

uniform, pair, remind, ready, seamstress

Key Structures

Simple statements in the simple present and present continuous tenses.

e.g. I see boys and girls in the picture.

I see school children.

The children are happy.

They are shaking hands, etc.

TEACHING AND LEARNING ACTIVITIES

STRAND 1 - ORAL LANGUAGE

SUB-STRAND 1: SONGS

A1. Singing

Song: “Here We Are”. LB page 1

Have learners sing a few familiar songs. Ask them to give reasons for choosing the particular songs and not any others.



Ask them to tell you where else, apart from school, they sing. (Expected responses: at church, at festivals, at home, etc.) Let them name the songs they sang at the morning assembly: The National Anthem. Have them sing the anthem again and mount the poster of the anthem on the board.

Let them read out the anthem line by line and discuss the meanings and relevance of each line. Now ask them to say whether it is good to sing the anthem daily or not and why.

Emphasize the following:

Singing the anthem enables us

- express our love for our country.
- express pride in our country.
- pledge to do our best for the country.
- pledge to defend our country.
- pledge to be honest in the service of our country, etc.

Lead a discussion of other benefits of songs and ask individuals to name their favourite songs and say why they like the particular song. Use the discussion to stress other benefits of songs particularly:

- Songs make us happy.
- Through songs, we express our feelings.

Now teach the song, “Here We Are”.

Mount the poster of the song on the board and lead learners to read the words a few times.

Model singing the song two or three times and have them join you.

Sing it two or three times clapping or tapping the rhythm as learners listen and observe. Let them once more join in the singing and clapping the rhythm.

Briefly discuss the meaning/purpose of the song: a group of students/learners welcome one another back to school at the end of a vacation. Let them look at the picture on page 1 and discuss the scene. Let learners sit in groups of four or five to discuss the benefits of songs.

Introduce and enforce a few rules of turn taking:

- Speak only when the last speaker has finished speaking.
- Wait until your group leader invites you to speak.

STRAND 1: ORAL LANGUAGE

A1 & 2 Conversation

Topic: Preparing for School

LB page 2

- Have learners sing the song: “Here We Are”, clapping its rhythm two or three times.
- Refer learners to the picture on LB page 1 and have them respond to the question, What do you see?

Example:

Teacher: What do you see in the picture?

Learner A: I see many children.

Learner B: I see boys and girls.

Learner C: I see school children carrying school bags.

Teacher: Where are they?

Learner D: They are at school.

Teacher: What are they doing?

Learner E: Some are talking together/conversing.

Learner F: Some are laughing, etc.

- Discuss the mood of the learners in the picture and have learners explain the reason for the excitement so evident in the picture. Lead them to identify that the excitement is due to mates/colleagues/friends meeting for the first time after weeks of being separated.

Ask learners to imagine how the learners may have prepared for this important day and

come out with some of the things they may have done as preparation for returning to school at the end of the vacation.

- Now shift the focus on to the learners and give them a little time to reflect on how they prepared to return to school. Let them think about what they themselves did as preparation and what others like their parents or guardians did for the same purpose. Invite a few to respond to the question:
 - How did you prepare to come back to school?
 - What did your father/mother do?
- Put learners into mixed ability groups to converse about how they got themselves ready to return to school. Remind them about the rules of turn taking introduced.

End the session with the singing of the song, “Here We Are”.

B1. STRAND 2: READING

SUB-STRAND 2: CONSONANT BLENDS (bl)

LB page 2

Use letter cards to revise the sounds of letters of the alphabet. You may introduce the “Lucky Dip” game to do this.

As learners listen attentively and observe, write one or two sentences in which the sound bl is prominent, e.g.

The wind blew and blew so the door blinds were blown away.

Read out the sentences emphasizing words having the blend (bl)

Have learners repeat each sentence a few times and ask them to identify the most prominent sound. Let them repeat the blend several times.

Drill them on the listed words in the section, Have them write sentences with some of the words and read the sentences out to the class or their group members. Have them also identify other words having the blend.

STRAND 2: READING

SUB-STRAND 7: READING COMPREHENSION

B2 & B3 Reading Comprehension

Topic: Back to School *LB page 3*

Before Reading

Lead the class to sing the song, “Here We Are” a few times clapping the rhythm. Have them recall the discussions they had had about learners returning to school at the end of the holidays. Let them take a look at the picture on page 1 again and comment on it.

Let them now look at the picture on page 2 and lead a brief discussion on it. Let learners guess who the people are and what they are doing (a family having a discussion). Have learners read the title of the passage and elicit their comments on it based on the discussions so far. Now ask learners to guess or predict the content of the passage they are about to read.

Introduce and teach the meaning of the key words using simple explanation and picture.

Teach the pronunciation of the words one at a time as outlined below:

- Listening Practice: Pronounce the word a few times as learners listen carefully.
- Repetition: Have learners practise by repeating the word after you a number of times as a class, in groups and individually.
- Now let them pronounce the word independently: Point to the word or show the word card and ask, “What word is this?” Have learners identify the word on word cards and in the passage. Guide them with examples to also use the words in simple sentences.

During Reading

Model Reading: As learners listen and follow in their books, do a model reading of the first two paragraphs two or three times. Have individuals read given sentences of the passage.

E.g.

Teacher: Read the second sentence of the first paragraph, Esi.

Let learners read the first two paragraphs after you a few times.

Repeat this (echo-reading) with the remaining two paragraphs, one at a time.

Reading Aloud in Groups: As learners listen and follow in their books, repeat the model reading of the same or another paragraph. Let one or two groups also read out short portions of the text.

Now put learners into mixed ability groups of 4 – 6 members to practise reading the passage aloud. They may begin by reading together and then take turns to read individually.

Visit the groups to hear individuals read aloud.

After Reading

Lead learners to discuss the passage briefly: the people in the passage, the place, what they did and what they (learners) had learnt from the passage.

Invite learners to ask questions about things they need clarified in the passage and assist them clear any doubts.

Section C: Comprehension

Explain to learners that they can correct themselves by using these strategies:

1. Is there a question mark at the end of the sentence? Read a sentence with a question mark at the end so that they re-read with a rising intonation. This will bring out the meaning.
2. They should use the knowledge of phonics to attack the pronunciation of specific words.
3. They should also use their knowledge of compound words to help understanding.
4. They should also use knowledge of syllables and word formation (All these strategies have been learned in Primary 2)

Explain to learners a factual question using examples of the factual questions at the end of the passage.

Pick a few of the questions at random and assist learners to answer them orally. Explain simply that all questions may not have their answers directly in the passage and they may need to think beyond the passage.

Assign them to do the work in their exercise books.

D1. Vocabulary – Spelling

LB page 5

This is a vocabulary consolidation activity. Have learners read the words on word cards and put them into pairs to practise spelling the word.

Let them play The Spelling Drill to practise spelling the words.

One looks into the book or on a word card and spells the word saying:

I am a word. This is how to spell me. (spells the word and asks)

Who am I? The partner says the word. If he/she is successful, he keeps the particular card.

They then reverse roles.

Assign them to do the exercise individually in their books.

D2. Demonstrate the activity and invite a few individuals to do same, that is, they use some of the listed words in D1 to form sentences. Learners then do the exercise in their exercise books.

E1. STRAND 5: WRITING CONVENTIONS

SUB-STRAND 1,2: USING PUNCTUATIONS AND CAPITAL LETTERS

Topic: Writing the Names of things and persons

LB page 5

Using examples, explain simply that everything has a name. Guide learners to identify the names of things, persons and places in the passage. Explain the table shown in the section and use a few more examples to demonstrate filling the columns correctly. Assign them to do the exercise in small groups and present to the class.

Writing

Topic: Writing of names of persons: Writing names with initials.

Use your own and other examples of names to explain and demonstrate how to write names:

- Begin with capital letters
- Use initials for the first and middle names.
- Write titles before the actual names.

Have learners study the examples in the section carefully.

Ask them to write their own, their parents' and their teacher's names.

STRAND 4: WRITING CONVENTIONS**SUB-STRAND 2: PENMANSHIP**

LB page 5

Writing: Copying short paragraphs

Rule lines similar to those in learners' penmanship books on the board and demonstrate the activity. Let learners practise in jotters or on sheets of paper. Assign them to do the exercise in their books.

E2. Writing: Writing simple sentences

Again demonstrate writing of simple sentences with nouns and lead them to use the listed/identified names/nouns in sentences orally. Learners then do the exercise.

Demonstrate writing a short paragraph taken from learners reading passage on the board. Rule lines and have learners observe you write. Draw learners' attention to spacing and alignment of letters and legibility.

Let learners come to the board and write. Discuss learners' mistakes they may make with regard to spacing and shaping of letters.

F. STRAND 6: EXTENSIVE READING

Remind learners that during this session they have an opportunity to read books other than their class textbooks. Have them recall some of the interesting story books and other books they had read. Remind them also of the stories that they heard during the previous year. Assure them that this year, they will read and hear even more interesting stories.

- Remind them that there are dos and don'ts during intensive reading period and have them come out with some of them such as:
 - Ensuring that the hands and tables are clean.
 - Placing books correctly and opening them carefully.
 - Refraining from struggling over a book with colleagues.
 - Not writing or making any mark in books, etc.
- Display the class library/supplementary books in front of the class and help individuals to choose suitable books in an orderly manner.

Remind them that they need to begin reading from the cover, that is, take note not only of the title but they must find out the author and the illustrator. Where necessary, they first do a picture walk before beginning to read. Visit individuals to support and encourage them as they read.

At the end of the time allotted to the exercise, have individuals share issues of interest with their colleagues: They may summarize a story read, narrate an interesting episode, describe a funny character, etc.

Workbook Exercises

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

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

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

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

Answers

C. Comprehension

1. They/The children were playing.
2. A gentle wind was blowing.
3. Their father (called out to them).
4. They were called to prepare for school.
5. P.K.D. is their father, Mr. Patrick Kodjo, Dompe
C.A. is Mrs. Cynthia Adjoa Mensah (the teacher)
6. P.K.D. are his initials.
7. Their school uniforms.
Their socks.
Their school sandals
8. They reminded their father to buy their books and pencils.
9. Yes
10. They were happily/eagerly preparing for school. They love/like their teacher.

11. The people are

Ama, Kwesi.

Mrs. Cynthia Mensah (the teacher)

Mr. Patrick Kodjo Dompe, their father

Mrs. Dora Dompe (their mother)

12 - 14. These are personal and answers will differ from person to person.

D1. Spelling

1. father

5. sandals

9. tomorrow

2. mother

6. bags

10. uniform

3. field

7. books

4. school

8. room

E1. Learner's Book page 5

Learners should begin names with capital letters. Initials should have the full stops at the correct places.

E2. Accept correctly written 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

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

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

Learner's Book (LB) Unit 2, pages 7 – 14

Workbook (WB) Unit 2, pages 6 – 11

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.1.1.1 Talk about the benefits of songs	Cultural Identity and Global Citizenship Communication and Collaboration Listening and Speaking
STRAND 2: READING	
B3.2.7.1.2. ask and answer factual, vocabulary questions about level-appropriate text B3.2.5.1.1 Use consonant blends to build words.	Personal Development and Leadership Reading and Writing Personal Development and Leadership
STRAND 4,5: WRITING	
B3.4.2.1.1 Copy short paragraphs clearly. B3.5.1.1.1 Use capital letters to write initials and abbreviations. B3.5.2.1.1 Use full stops in initials and abbreviations.	Communication and Collaboration Personal Development

TEACHING STRATEGIES

Oral Language

Modelling

Resources

Pictures on LB page 7 & 8

Reading

Modelling

Resources

Word cards

Sentence holder

Letter cards

Writing

Demonstration

Background Knowledge

Learners can provide basic information about themselves using simple statements like,

My name is

I am years old.

They are also aware of nuclear and extended family relationships like parents, siblings, uncles, aunts and grandparents. Learners can identify and read several high frequency and common sight words. They can also read simple sentences and short passages.

Key Vocabulary

family, mother, father, uncle, aunt, grandparents

Key Language Structure

Who are your parents?

My parents are/ My father/mother is

How many brothers/sisters do you have?

I have brothers/sisters.

Where do you live?

What work does your father/mother/uncle, etc. do?

My father/mother/uncle is a

TEACHING AND LEARNING ACTIVITIES

A1. STRAND 1: ORAL LANGUAGE: CONVERSATION**Topic: The members of My Family***LB page 9*

- Have learners recall the conversation and discussion on preparations that they made to return to school at the end of the vacation. Revise also talking about oneself by providing basic bio data about oneself. For example, introduce yourself to the class as follows:

My name is Mr./Miss/Mrs.

I am years old and I am a teacher. Repeat the self-introduction a few times as learners listen and observe.

- Invite individuals to similarly introduce themselves. Instead of stating the work they do, however, they will state the class they are in.

Inform them they will now talk about the people close to them such as the members of their families so they should suggest the information they wish to hear. E.g. their names, their ages, where they live, the work they do, the schools they attend and the class they are in, if they are children. etc

As they listen, say a few things about your parents and siblings:

My father is Mr./Dr./Rev.

He is years old and my mother is Miss/Mrs. My father is years old and my mother is years old. My father is a and my mother is a

Invite learners to ask questions for clarification about your delivery. Encourage them to come out with questions such as;

Where do your parents live?

What work does your mother do?

Where does your father work? etc.

- Now invite individuals to similarly talk about their parents. Each presentation should be followed by a session of questioning for the deliverer to provide clarifications.
- Repeat the process for learners to talk about other family members such as siblings,

uncles/aunts and grandparents and for others to ask questions about their presentations. Encourage learners to ask questions to elicit information relating to such aspects as height, weight, colour and other physical features.

A2. Songs LB page 8

Let learners sing any familiar patriotic song. Ask them the moral lessons the song teaches them as citizens and future leaders of this country.

Introduce the National Pledge written on a cardboard or on the chalkboard. Teach the lines one after the other. Use whole class group and individual repetition for learners to learn to pronounce the words correctly.

Sing the first two lines and have learners sing after you till they are able to sing through it. Encourage learners to sing in groups and individually. Teach the rest of the song similarly.

Discuss with learners what the song says and what their responsibilities are.

Finally let each one of them say as a personal response, what we gain from songs. E.g. entertainment, advice, warning, proverbs, etc.

B1. STRAND 2: READING

SUB-STRAND 2: PHONICS

Topic: Consonant Blends **br, bl**

LB pages 9 and 10

Use letter cards to revise the sounds of the letters of the alphabet. You may for instance, play the **Sound Ball** game for this purpose. Refer to pages 366 - 367 of this teacher's guide for it. In your revision the sounds /b/, /l/ and /r/ should feature prominently.

Say a word that has the consonant blend bl at the initial position and learners follow up with their own words. E.g.

Teacher: bless

Learner A: bliss

Learner B: blue

Learner C: blend

Learner D: blow, etc.

Have learners say sentences with these words.

Introduce the sound/blend **br** by having learners repeat a few sentences in which the blend is prominent. E.g.

The bread Brew and Bray bought brought us joy.

Have learners identify the most common sound in each sentence. Isolate the sound and drill learners on it. Have them repeat the words in the first set of words a number of times and ask them to give other words having **br** at the initial position.

Take learners through the minimal pair drill in the section (page 9) and have them work in pairs to find additional words for the drill.

STRAND 2: READING

SUB-STRAND 7: READING COMPREHENSION

B2 – B3 Reading and Comprehension

LB pages 10 – 12

Before Reading

-
- Have learners sing the song “Here We Are” and recite one or two rhymes. Remind them that they had been talking about themselves and members of their families. Working in pairs, one asks two questions about the other’s family and then roles are reversed.
 - Ask learners to study the pictures on page 6 carefully for a brief period and then lead them with questions to discuss it. They for example state:
 - the number of people
 - who they are
 - the clothes they are wearing
 - the mood in which they are
 - where they are, etc.

Discuss the picture on page 8. Similarly, direct their attention to the title of the passage and based on the discussion, the pictures and the title of the passage, ask learners to guess what the content is likely to be.

Revise vocabulary related to the family such as uncle, aunt, grandparents which come up

during the oral work. Have learners scan the reading passage to identify these words and use them in sentences of their own. They may also visit the word wall to identify the words.

During Reading

As learners listen and follow from their books, read the first two paragraphs of the passage aloud. Have learners read the two paragraphs after you in meaningful chunks. Read out words and sentences for learners to identify on word and sentence cards and in their books.

Repeat the model and echo-reading with the remaining two paragraphs and then put them into small mixed ability groups to read the passage aloud. They may first read in chorus and then take turns to read aloud in the groups. Visit groups to hear individuals read aloud.

After Reading

Ask questions about the passage for learners to answer orally. Remember to vary the question types to include factual, inferential and applicative questions.

Discuss the questions at the end of the passage (Section C) and assign learners to do the comprehension exercise. Use the method for self-correction, asking of factual questions and vocabulary questions in the teacher's book for Unit 1.

D1. Vocabulary Consolidation

Revise the meaning and pronunciation of the words listed in the section. Working in pairs, learners may use letter cards to form the words. They may also practise spelling the words. For instance, one listens as the other spells a word. The listener names the word spelt and roles are reversed. This continues until all the target words have been sufficiently practised.

Guide learners with examples to use the words in sentences.

D2. Missing Letter Spelling Activity

Revise the spelling of the words listed. Explain the exercise using familiar words. Have learners do the exercise.

STRAND 5: WRITING CONVENTIONS**SUB-STRAND 1 and 2: USING PUNCTUATIONS AND FULL STOPS****E1. Writing names using capital letters and abbreviations.**

Put learners into small groups and have them quickly read the last paragraph of the passage in Unit 1, Section B3 as well as the last paragraph of the passage they had just read taking note of all the names of persons in both passages. Invite the groups to state their observations: Use of capital letters to begin each name and use of abbreviations. Explain simply what an abbreviation is and how it is used, using several examples. Draw attention particularly to the full stop after each initial.

Assign learners to do the exercise in their books i.e. Section E1.

STRAND 4: WRITING CONVENTIONS**SUB-STRAND 2: PENMANSHIP****E2. Using full stop at the end of sentences**

Follow the procedure above to introduce and discuss the use of the full stop at the end of each sentence and let them do the exercise in the Section.

E3. Paragraph Writing

Demonstrate writing a short paragraph taken from learners reading passage on the board. Rule lines and have learners observe you write. Draw learners' attention to spacing, alignment of letters and legibility.

Let learners come to the board and write. Discuss learners' mistakes they may make with regards to spacing and shaping of letters.

F. STRAND 6: EXTENSIVE READING**Individual Reading**

- Welcome learners to the second extensive reading session and remind them about the 'dos' and 'don'ts' about the library and or the materials.

Have them recall some of the interesting things they shared about the books/stories they read during the last session.

- Supervise the selection of books by individuals and ensure that each learner makes the right choice. Repeat the process they should go through once they have got the right books:
- Do a brief survey to identify the title, the author and the illustrator.
- Check if there is a content page to decide which story to read (if the book is a collection of stories).
- Do a picture walk (if there are pictures)
- Read
- Seek assistance when necessary.

Be available throughout the session to visit, encourage and assist individuals who need help.

- At the end encourage learners to share things of interest with the class. Encourage them to also share stories, episodes, interesting characters, etc. during and after school hours.

Workbook Exercises

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

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

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

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

Answers

C. Comprehension (*LB page 11 - 12*)

1. Setor/He is nine years old.
2. His parents are Mr. and Mrs. Atiegar
Accept it if the names are stated separately.
3. Aunt Sera lives with the children and their parents.
4. Nine people/ Also accept five people if only the nuclear family is considered.

5. Sera
6. Yes
7. The children say so
8. Accept any reasonable answer
9. Yes, No
10. Yes/No
11. Accept a correctly framed question
12. Accept a correctly framed question

D2. Vocabulary – Spelling

- | | | |
|-----------------------------------|-------------------|--------------------|
| 1. p <u>l</u> ace | 4. au <u>n</u> t | 6. mo <u>th</u> er |
| 2. h <u>a</u> ppy | 5. n <u>a</u> me | 7. f <u>a</u> rmer |
| 3. b <u>r</u> o o ther | 8. un <u>c</u> le | 9. fa <u>th</u> er |

Diagnostic Assessment

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

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

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

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

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

Learner's Book (LB) Unit 3 Pages 15 – 23

Workbook (WB) Unit Pages 12 – 16

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
Talk about the benefits of songs B3.1.1.1.1	Cultural Identity and Global Citizenship Communication and Collaboration Listening and Speaking
STRAND 2: READING	
<p>1. Use self-correction strategies to make meaning when reading B3.2.7.1.1</p> <p>2. ask and answer factual, vocabulary questions about level-appropriate text B3.2.7.1.2</p> <p>B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.</p> <p>B3.2.5.1.1 Use consonant blends to build words.</p>	<p>Personal Development and Leadership</p> <p>Reading Skills, Communication and Collaboration.</p> <p>Personal Development and Leadership</p>
STRAND 4: WRITING	
<p>Copy short paragraphs clearly B3.4.2.1.1</p> <p>B3.4.5.1.4 Copy sentences, verses and words of songs legibly.</p> <p>B3.4.5.1.3 Draw pictures and write at least three sentences to share an opinion.</p>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p>

TEACHING STRATEGIES

Oral Language

Modelling/Demonstration

Group Work

Writing (strategy)

Discussion

Group Reading

Demonstration

Reading

Modelling

Echo-reading

Chorus Reading

Individual Reading

Resources

Word cards

Sentence cards

LEARNING & TEACHING RESOURCE

Oral Language

A poster of the rhyme on LB page 14

Reading

Word Cards

Letter Cards

Key vocabulary

Break time, different, games, canteen, volleyball, soup, computer

Key Vocabulary Structure

Simple statements in the simple present tense

Examples: I/We visit the library (during break time)

We/I play games

I/We go to the canteen.

I have lunch during break time, etc.



TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

A. Conversation

Topic: What we do at Break time

Lead the class to perform one or two rhymes. Have learners quickly sit in a semi-circle (the Community Circle Time arrangement) and inform them that the class will be having an interesting conversation. Ask them to guess what the conversation will be about. Remind them about the rules of taking part in a conversation such as not disrupting a person who is talking.

- Not disturbing the conversation with noise making or engaging in a conversation outside what the class is involved in.
- Speaking only when one has the floor.
- Asking questions for clarification only when one is permitted, etc.
- Invite learners to take turns to state one thing/activity that they do at the school. Congratulate them and announce the topic for conversation for the day and print it on the board.

Lead a discussion on the topic with questions like,

Where do you go during break time? To elicit responses such as:

I/We go to the canteen.

I/We go to the playing field.

I/We go to the road side.

We go to the school library.

We go to the computer lab, etc.

- Have learners now go into details by stating why they go to these places and what they do in response to questions like
 - Why do you go to the canteen?
 - What do you do at the computer lab?
 - What do you do on the playing field?
 - What games do you play? etc.
- Now let learners go into groups of five members to talk about the topic. Each member

of a group is allowed a few minutes to state what he/she does during break time. Other members ask questions for clarification of the speaker's choice of place and activities he/she engages in during break time.

You may model the activity with a few learners prepared beforehand.

STRAND 1: ORAL LANGUAGE

A2. LB pages 16 -17 Singing

The Song: Five Little Ducks



Let learners recite the National Pledge. Go over the civic education that learners had in the previous lesson.

Introduce the song on a cardboard or written on the chalkboard.

Ask learners to talk about the duck and the ducklings in the picture. They talked about where they think they are going, etc.

Read the words stanza by stanza and line after line. Let learners repeat sentences after you.

In the same way, sing the song while learners listen and later sing after you. Encourage them to sing in groups and then individually.

Let learners talk about the song through questions.

1. Narrate what happened to mother duck and her little ducklings.

2. What can you say about

a. mother duck?

b. the little ducks?

3. What does the song teach you?

a. counting

b. subtraction

c. Multiplication

4. What do we get from singing songs?

STRAND 2: READING

SUB-STRAND 2: PHONICS

B1. Topic: Consonant Blends – pl

Use letter and word cards to revise the sounds of letters: Show a card to a group of three

learners. One names the letter, the next makes its sound and the third names a word which has the sound at the initial position.

Review also blends introduced and practised in the last two units: **bl** as in **blade** and **br** as in **bread**. Let learners read several words and sentences having the blends.

Mount the poster of the phonic rhyme in the section on the board. As learners listen, carefully, recite or read the rhyme two or three times. Have learners join in to read it a few times. As they watch, underline the target blend in the words it occurs:

play, complain

Let learners repeat the words several times and isolate the blend for similar repetition.

Next, drill the words listed giving each learner several opportunities to identify and sound out the blend in the words.

Learners now sit in small groups to build more words having the blend to be read out to the class. A selected group of words with the blend should find a place on the word wall.

STRAND 2: READING

SUB-STRAND 7: READING COMPREHENSION

B2 & B3 Reading and Comprehension

LB pages 18 – 20

Before Reading

- Lead learners to recite or read the rhyme, **Today We Want to Play** two or three times. Have learners recall the topic for the last conversation lesson and again say what they do during break time as they had previously told the class. Inform them they will now read about what the children of another school do during break time.
- Guide them with questions to discuss each of the pictures accompanying the passage. Ask questions such as;
 - What do you see?
 - Where are they?
 - What are they doing? to elicit responses such as;
 - I see school children.
 - They are on the playing field.

They are playing.

Based on the earlier discussions, the pictures accompanying the text and the title of the passage, ask learners to predict what they will learn from the passage.

- Using pictures, real objects such as a computer, demonstration and simple explanation teach the meaning of the key vocabulary items. Using the three-step approach, teach the pronunciation of the words:
 - Listening (Learners listen as you repeat the word several times).
 - Repetition (The class, groups and individuals repeat the word several times in a drill).
 - Independent Production (Learners pronounce the word independently without any assistance)

Have learners identify the words in various environments, e.g. word cards, sentence cards, the passage itself and also use the words in sentences.

During Reading

- As learners listen and follow in their books, read the first paragraph aloud at a pace at which learners can easily follow. You may repeat the model reading if need be.
Echo-reading: Lead the class and groups to echo-read the first paragraph a few times. Have individuals identify and read words and sentences read during the echo-reading on word and sentence cards.
- Repeat the echo-reading over the second and last paragraphs.
Group Reading: Put learners into mixed ability groups to practise reading the text aloud. They may first read together and then take turns to read.
Note: The group reading activity should be closely monitored to provide learners with encouragement and whatever assistance they may need.

After Reading

Lead a discussion of the passage and offer individuals opportunity of solving whatever problem they may have. Learners may be required to state in what way break time activities in their school are similar or different from those of the school they had read about.

Assign learners to do the comprehension exercise.

Use the methods of self-correction, asking of questions and in the teacher's book for Unit 1.

D1. Vocabulary – Meaning

Explain the word-meaning matching activity to learners and have them do it. Encourage them to use their dictionaries where necessary.

D2. Vocabulary: Spelling

Explain the activity and demonstrate it with several familiar words. You may provide them with sets of letter cards to first practise rearranging the letters to spell the words correctly.

D3. Vocabulary – Use of Key Vocabulary

Revise the pronunciation and meaning of the target words and lead learners to do the first few orally and set them to do the work in their exercise books.

STRAND 4: USING WRITING CONVENTION**SUB-STRAND 2: PENMANSHIP**

E2. Copying

Demonstrate copying a short paragraph taken from learners' reading passage on the board. Rule lines and have learners observe you write. Draw learners' attention to spacing, alignment of letters and legibility.

Let learners come to the board to practise. Discuss learners' mistakes they may make with regards to spacing and shaping of letters.

STRAND 5: USING WRITING CONVENTION**SUB-STRAND 1 AND 2: USING CAPITALISATION AND FULL STOPS**

E3. LB page 20 Writing

Let learners write five sentences about what happens at break time in their schools.

F. STRAND 6: EXTENSIVE READING

Activity: Independent Reading of materials selected from the class stock of supplementary readers.

Conduct this session as planned in this section of Unit 2 of this Teacher's Guide.

Workbook Exercises

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

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

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

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

Answers

A3. LB page 18

Lessons learnt from the song: No questions in the textbook.

1. Mother duck was not caring/mindful/protective (Accept any of these and any answer that demonstrates that Mother duck was not a good mother)
2. The little ducks were daring.
3. subtraction of numbers as in Maths.

C. Comprehension

1. It is break time.
2. They are at different places:
The playing field, the canteen, the library, the computer lab.
3. Some learners are playing games.
4. Alima (is eating 'tuo zafi')
5. They are reading, looking at pictures, etc.
- 6 - 8. These are personal/applicative question. Accept any reasonable answers.

D1. Vocabulary – Meaning

1. canteen – a place where food is served.

- 2. library – a place where books are kept.
- 3. computer – a machine which stores information
- 4. different – not the same
- 5. good number – many

D2. groundnut, canteen, library, playing, football, computer, field, outside, skipping.

D3.

- | | |
|-------------|--------------|
| 1. games | 5. different |
| 2. outside | 6. canteen |
| 3. computer | 7. skipping |
| 4. library | 8. field |

Learner's Book (LB) Unit 4, pages 24 – 33

Learner's Workbook, pages 17 – 23

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
Compose short rhymes and tongue twisters and recite them. B3.1.2.1.1 B3.1.6.2.3 Participate in communication, using more varied and more accurate language. B3.1.6.2.4 Express a greater variety of communicative meaning of apologising.	Cultural Identity and Global Citizenship Communication and Collaboration Listening and Speaking Listening and Speaking Skills Communication and Collaboration Cultural Identity and Global Citizenship
STRAND 2: READING	
B3.2.7.1.1 Use self-correction strategies to make meaning when reading B3.2.7.1.2 Ask and answer factual, vocabulary questions about level-appropriate text B3.2.5.1.1 Use consonant blends to build words.	Personal Development and Leadership Reading Skills Communication and Collaboration Personal Development

STRAND 4: WRITING	
B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
B3.4.3.1.1 Use letter-sound relationships to represent most letters in words correctly.	Communication and Collaboration Critical Thinking
B3.4.5.1.2 Write simple sentences to express personal opinions about people and things.	

TEACHING STRATEGIES

Oral Language

Discussion

Modelling

Drilling

Reading

Language Games: Pick and Read, Pick and Spell

Modelling

Echo-reading

Group/Pair Work

Writing

Demonstration

Discussion

Learning and Teaching Resources

Word cards

Some electrical gadgets

Picture on LB pages 21 - 29

Letter cards

Background Knowledge

Learners know and use some electrical gadgets. They are thus to some extent, aware of the importance of energy in their daily lives. They are, to some extent, aware of letter-sound relationship and are able to use this knowledge to decode words. Learners can also read and write simple words and sentences and engage in simple conversation on familiar topics.

Key Vocabulary

Ceiling fan, desktop computer, surprised, prefect, switch, break

Key Language Structure

TEACHING AND LEARNING ACTIVITIES

A. Conversation

Topic: Saving Energy

LB pages 24



Lead learners to sing an action song or two and recite a rhyme.

Have all doors and windows closed and ask learners to say what has happened as a result of the closure of the doors and windows: the room has become dark. At this juncture, ask learners to guess what the day's topic for conversation is. Write the topic boldly on the board and have the class, groups and individuals read it out.

Discuss the topic briefly and explain simply what the term 'energy' means.

Lead them to talk about the sources of energy and explain the sources simply. Narrow the discussion down to electricity as a source of energy and have learners state the uses of electricity at home, at school and elsewhere. Pose the question:

What do we use electricity for?

To elicit responses such as:

We use electricity to heat water.

We use electricity to cook.

We use electricity to wash our clothes.

We use electricity to iron our dresses, etc.

Remember to model and drill the responses.

Now let them name electrical gadgets and appliances they and others use, and focus the discussion on the importance of electricity by asking why electricity is important.

Let them use the structure to elicit such responses as:

It is important because

Having fully established the importance of electricity, ask them to imagine what our lives would be like in the absence of electricity and ask them to say why lights sometimes go off: - when there is a fault or when we do not pay our bills. Discuss this aspect to establish the cost element and the need to save energy by “using power wisely”.

Let them suggest ways of saving energy e.g. switching off electrical gadgets and appliances when they are not in use.

STRAND 1: USING WRITING CONVENTION

SUB-STRAND 2: RHYMES

A2. LB page 25

Let learners recite an old or familiar rhyme.

Introduce the new rhyme on a manila card or written on the board. Teach the meaning of 'spout' by showing the spout of a real teapot. Teach the words by reading the sentences to the hearing of the learners. Let them read after you till they are able to read the rhyme.

Have learners read the rhyme doing the actions.

Put learners into groups. Tell them to select any object and write a rhyme like the “Little Teapot”. For instance, a little teapot can be changed to a kettle or any object and write a rhyme about it. They then read their rhymes to the class.

Have learners learn this tongue twister

I thought a thought but the thought I thought wasn't the thought you thought I thought.

Encourage learners to say it quickly without a mistake.

Encourage learners to write their own tongue twister, working in groups.

STRAND 2: USING WRITING CONVENTION

SUB-STRAND 5: CONSONANT BLENDS

B1. Phonics

Topic: Consonant Blends. The blend pr

- Review the consonant blends so far treated: Write a blend on the board and within a given time, e.g. three minutes, groups write as many words having the sound as they can. At the end of the given time, the group with the highest number of words wins.
- One reads the group's work to the class. Play a number of pre-recorded sentences in which words having the blend are prominent. Learners listen and identify the blends/words. Have learners look at the sentences in their books and identify the blend. Let them repeat the sentences in their books and identify the blend. Let them repeat the sentences after you a few times. Next, learners listen and repeat the first set of words in the section two or three times and invite them to repeat the words on their own a few times as a class, in groups and individually.
- Drill the minimal pairs similarly and set them to do the exercise at the end. Ask learners to scan the passage they will be reading to identify words that have either of the blends and use them in sentences.

STRAND 2: READING

SUB-STRAND 7: READING COMPREHENSION

B2 & B3 Reading and Comprehension

LB pages 26 – 28

Before Reading

- Remind learners about the discussion on the topic, **Saving Energy** and have learners give reasons why we need to save energy and how we can save energy. Have learners mention their favourite electrical gadget/appliance and give reasons why it is their favourite.
- Ask learners to study both of the pictures carefully and describe what they see:

the people
 who they are
 where they are
 what they are doing

The other things in the picture: what they are and why they are there.

- Write the title of the passage on the board for learners to read. Discuss the title briefly and ask learners to think about the title, the pictures and the earlier discussion and based on these, they try to predict the content of the passage. Use pictures and or the real objects to teach the meaning of the key words.
- Follow the usual three-step procedure to teach the pronunciation of the words:

Listening practice

Repetition practice

Independent production

Have individuals identify the words on word cards, on sentence cards and from the passage.

Encourage them with examples to use the words in sentences.

During Reading

Begin the session with a model reading of the first two paragraphs of the reading passage as learners follow in their books. Repeat the model reading and have learners answer a few questions based on the paragraphs read orally.

- Lead them to echo-read the two paragraphs as a class and in groups two or three times. Read out words and sentences for them to identify in the passage and on word and sentence cards.

Reading a Dialogue

Demonstrate the dialogue section of the passage with a prepared learner as the rest listen and follow in their books.

- Put the class into two groups, for example boys and girls. One group reads the part of the Headmistress and the other reads the part of the pupil. After reading the dialogue two or three times they reverse roles.

After Reading

- Discuss the passage with learners and invite individuals to narrate what happened between the class and their Headmistress. Let them also comment on the appropriateness of the learners' behaviour and that of the Headmistress.

Role-play

Lead a brief discussion of the visit of the Headmistress to the Basic 3 classroom and ask learners to comment on the behaviour of the class prefect.

Focus the discussion on the need to apologise when we realise we have offended someone.

Put learners into pairs to take turns to role-play the Headmistress and the class prefect.

You may create other situations for learners to practise rendering an apology. E.g

An offending child and a parent.

C. Read out the questions in Section C. Discuss each briefly and have learners give oral answers.

D1. Vocabulary – Word-Picture Matching

Explain the exercise and have learners do it.

D2 & D3. Vocabulary: Spelling and Usage

Revise the pronunciation, meaning and identification of the listed words. Put learners into pairs to practise spelling the words together and to each other.

You may use the Look-Say-Cover-Write-Check game/strategy for learners to practise spelling the words.

Refer to TG page 364 for the activity/game.

D3. Using Key Vocabulary

Again, revise the meaning of the key vocabulary and explain the activity with several examples.

Assign them to do the exercise.

E2. LB page 30

Refer learners to the various paragraphs in the reading passage of Unit 4 and instruct learners to copy any of them into their penmanship exercise books.

E1. Let learners copy a short paragraph from the reading passage.

Demonstrate writing a short paragraph taken from the reading passage on the board. Rule lines and have learners observe you write. Draw learners' attention to spacing, alignment of letters and legibility.

Let learners come to the board to practise. Discuss learners' mistakes they may make with regard to spacing and shaping of letters.

E2. Let learners write the names of five of their mates in full and with initials.

Let them write sentences beginning with capital letters. Let them also write personal names beginning with capital letters.

F. STRAND 6: EXTENSIVE READING**SUB-STRAND 1: BUILDING THE LOVE AND CULTURE OF READING**

Have learners wash their hands with the soap and water. Go to the library with the learners. Help them take their books. Ensure that they are reading by going round to ask them a few questions, especially, the title of the author and the illustrator of the book 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

C. Comprehension

1. The teacher was absent/ The Headmistress wanted to see what was happening in the teacher's absence.
2. She was unhappy because the lights, fans and desktop computer were on.
3. They had listened to a story.
4. It is expensive / costly.
5. They did not expect the Headmistress to be in their classroom.
6. They were sorry about leaving the lights, fans and computer on (even when they were not using them)
7. No, he should have made sure that the lights, fans, computer were switched off before going out on break.
8. Turn off all electrical appliances/gadgets when we are not using them, etc.

D1. Names of Gadgets/Appliances

1. Desktop Computer
2. Ceiling Fan
3. Television/TV set

D3. Using Key Vocabulary

Accept grammatically correct sentences. Each sentence must begin with a capital letter and end with a full stop. Look at the spelling of words as well.

Revision Exercises

The exercises/activities in this section are review exercises which are intended for consolidation and assessment. In each case explain the activity/exercise carefully with examples. Where necessary demonstrate it and assign learners to do it. After assessment, it is useful to provide feedback to learners.

Revision 1

LB page 31 – 33

Revise the three songs learned.

Refer learners to the pages where they can find the songs. Page 1, page 7 and pages 14 -15. The rhyme about “Little Teapot” should also be revised. “Little Teapot” is on page 22.

Sing together with learners for some time and allow them to sing by themselves. Encourage individuals to sing. Do the same for the rhyme.

STRAND 4: WRITING

SUB-STRAND 2: PENMANSHIP

E1. LB page 29

Invite learners to write their initials on the board. Remind them that we put the full stop after every initial.

Abbreviations: Let learners remember that we use full stops in abbreviations. Write Ghana Commercial Bank and abbreviate it: GCB.

Electricity Company of Ghana as E.C.G. Elicit more names abbreviated from learners. Let them write the short form or the abbreviation on the board for the rest to see.

B. Family Relationships. LB page 31

- | | | |
|----------|----------------|------------|
| 1. uncle | 3. brother | 5. brother |
| 2. aunt | 4. grandfather | |

C. Phonics (Consonant Blend). LB page 32

Examples of words (Refer to LB Unit 1)

- | | |
|-------|-------|
| bless | bread |
| blend | bred |
| blow | brow |
| blame | brain |
| blade | braid |

D. Vocabulary: Meaning. LB page 32

1. field – a place where we play games.
2. teacher – a person who teaches people.
3. children – young people.
4. uniform – a dress we wear to school.

5. television – we watch programs on it.
6. broom – what we use to sweep
7. books – we read them and we write in them.

Revision

STARND 6: Extensive Reading

Sub-Strand1: Building the love and the culture of reading.

Take learners to the library after they have washed their hands. Help them take their books. Let each say the title and author of their books. Let them also say the name of the illustrator.

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

- Did all learners meet the indicators?
- Did some meet the indicators?

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

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

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

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

Learner's Book LB Pages 34 – 40

Workbook (WB) Pages 24 – 27

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
<p>B3.1.2.1.1 Compose short rhymes and tongue twisters and recite them.</p> <p>B3.1.5.1.1 Dramatise and role-play stories heard and read.</p> <p>B3.1.6.2.3 Participate in communication using varied and accurate language.</p>	<p>Listening & Speaking</p> <p>Communication and Collaboration</p> <p>Creativity</p>
STRAND 2: READING	
<p>B3.2.7.1.1 Use self-correction strategies to make meaning when reading.</p> <p>B3.2.7.1.2 ask and answer factual, vocabulary questions about level-appropriate text</p> <p>B3.2.5.1.1 Use consonant blends to build words.</p> <p>B3.2.6.1.4 Use dictionaries, glossaries and internet to clarify word meanings</p>	<p>Personal Development and Leadership</p> <p>Reading Skills</p> <p>Communication and Collaboration</p> <p>Personal Development</p>

STRAND 4: WRITING	
Make a list of objects found in their environment. B3.4.4.1.1	Communication and Collaboration
Use commas appropriately to list items B3.5.2.1.2	Communication and Collaboration
B3.4.5.1.4 Copy various sentences, verses and words of songs legibly, boldly and clearly.	Self-development Reading and Writing Skills
B3.4.5.1.2 Write simple meaningful sentences to express feelings and opinions about people and things.	Critical Thinking Communication and Collaboration

TEACHING STRATEGIES

Oral Language

Discussion

Demonstration

Resources:

A poster of

Word Cards

the rhyme on page 34

Reading

Modelling, Demonstration

Echo-Reading

Resources:

Sentence cards

Background Knowledge

Learners are familiar with situations of ill health and may have been ill themselves. Learners sing songs and recite and read rhymes. Besides, much of the vocabulary of the dialogue they have to read and the rhyme they will read and recite are familiar.

Key Vocabulary

healthy, doctor, nurse, medicine, recover, environment, regularly

Key Language Structures

TEACHING AND LEARNING ACTIVITIES

STRAND - ORAL LANGUAGE

SUB-STRAND 2: RHYMES

A1. Rhyme

Title: Mother, I am sick.

- Invite learners to sing one or two songs and recite a rhyme or two. As they listen and observe, tell them briefly about when you were ill. You may enact or put on an act briefly in support of the narration. Invite one or two learners to also tell of their experiences when they were not well. Inform them they are about to hear and learn a rhyme recited by a little girl who fell ill.
- Perform the rhyme with appropriate actions a few times as learners listen and observe. Mount the poster and lead learners to echo-read it a number of times.



Perform the rhyme again with accompanying actions and invite the class, groups and individuals to do same.

Lead a short discussion in which you lead individuals to say what the poem/rhyme means to them. You may also invite a few individuals to role-play the girl in the poem.

- Inform learners they will now write/compose their own poems similar to the one they have read. Discuss and explain simply how a parallel poem may be written e.g. by changing some key words. Demonstrate this by leading the class to write a rhyme parallel to the one they have read by, for example, replacing “mother” with “father” and “hospital” to clinic.
- Put learners into groups of five to eight members to write their own parallel rhymes. Let the groups share their work with other groups and make posters of their work to be exhibited for appreciation, comments and recommendations.

STRAND 1: ORAL LANGUAGE

Sub-strand 6: Conversation

Topic: Staying Healthy

Let learners recite or read the rhyme “Mother, I am sick” once or twice. Have them recall the discussion on the rhyme and invite a few of them to tell the story of the sick girl in the rhyme (the meaning of the rhyme)

- Remind learners that from the rhyme, we know that the girl asked her mother to send her to the hospital and the result was that she recovered. Now pose the question: “What must we do to be healthy?” to elicit such responses as;

Learner A: We must eat good food.

Learner B: We must bath every day.

Learner C: We must sleep in a treated net.

Learner D: We must keep our environment clean.

Learner E: We must go to the hospital/clinic when we are ill.

- Now put learners into groups of five to eight members to discuss the question and note down at least five reasons to be reported to the class.

Note: Remind learners to keep in mind the rules of turn taking during the discussion. Refer to Section A of Unit 1 of this Teacher’s Guide.

At the end of the exercise, have the groups report to the class by reading out the points made. Encourage the class to seek for clarification on any issue or points they do not fully understand.

Role-play

Review the picture and the dialogue in Sections A and B3 respectively.

Put learners into pairs, one to play the role of Awa and the other Kafui. Explain the role-playing activity and explain that they need not memorize the entire text but say what is in the text in their own words just to portray what happened.

- Demonstrate just a little part of it with a learner you have prepared beforehand.
- Give learners time to prepare and let the pairs take turns to perform.

STRAND 2: READING

Sub-strand 5: Consonant blend

B1. Phonics

Topic: Consonant Blends. The blend **cr**

Lead the class to do a few chants involving consonant blends, particularly blends that have been taught recently.

Example:

Teacher When I say br

Learners: We say bl

Teacher When I say br

Learners: We say br

Teacher When I say gl

Learners: We say gl, etc.

Follow the procedure outlined in Unit 4, Section B1 of this Teacher’s Guide to teach the target blend.

B2 & B3 Reading and Comprehension

Topic: Staying Healthy

LB pages 35 – 36

Before Reading

Lead the class to sing the song “Here We Are” again and recite a few rhymes including the current one, “Mother, Mother,

Remind learners about the lessons they have been discussing for some time and have them restate ways of keeping healthy. Refer them to the pictures on page 35 and lead them with questions to discuss them: they mention all they see, the number of people, who they are, where they are, why they are at where they are, what they are doing, etc. Print the title of the reading passage on the board and invite a few individuals to read it out while a few others explain it.

Ask the learners to think about the conversation and discussions they had had, the pictures accompanying the text and its title and guess what the story accompanying the text and the title will be about.

Let them quickly scan the text and come out with words they do not understand and cannot read. Put them into small groups to find the meanings of the words in dictionaries and the bibliography after explaining the process to them. Teach the pronunciation of the words as usual using the three step procedure of;

- Listening carefully as a target word is pronounced.
- Pronouncing the word after you or an audio teacher.
- Pronouncing the word independently.

Let learners identify the words in various environments such as on word cards and in the text. Lead the way with examples for learners to use the words in simple sentences.

During Reading

As learners listen and follow in their books, demonstrate reading the dialogue aloud with a learner you have prepared beforehand. Represent the model reading if need be and lead a chorus reading session over the first half of the text.

Put the class into two groups: those sitting on the right hand side and those on the left. Those sitting on the right hand side will read the part of Awa while those on the left hand side read that of Kafui. After the first half of the text of the dialogue has been read, they change roles. Now let learners sit in pairs to read. They may read together first and later change to sharing the parts to read. Visit the groups to hear individuals read aloud and use the opportunity to assist and encourage individuals.

After Reading

Lead a short discussion of the passage and have individuals now tell it as a story. Have learners quickly read through the questions they do not understand. Explain such questions and assign learners to do the work.

Encourage learners to use self-correction, strategies like questioning to enhance greater comprehension questions and vocabulary questions in the Teacher's book for Unit 1.

D1. Vocabulary Consolidation

Language Game – Mother and Child

Refer to page 365 of this TG for how the game is played.

Explain the game simply and demonstrate it. Let them play the game.

D2 & D3 Vocabulary Consolidation

Usage and Spelling of Key words

Explain each task. Demonstrate it and lead the class to do one or two orally.

Then assign the class to do the work individually.

STRAND 4: WRITING

Sub-strand 4: Listing item

E1. Listing things in the environment

Making Lists

Using one or two examples, explain simply what a list is. Ask them to name classroom objects as you make a list of the items. Demonstrate the use of commas to mark off items in a list.

Assign them to do the exercise in the section groups.

E2. Using the comma appropriately

LB pages 39 - 40

*Please teach the use of commas before you teach the lesson at E1 so that learners apply the knowledge of commas to use in listing items.

Revise the use of the capital letters and the full stop.

Invite learners to the board and ask them to write their initials. Let others use the full stop in abbreviations, e.g. Public Works Department, Ghana Education Service, Ghana Water Company. Ask them to name some more organisations and have them abbreviate the names using the full stop.

Introduce the comma in a sentence while learners listen to you. Let them read the sentence after you in the same way as you read.

I went to the shop and bought fish, beef, tomatoes and onions. Let learners be aware that the intonation rises as we list the items.

Make learners aware that we use commas when we are listing items in succession.

Invite learners to list the items in the classroom and in their bags.

They should read their lists to the class after they have separated each item with a comma.

F. STRAND 6: EXTENSIVE READING

Follow the steps outlined in Unit 2 (Extensive Reading Section) in this Teacher's Guide to conduct the activity.

Workbook Exercises

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

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

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

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

Answers

C. Comprehension Pages 44 - 45

1. Kafui (was ill)
2. (Her illness was) malaria.
3. Yes, (she was given an injection)
4. Awa said Kafui must take her medicines, eat well and drink a lot of water.
5. The nurse said Kafui should rest.
6. become well again
7. These are discussion questions. You are to supervise the groups to discuss the two questions and report the outcome of the discussions. Note that these are questions whose answers are not given in the text and require learners to think beyond the text.
8. – 10. These are questions which are personal. Learners apply, as it were, the content of the text to their own personal lives and respond accordingly. Answers are thus expected to be diverse.

D1. Injection

D3. Examples of words: in, it, on, to, no, etc.

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E2.

1. Mirekua jumped, shouted, danced and shouted for joy.
2. Draw a square, draw a circle in the square, draw a triangle in the middle and colour it.
3. When you are speaking to people stand upright, feel confident, speak loud enough and use eye contact well.

E2.

Accept grammatically correct words. Accuracy of spelling should be ensured as well as punctuation and correct use of capital letters.

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

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?

Learners Book Unit 6 pages 41 – 47

Workbook Unit 6 pages 28 – 34

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
<p>Compose short rhymes and tongue twisters and recite them B3.1.2.1.1</p> <p>B3.1.6.1.3 Talk about important places in their communities.</p> <p>B3.1.7.1.2 Recognise and relate the sequence of events in stories.</p> <p>B3.1.5.1.1 Dramatise and role-play stories heard and read.</p>	<p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p> <p>Listening and Speaking</p> <p>Cultural Identity and Global Citizenship</p> <p>Personal Development</p> <p>Creativity</p>

STRAND 2: READING	
B3.2.7.1.1. Use self-correction strategies to make meaning when reading.	Personal Development and Leadership
B3.2.7.1.2 Ask and answer inferential and vocabulary questions about level-appropriate text.	Communication and Collaboration
B3.2.3.1.1 Use words containing digraphs to make meaningful sentences.	Reading & Writing Skills
B3.2.2.1.3 Use the alphabetic knowledge to decode unknown words e.g. consonant blends & digraphs.acn,	Personal Development and Leadership
STRAND 4: WRITING	
B3.4.5.1.1 Write simple sentences to express personal opinions about favourite characters or stories.	Communication and Collaboration Critical Thinking
B3.4.1.2.1 Describe places in a coherent paragraph.	Personal Development
B3.4.5.1.4 Copy various sentences, verses and words of songs.	

TEACHING STRATEGIES AND RESOURCES

Oral Language

Discussion, K.W.L

Group Work

Field Trip

Reading

Modelling, Discussion

Echo-Reading

Chorus Reading

Group/Individual Reading

Learning/Teaching Resources

KWL Chart

Word cards, Sentence cards

Letter cards

Writing

Learning/Teaching Resources

Teaching Strategies

Modelling

Demonstration

Background Knowledge

Most learners have heard about libraries and some actually patronize school and public libraries. Learners frequently listen to and tell stories. They read words containing digraphs and also use digraphs unconsciously. Learners are able to read level appropriate words, sentences and short texts. They can write simple words and sentences.

Key Language Structures

What are you/they doing?

He/she is

I am/They are

Where is Kofi/he going?

What is he/she doing?

Kofi/He is going to

TEACHING AND LEARNING ACTIVITIES

A1. Conversation

Key Vocabulary

Library, librarian, arranged, shelves, catalogue, amusing

Topic: A Visit to the Library

LB page 41

- Lead learners to sing a few songs and recite one or two rhymes.

Field Trip: Inform learners that they are about to pay a visit to an important place in the community. Ask them to guess the important place they are about to visit. Learners name

some of the important places they know of and say why they are important places. Expect such places as the clinic/hospital, the chief's palace, the District Assembly, the church, the market, the Secondary School, etc.



Tell them they are visiting the local public library or the school library if there is one or that of a nearby school. Lead a brief discussion of what a library is.

Introduce and explain the KWL strategy simply. Draw the chart on the board.

Know	W	L

Ask them to state all they know about a library and list them in the know column. Next, they state what they want to know. List these as well. Inform them that the new things they will learn about the library will be listed in the last column.

At the library: Introduce the librarian to learners and have the librarian give learners some insight about the library, its facilities, the various sections and the activities that happen at the place.

Have the librarian take learners round the place to learn such basic vocabulary of a library like catalogue, shelves, borrow, librarian, reference books, etc.

Now let learners settle down and guide them to select books for reading. You may also arrange for them to borrow books to be read at home if the facility is available.

Back in the classroom, lead a discussion for learners to recount their experiences during the visit and encourage them to also express their personal opinions about the place. Guide them finally to complete the KWL chart.

STRAND 1: ORAL LANGUAGE

Sub-strand 4: Story Telling

A2. Listening Comprehension

Topic/Title: Ananse and Path

Refer to page 360 of this Teacher's Guide for the story.

Inform learners that they will listen to a story which you will read or play to them on an audio recorder.

- Introduce the title of the story by printing it on the board for learners to look at and read.
- Teach critical vocabulary like library, librarian, shelves, catalogue, amusing, offer.
First teach the meaning of the words using pictures.
Next, teach the pronunciation of each word using the three-stage procedure of listening practice, repetition practice and independent production.
- As learners listen carefully read out or play the story to them. You may repeat it should the need arise.

Write the following questions on the board for learners to write answers to:

1. Who were friends?
2. Which of the friends helped the other?
3. Why are there many paths today?

A2. Rhyme: Hey Diddle Diddle

Refer to the procedure outlined in Unit 4, Section of this TG to teach this poem.

After learners have learned the rhyme, put them into groups to write their own rhyme.

Tongue-Twister

Teach this tongue-twister and encourage learners to write their own tongue-twister.

STRAND 2: READING

Sub-strand 3: Using digraphs

I can Think

I can think of six thin things and I can think of six thick things, too.

B1. Phonics**Topic: Consonant Digraphs: The Digraph sh**

Teach this topic following the procedure outlined in Unit 4 Section B1 of this Teacher's Guide.

STRAND 2: READING**Sub-strand 7: Comprehension****B2 & B3. Reading and Comprehension**

LB pages 44 -45

Before Reading

Remind learners about their field trip and have them recall some of their experiences at the library. Ask them to also recall the new things they learnt about a library which were recorded in the **Want to Know** column of the KWL chart.

Lead learners to talk about the picture on page 41 of their books: They name all the things they see, their uses, where they are in the library. They talk about the people and what they are doing. You may lead them with questions and modelling. Discuss the title briefly with them and ask them to guess the content of the passage.

Teach the pronunciation and meaning of the key words and let them use the words in sentences.

During Reading

Do a model reading of the first half of the passage as learners listen and follow in their books. Lead them to echo-read the passage once or twice. Put learners into small groups to read aloud. They first read together and then take turns to read as you visit groups to monitor the activity.

After Reading

Discuss the passage with the learners and let them do the comprehension exercise in Section C of their books.

D1. Vocabulary Consolidation – Spelling

Let learners work in pairs to read and spell the words. They may play the **Read and Keep** game with word cards of the words listed.

D2. Vocabulary Consolidation – Using Key Vocabulary

Still working in pairs, ask learners to identify the words in the passage and read the sentences in which they occur. They then use the words in sentences of their own, first orally and then in writing.

STRAND 5: USING WRITING CONVENTION

Sub-strand 4: Using Action Words

E1. Using Action Words

Ask learners to say what they do every morning in response to the question: What do you do every morning? Sample responses:

Learner A: I pray every morning.

Learner B: I fetch water every morning

Learner C: I bath every morning.

Learner D: I wash my daddy's car every morning.

Now ask learners to look round and say what some individuals are doing. Examples

Learner E: Aبا is reading

Learner F: Oko is looking at the teacher.

Learner G: Araba is drawing a picture.

E2. Mount the substitution table chart on the board. Explain and demonstrate how it is used to form sentences. Have learners read sentences from the table ensuring that each learner has a good number of chances to read sentences.

Assign them to write five – ten sentences each from the table.

E3. Explain the conversion exercise in the section using several examples.

Introduce a **conversion drill** to give oral practice: (Refer to this TG page 359)

Working in pairs, one gives a sentence in the simple present tense and the other converts/ changes it into the present progressive tense.

Learner A: Atu plays with his pet.

Learner B: Atu is playing with his pet.

Learner C: My mother prepares breakfast.

Learner D: My mother is preparing breakfast.

Learner E: We march into the classroom.

Learner F: We are marching into the classroom.

Assign learners to do the exercise.

STRAND 4: WRITING

Sub-strand 2: Penmanship

E4. Penmanship – Copying

On lines similar to those in learners' penmanship books, demonstrate the exercise once or twice.

Emphasize the need for bold and clear writing, good inter and intra-word spacing. As they write, ensure correct sitting posture, correct grip of the pen as well as correct placement of the non-writing hand.

STRAND 4: WRITING

Sub-strand 5: Writing Simple words and sentences

E4. Expressing Personal Opinion

Learner's Book page 47

Read the story of Ananse and his greed once again to learners (If the full story is not known to you, you can tell another story) Have learners re-tell the story. Ask learners to say what each of the characters did in the story. Draw a grid to make learners put their comments in.

Ananse	selfish	crafty	wicked
Ntikuma	thoughtful	wise	resourceful
Wife	inexperienced	believes whatever she is told	helpless

The rest of the children	Not clever	inexperienced	have the spirit of unity
--------------------------	------------	---------------	--------------------------

Discuss the grid with learners. Let them give reasons why those descriptions match the characters.

Let learners choose their favourite characters among the four and write at least three sentences about them. Explain to learners that they are free to write opinions about any favourite character in the stories they read in the library or elsewhere.

F. STRAND 6: EXTENSIVE READING

Activity: Read Aloud

In this unit you will do a Read Aloud. Refer to TG page 356

The story for this unit is a fable titled, **The Ant and the Dove**. The story may be read by the teacher or played on an audio tape.

Pre-presentation (of the story)

Inform learners about the activity. Read out the title and explain that it is a fable. Pre-teach critical vocabulary such as slip(ped), struggling, drift(ed), bird catcher, trap. Use pictures, demonstration and simple explanation to teach the meaning of the words and use the usual three-step procedure to teach the pronunciation.

Presentation

Play or read the story to learners as they pay rapt attention. You may read it a second time if need be. When you are reading, remember to use some level of demonstration, facial expression and changes in voice to make the story interesting.

Post presentation

Discuss the story with learners focusing on the setting (place and time of the action), the characters, that is the dove and the ant, the events and importantly, the moral lesson to be learnt: “If you do good, good will come to you”. In other words, we reap what we sow and one good turn deserves another.

Note: Remember that the main purpose of a read aloud is the pleasure and enjoyment learners will derive. Enjoyable post presentation activities like drawing and role-play may be considered.

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. Verse: LB page 42

1. The cat was playing the fiddle.

The cow jumped over the moon.

This made the little dog laugh.

The little dog saw this as sport.

Then the dish ran away with the spoon.

2. No

4. diddle and fiddle

Moon and spoon

C. Reading and Comprehension

LB Unit 6, Section C

1. Ama's/Her friend's school library

2. She/Ama reads

She borrows books too.

3. The librarian (helps in the library)

4. It/Journey to Heaven is a storybook.

5. She reads the books every day after doing her homework.

6. It teaches her not to envy anyone.

7. This is a “personal response” question. Answers will vary from person to person.
8, 9 & 10. Answers will vary from person to person.

E1

What the children are doing:

1. Ama is reading
2. Ama’s friends are busy reading.
3. The librarian is using the computer.

E2. Examples of sentences:

- We are drawing.
- Ama and Esi are learning.
- All of us are marching.

E3.

1. Alima is sweeping this room.
2. Oko is washing his school uniform.
3. Afi is brushing her teeth.
4. Haruna is playing “oware” with his friends.
5. Esi is riding a bicycle to school.
6. My mother is helping me to do my homework.
7. Evans and Ameyo are playing with their toys.
8. Mrs. Asiama is selling vegetables.

E4. Copying

Assess learners on the basis of accuracy of spelling, correct formation of letters, good spacing as well as correct alignment of letters.

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Pages 48 – 53

Workbook (WB) Pages 35 – 40

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.6.1.4 Use a wide variety of words to talk about different customs and cultural values. B3.1.9.1.2 Make and respond to polite requests	Listening and Speaking Cultural Identity & Global Citizenship Communication and Collaboration
STRAND 2: READING	
B3.2.7.1.1 use self-correction strategies to make meaning when reading B3.2.7.1.2 ask and answer inferential and vocabulary questions about level-appropriate text B3.2.2.1.2 Use alphabetic knowledge to decode unknown words e.g. digraphs B3.2.7.1.3 Retell level-appropriate text in own words.	Personal Development and Leadership Reading & Writing Skills Communication and Collaboration
STRAND 4,5: WRITING	
B3.7.5.1.1 Write simple sentences to express personal opinion about favourite characters B3.4.5.1.1 Copy short paragraphs clearly	Communication and Collaboration

TEACHING STRATEGIES

Oral Language

Demonstration

Language Game: "I know It"

Role - play

Materials

Word cards

Reading

Modelling, Language Drill: Minimal Pair Drill

Echo-reading, Pair-reading

Materials/Resources

Word cards

Sentence cards

Sentence holder

Writing

Discussion

Language Drill Substitution table drill

Resources

Pictures on LB page 45

Key Vocabulary

Rudely, obedient, language, couple, respectful

Background Knowledge

Learners obey the commands and instructions of such elders as their parents and teachers. They also make simple requests to the same people, and their siblings and mates. Learners can read short passages and they can write simple words and sentences.

Key Vocabulary:

luggage obedience rudely politely couple respectful.

STRAND 1: ORAL LANGUAGE

Sub-strand 9: Asking and responding to requests

LEARNING AND TEACHING ACTIVITIES



A. Conversation

Topic: Respecting Others

Begin the session with a rhyme or two and an action song. Introduce the topic and discuss it briefly with learners. Focus the conversation on:

- People we must respect
- How we can show respect to them
- Why we must respect them
- Introduce the question:
To whom must we show respect? To elicit responses like;
 - We must respect/show respect to our elders.
 - We must respect/show respect to our parents.
 - We must respect/show respect to our teachers, etc.
 - We must respect/show respect to our friends, classmates, brothers and sisters, etc.
- Introduce and similarly discuss the other two aspects of the topic: Why we must respect these categories of people and how we can show them respect.

Now put learners into groups of five to eight members to discuss the topic among themselves. They take turns to talk about the three aspects of the topic. During the discussion, ensure that rules of turn taking are complied with.

In the same groups, let them study the pictures on LB page 48 and also read the speech bubbles.

STRAND 1: ORAL LANGUAGE**Sub-strand 5: role-play/Dramatisation****A2. Role-play****Topic: Making Requests** (*LB page 49*)

Remind learners that they frequently need the assistance of others in many ways and such situations compel them to make requests.

Put them into pairs to take turns to read the dialogue in the Section.

After everyone has had a turn, have them role-play the dialogue in the same pairs.

Note that they may not have to memorize the speeches but say things that convey same or similar ideas.

Conclude the session with a discussion reinforcing the importance of respecting the people we live with, work with or play with or meet in our lives.

STRAND 2: READING**Sub-strand 3: Common digraphs****B1. Phonics: Topic: Consonant Digraphs: The digraph ch**

Revise the digraph **sh** by having learners pronounce words like shirt, ship, shine, shoe, shy, shake, ash, marsh, cash, dash, rush, clash, etc. and use them in sentences.

Introduce the digraph **ch** by having learners listen to several sentences that contain the digraph. E.g.

The **ch**airman of the **ch**urch committee **ch**ose these **ch**airs for the **ch**urch.

After listening to and repeating the sentences several times, ask them to tell the sound they heard most – ch

Put them into groups to write/build words having the digraph at the initial or final position with a given time limit. The group that writes the most number of words wins.

Next, drill learners on the minimal pairs table in the Section.

Finally, let the groups write a sentence with five of the words they had built and read the sentences to the class.

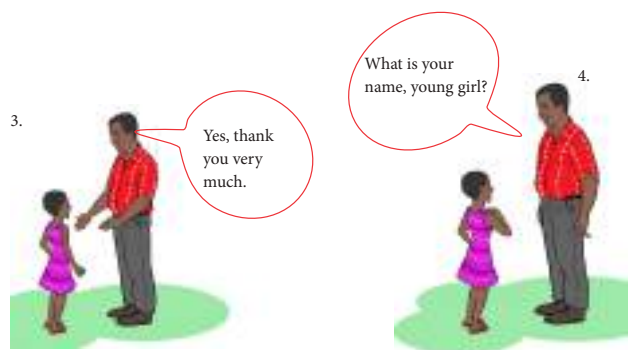
STRAND 2: READING

Sub-strand 7: Comprehension

B2 & B3 Reading and Comprehension

Topic: Respect for Elders

LB pages 50 – 51



Before Reading

Ask learners to recall the discussions they had had, the role-play they had performed and the dialogue they had read and give one word or a phrase that all the three activities had been about:

Being respectful and polite.

Ask learners to discuss the title of the comprehension passage in pairs and predict what the passage may be telling them. Use demonstration and simple explanation to teach the meaning of each key word. Then teach the pronunciation of the words using the three-step approach of Listening practice, Repetition practice, Independent production.

Have learners identify the words on word cards and sentence cards and in the passage. They may also do word - word matching using the sentence holder.

During Reading

As learners listen and follow in their books, do a model reading of the first paragraph of the passage. Repeat it and lead learners to echo-read the passage once or twice.

Put learners into small mixed ability groups to read the text aloud. They may begin by reading the passage together once or twice and then take turns to read individually. Move round the groups to hear individuals read aloud.

After Reading

Lead learners with simple questions to discuss the passage/story:

- The people in the story
- Where the events of the story happened
- What the characters/people in the story did.
- Their personal opinions about the people in the story.

C. Reading Comprehension

Discuss each question with the learners and encourage them to show where the answers are in the passage.

Explain that all the questions in the passage do not have their answers directly in the passage but by thinking carefully about what has been written in the passage, answers to such questions can be easily given. Use the category 2 and 3 questions to illustrate this point.

C2. Lead a brief discussion of the two questions in section 2C, then put learners into small groups to discuss the question further and report their answer to the class.

D1. Vocabulary Consolidation

Matching the beginnings of sentences with their correct endings

Briefly review the meaning and use of the key and other vocabulary in the comprehension passage.

Explain the matching exercise using several examples involving familiar words. Together with learners, match the first two sentences with their correct endings and let them do the rest independently.

Note: They may first draw lines in pencil to match and copy out the sentences in their books. After that, rub off the pencil marks.

D2. Vocabulary Consolidation – Spelling

Have learners, in groups of three, play the “I Know It” vocabulary game with the listed words to review their pronunciation and meaning.

STRAND 4: WRITING

Sub-strand 5: Writing simple words and sentences

E1. Writing

Topic: Expressing Opinions about Characters

Lead a brief discussion of the comprehension passage of the unit, that is, “Respect for Elders”.

Put learners into groups of three or four. Ask them to discuss the question in the exercise, that is, whether they like the child characters in the story/passage.

They first answer the question orally and then write their answers to be read out to the class. They then individually do the exercise in their books.

STRAND 4: WRITING

Sub-strand 2: Penmanship

E2. Writing: Copying Sentences

As learners observe carefully, demonstrate the exercise on the board on lines similar to those in the learners’ book. Draw attention to boldness, clearness and correct formation of letters as well as the correct alignment of letters. Also ensure correct body posture and placement of the book as well as the non-writing hand.

F. STRAND 6: EXTENSIVE READING

- Remind learners about the Read Aloud activity of the last unit. Have them recall the title of the story, their favourite character(s) as well as events/episodes.
- Inform them they again have an opportunity to make their own choices of books they want to read and assist them to select books from the class stock of library books. Remind them again briefly about the need for careful handling of the books as well as the process:
 - Begin reading from the cover i.e. taking note of the writer and illustrator, choosing a story (if the book contains more than one story)
 - Do a picture walk.
 - Read the story.

- Seek help when there is a problem, etc.

As usual, at the end, have learners share issues of interest and also express opinions about the stories they have read.

Workbook Exercises

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

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

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

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

Answers

Comprehension

LB Unit 7 Section C page 51

1. (They lived at) Asonka Village
2. They were obedient, respectful, helpful, etc.
3. They spoke well of them/They gave them gifts.
4. The words are: "They were very caring".
5. respectful, polite, very smart, obedient
6. They were good children/respectful/obedient/polite/smart, etc.
7. They were kind, they had sympathy, etc.
8. b – thinks about others and helps them.
- 9 & 10. Personal, accept any reasonable answers.

D1. Matching Sentence Parts

1. Children must help elderly people.
2. Respect everybody you meet.
3. Quarrelling is a bad habit.
4. The couple live in a big house.
5. The learners of this school are obedient and respectful.

D2. Spelling

- | | | |
|------------|---------------|---------------|
| 1. caring | 4. daughters | 7. respectful |
| 2. quarrel | 5. especially | 8. polite |
| 3. errand | 6. biscuits | 9. obedient |
| | | 10. toffee |

Diagnostic Assessment

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

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

- Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Unit 8, pages 54 – 64

Workbook (WB) Unit 8, pages 41 – 47

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.4.1.1 Respond to and ask questions based on stories. B3.1.10.1.1 Present ideas logically B3.1.6.1.4 Use a wide variety of words to talk about different customs and cultural values.	Communication and Collaboration Cultural Identity and Global Citizenship Listening and Speaking
STRAND 2: READING	
B3.2.7.1.1 use self-correction strategies to make meaning when reading 2. ask and answer inferential and vocabulary questions about level-appropriate text B3.2.7.1.2 B3.2.5.1.1 Use consonant blends to build words. B3.2.7.1.3 Re-tell level appropriate text in own words and explain and illustrate points/views.	Personal Development and Leadership Reading & Writing Skills Personal Development and Leadership

STRAND 4: WRITING	
B3.4.5.1.2 Write simple meaningful sentences to express feelings and opinions about people and things.	Critical Thinking
B3.5.4.1.2 Use the present continuous form of verbs to describe actions taking place at the time of speaking.	Communication and Collaboration
B3.4.3.1.1 Use letter-sound relationships to represent most letters in words correctly.	Personal Development and Leadership

TEACHING STRATEGIES

Oral Language

Modelling

Group Work

Language Drill: Conversion Drill

Material

A poster of the rhyme in Section A of the unit.

Writing

Demonstration

Reading

Modelling, Drilling

Material

Word cards

Background Knowledge

Learners are aware of such basic cultural values and practices as greeting parents, friends, teachers and the people they meet daily and on special occasions. They are also aware of the need to respect their elders and other people.

Key Vocabulary

Plantain, tractor, operator, yields, acre, plantation

Key Language Structures:

WH questions and their responses/answers.

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 2: rhymes

Rhyme: Father! Father

Ask learners to recite a few rhymes and sing an action song. Mount the poster of the rhyme on the board. As they listen, repeat the rhyme two or three times. Lead them to echo-read it a few times as a class and in groups two or three times.

Recite the rhyme again, as learners listen and observe, clapping or tapping the rhythm: Let the class join in reciting lines of the rhyme and clapping the rhythm. Put the class into two groups such as boys and girls. Boys recite lines of the rhyme while girls clap the rhythm. They then change roles.

Discuss the rhyme briefly with focus on who the poet is: a child/hungry child whom the poet is addressing: his/her parents and what the message is: the child is hungry and is requesting for food.

Elicit simple comments from learners and ask them to prepare to write their own rhymes.

STRAND 1: ORAL LANGUAGE

Sub-strand 4: Story Telling

A2: *LB page 49*

Story Telling: The Golden Egg

Before Listening

Let learners sing one folk song about greed. Have learners use the picture and the title for prediction.

Teach these key words: grieved, miserable, pauper, jinxed.

Grieved – deeply sorrowful

pauper – wretched, very poor

miserable – pitiful

Listening

Let learners be aware of the activities they will do after listening. Read the story once to them. Read the story for the second time. As you read, pause for learners to confirm or otherwise their predictions.

After Listening

Encourage learners to ask questions about the story. Let them also answer a few questions based on the story.

Ask learners to re-tell the part of the story they liked most.

Ask learners to comment on the businessman and his wife. Elicit learners' personal responses on the story.

The Golden Egg

Once upon a time, there lived a businessman. He lived in a village with his wife and two children. They were indeed quite well off. They had a beautiful hen which laid a golden egg every day. But the man was not satisfied with what he had. He was not satisfied with one golden egg a day. He was a get-rich-quick kind of person.

One day he told his wife that he would kill the hen and gather all the golden eggs in the hen's belly at once. The wife advised him not to do such a wicked thing. The businessman insisted on killing the hen. His wife told him, "The one who desires more, loses all". She told him he would live to regret later. She continued to tell her husband that one should remain satisfied with what one gets.

The businessman insisted on killing the hen. His children also begged him but he did not listen to them. One day the businessman took a sharp knife and chopped off the hen's head. He slit open the body of the hen. He expected more golden eggs in the hen's tummy but there was none.

The golden egg a day was no more. Gradually, he became miserable. He became poorer and poorer until he was a pauper. How greedy and how much foolish he was.

A2. Conversation

Topic: Talking About Pictures

Pictures on LB pages 51 and 52

- Have learners read/recite the rhyme “Father!.....
Father” once or twice clapping the rhythm.
Ask them to study the picture on page 50 closely
in pairs for a few minutes.

Lead a discussion of the picture with such questions as:

- What do you see in the picture? To elicit the response:

I see people (in the picture).

- How many people do you see? To elicit the response:

I see two people (in the picture).

- Who are they? To elicit the responses:

They are two adults.

They are a man and a woman.



The discussion should focus on what the people are doing and why.

- Let learners turn to the pictures on page 52. They now talk about the pictures in small groups of four to five members. They may share the pictures and take turns to talk about their pictures while the others listen and ask questions for clarification.

Note: It is important to ensure that the rules of turn taking are followed. After the pictures have been studied, the groups together read the sentences under the pictures and then turn the pictures and their accompanying sentences into a simple story to be narrated to the class in a plenary session.

Listening Comprehension

Passage in the unit, that is, LB page 50, Section B3.

- Inform learners that they will listen to a story carefully and then answer questions based on it. Read the passage aloud to learners once or twice or play its recorded version.
- After the reading, put learners into groups of five to eight members to talk about the story

and identify its parts, that is, the beginning, the middle and end.

- The groups then put their work into writing and read out to the class. They may also answer questions from the class about their work.
- Finally lead a discussion of the questions on page 51 (LB). Give each learner an opportunity to express his/her views on each question.

STRAND 2: READING

Sub-strand 5: Consonant blends

B1. Phonics: Topic: Consonant Blends – The blend dr

- Briefly revise the blends already taught by having learners, working pairs, to build a few words with each of the blends: bl, br, pl, pr, gl, gr
Let learners also perform a chant with the blends (Refer to page 363 of this Teacher’s Guide).
- Follow the procedure outlined in Unit 4, Section B1 to teach and provide practice on the target blend: dr

STRAND 2: READING

Sub - strand 7: Comprehension

B2 & B3 Reading and Comprehension (LB Unit 8, pages 57 - 59)

Before Reading

- Lead learners to recite the rhyme “Father! Father” tapping the rhythm two or three times. Remind them about the discussions they had had about the pictures in the unit, particularly those on page 52. Have each group leader retell the story they made or told about the pictures.
- Ask learners to tell briefly about hardworking people they know such as their parents, relations, neighbours, etc. Have them read the title of the passage and lead a short discussion of it. Based on the discussions, the pictures and the title, ask learners to predict the content of the passage they are about to read.

During Reading

Do a model reading of the first half of the passage once or twice as learners listen and follow in their books. Lead them to echo-read the first half as a class and in groups, two or three times. Ask one or two questions based on the text read and repeat the process with the other half.

Put learners into groups of four to five members to read the passage aloud. They first read it as a group twice or thrice and then take turns to read individually. Visit the groups to listen to individuals read aloud and provide assistance and encouragement.

After Reading

Lead a discussion of the story and invite individuals to re-tell it. Have them comment on it and state the lesson they have learnt from it. It is good to work hard in everything we do.

Now set learners to do the comprehension exercise in Section C. Draw their attention to the fact that some questions do not have their answers directly in the passage. Have them examine questions 6, 7 and 8 in this context.

C.

Explain with examples the some questions do not have their answers directly stated.

Demonstrate it using the same passage and the inferential questions at the end of the passage. (Questions 6, 7, 8)

Follow the steps in helping learners do self-correction to make meaning in Teacher's Guide Unit 1.

D1 & D2 Vocabulary Consolidation.

Use word cards to revise the pronunciation of the words. Working in groups, learners take turns to pick a word card, read the word, turn it upside down and spell it and also use it in a sentence.

Encourage learners to consult the glossary as well as a dictionary or the internet to confirm the meanings of the words.

Assign them to do the exercise in D2 in their exercise books.

STRAND 5: USING WRITING CONVENTION

Sun - strand 4: Using Action Words

E1. Using Action Words

The Present Progressive Tense

- Revise the Simple Present Tense by having learners respond to the question: What do you do at school?

Examples of expected responses:

I sing at school.

I read at school.

I visit the school library.

I draw at school, etc.

- Next, ask several individuals to engage in various actions and have them describe what they are doing. Example:

Teacher: Open your book, Alima.

Alima: (Opening her book)

Teacher: What are you doing?

Alima: I am opening my book.

- Invite three pairs of learners to read the three pairs of sentences on page 55 of their books. One reads the sentence in the simple present tense while the other, its converted form. Have learners tell the difference between the two sentences of each pair of sentences. Explain the differences simply: The first describes what is done habitually while the other describes an action in progress.

- **Conversion Drill**

Working in pairs, one gives a sentence in the simple present tense and the other converts it into the present progressive tense.

Learner A: I do my homework.

Learner B: I am doing my homework.

Learner C: I walk to school

Learner D: I am walking to school.

Learner E: I listen to the teacher.

Learner F: I am listening to the teacher.

- Explain the conversion exercise on LB pages 59 - 60 Section E1 with examples and assign learners to do it.

STRAND 4: WRITING

Sun -strand 2: Penmanship

E2. Writing

Topic: Paragraph Writing

- Invite individuals to retell briefly what they read about the hardworking couple in Section B3 of the unit. Tell them they will now write similarly about a hardworking person(s) they know. Let them read exercise E1 in their books.

Explain the writing process simply with examples: Planning, Drafting, Revising, Editing, Publishing.

- Show them a model of each stage and thoroughly explain it.

Assign them to do the work and closely monitor each stage. You may encourage learners to seek advice at any stage of the process.

F. STRAND 6: EXTENSIVE READING

Activity: Individual Reading

- Welcome learners to the activity and invite them to recall and share things of interest from the last activity.

Remind them of the dos and don'ts of the activity and lead them to make their own choices of materials from the class stock of books. Remind them of the process once they have made their choices:

- Beginning from the cover to identify the writer and illustrator

- Choosing the right story if the book contains two or more stories
- Doing a picture walk
- Predicting the content of the story
- Frequently asking questions about what they are reading.

Invite learners to a post-reading session for them to share their stories and other things of interest with one another.

Workbook Exercises

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

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

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

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

Answers

A2. Story Telling

LB page 55

1. The businessman was greedy, foolish, does not listen to advice.
2. His wife was a wise woman.
3. The businessman did not like the one golden egg a day. He wanted many eggs. In the end, even the one golden egg a day was lost. He did not get any more eggs.
4. Accept whatever learners say as their personal response.

C.

1. Opanyin Dodo (is the owner)
2. (The farm is about) four acres.
3. There are eight (8) workers.
4. They are respected because they work hard.
5. She is a farmer.

6. Their parents are rich.
7. Opanyin Dodo and his wife work hard.
8. They rest/They go to church/It is a non-working day.
- 9 & 10. Accept any reasonable answers.

D1 & 2 Accept grammatically correct sentences. Make sure a capital letter begins a sentence and a full stop ends it.

E1.

1. I am drinking a lot of water.
2. My sister is also drinking a lot of water.
3. The two of us are drinking a lot of water.
4. Our teacher is teaching us very well.
5. Esinu is eating mangoes.
6. My little dog is chasing mice at home.
7. My friends and I are visiting the library.
8. Setor is playing football but his friend is playing volleyball.

E2.

Guide learners with the writing process and closely supervise each stage of the process.

Ensure self and peer editing before they finally handover their work.

Provide feedback after assessing their work.

Revision 2

Learner's Book pages 61 - 64

Have learners sing the folk song about greed. Let learners re-tell the story in a chain.

Put learners into small groups to write a parallel story of the **Golden Egg**. Explain to learners the story structure: beginning, middle and the ending. There were four characters in all. They should give them roles. They should use the story structure to develop the plot.

They should read the story to the whole class.

Explain each set of exercises, demonstrate it and set learners to work.

B1.

1. Examples of words:

Cr: crab, crow

Cl: clay, clean

B2.

1. We walk to the market.

2. Esi sings in church.

3. The boy ate all the food.

4. The cleaner is sweeping the floor.

5. We wash our clothes on Saturdays.

6. My mother is cooking banku.

7. Who knows our teacher's house?

8. Esi walks too slowly.

C.

1. buy

2. uses

3. dry

4. carrying

5. sweeping

D1.

1. Repeated words:

wentto town too to jolly tasty

2. cooked

too soon

feast

meal

D2. Meaning Word – Meaning Matching

A

Jolly –

Siblings –

Feast –

Meal –

Fried –

B

happy

brothers and sisters

celebration

food

cooked in oil

E1.

1. wash

2. greets

3. sweep

4. is

5. plays

E2. Accept grammatically correct sentences. Also look out for correct punctuations and capitalisation.

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Unit 9, pages 65 – 71

Workbook (WB) Unit 9, pages 48 – 51

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.7.1.2 Recognise and relate the sequence of events in stories B3.1.10.1.2 Use appropriate verbal and non-verbal cues to convey meaning while speaking e.g. smiling, gestures, etc.	Listening & Speaking Cultural Identity and Global Citizenship
STRAND 2,3: READING	
B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech. B3.2.7.1.3 Retell level-appropriate text in own words, explain and illustrate. B3.2.7.2.2 Respond to stories with own opinion and judgement.	Reading Skills Communication and Collaboration Personal Development
STRAND 4: WRITING	
B3.4.3.1.1 Use letter-sound relationships to represent most letters in words correctly. B3.3.13.1.1 Write a short paragraph to support an opinion or view with clear reasons. B3.5.4.1.3 Use simple past and past continuous forms of verbs to express past actions.	Communication and Collaboration Critical Thinking Personal Development

TEACHING STRATEGIES

Oral Language

Discussion
Modeling
Debate

Reading

Discussion
Echo-reading
Chorus Reading
Individual/Group Reading Aloud

Teaching and Learning Resources

A labeled poster of the human body and its parts word cards
Sentence cards

Writing

Discussion
Demonstration
Mini-debate

Background Knowledge

Learners frequently listen to stories and also tell stories. They have also tried their hands at writing simple stories. They occasionally engage in simple debates and arguments. They are able to read simple words, sentences and short passages.

Key Vocabulary

Unity, outskirts, sufficient, argument, quarrel, plucked, names of parts of the human body.

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub - strand 5: Role - Play/Drama

A. Conversation

Topic: The Parts of Our Body

- Ask learners to recite a rhyme/poem or sing a song related to the external parts of the human body e.g. Head and Shoulders

Have them name the parts of the body and show the parts they name.

- Mount the poster of the labeled parts of the human body on the board and have individuals identify them as they are named. Lead learners with questions to talk about the importance of the various parts.

For example:

Teacher: Show me your leg, Kwesi.

Kwesi: (touches one leg) This is my leg.

Teacher: How many legs do you have, Aba?

Aba: I have two legs

Teacher: Now children, you will each tell me what you do with your legs.

Kojo: I walk with my legs.

Esi: I run with my legs.

Adu: I play football with my legs.

Evans: I run with my legs, etc.

- Place the word cards of the names of the various parts on a table in front of the class. Name the parts at random and have individuals identify the card of the part named and use the word in a sentence.
- Guide learners to have a mini-debate on which of any two parts of the body is more important than the other. E.g. the eyes or the mouth. Guide learners through demonstration to use both verbal and non-verbal means to express themselves. They must for instance, use gestures and facial expressions.

STRAND 1: ORAL LANGUAGE

Sub - strand 5: Role - play/Drama

A2. Story Telling – Dramatisation

Learner's Book page 66

Story: The Golden Egg

Let learners sing a folk song about greed.

Revise the previous story by reading the story about the golden egg once. Ask learners to retell it.

Ask questions in a sequential manner, i.e. the order in which the story unfolds. Have learners name the characters:

The businessman, his wife, children.

Ask the learners to give a name to the businessman, his wife and the two children. Put learners into groups. Each group should assign the various roles to its members. Each group practises to role-play the story of the Golden Egg.

Let group leaders ballot for which group comes first, second, third or last.

Call the first group to role-play while the rest become the audience. After all the groups have finished performing, congratulate them on their participation.

Let learners comment on the role-plays and the story itself. Ask them whether the story taught them any lesson. Ask learners whether it was only the businessman who suffered. Advise them that we should be careful when we act. Just as the man's wife and children suffered, our actions may affect our parents, brothers and sisters.

STRAND 2: READING

Sub - strand 5: Consonant blend

B1. Phonics

Topic: Consonant Blends cl

- Briefly revise the blend cr by having learners read a sentence(s) or tongue twister having the sound e.g.

Chris screamed when he saw the screaming cranes.

- Introduce the new blend by having learners repeat the tongue twister several times as a class, in groups and individually.

Clayson **cl**aimed he saw **cl**ean **cl**ams crammed in **cl**ean cans.

Ask learners to identify the sound or combination of sounds repeated most in the tongue twister: **cl**. Have them repeat the blend several times.

- Next, have them echo-read the words listed in the Section. Put them into pairs to read the words to each other. Let them move into groups of four or five members to identify more words having the blend.

- Use learners' words to build a minimal pair table with words having the blend cr and drill them on the table .e.g.

class – crass

clap – crap

clam – cram

climb – cry

clay – crane

club – crab

clean – cream

close – crow

- Assign the groups to write sentences with some of the words and share with other groups. Let them also try writing tongue twisters with the blends.

STRAND 2: READING

Sub - strand 7: Comprehension

B2 & B3 Reading and Comprehension

Topic: Unity is Strength

Learner's Book (LB) Unit 9 pages 67 – 68

Before Reading

Ask learners to recall the topic discussed during the conversation period. The parts of the human body and their importance. Remind them of the mini-debate which concluded the discussion. Refer learners to the picture in the section, LB page 65 and have them study it closely in pairs for a few minutes and lead a brief discussion on



the title. “The Three Friends” and have them guess who or what the three could be. Draw attention to the theme of the unit – Unity is Strength and have them try to explain it. Based on the picture, the discussions, the title of the reading passage and the theme of the unit, have learners predict what the story will be about and the lesson(s) they are likely to learn from the passage. Teach the meaning of the key words of the passage using simple explanation and demonstration and the use of the usual three-step procedure to teach the pronunciation of the words.

During Reading

Have learners listen and follow from their books as you model the first paragraph of the passage twice. Lead an echo-reading session of the whole passage followed by a choral reading by the class twice.

After the chorus reading, read out words and sentences randomly from the passage for individuals to identify on word cards, sentence cards and in the passage.

Put learners into groups of four or five members to practise reading the text aloud.

Let learners then read the story aloud in a chain: The first reads a number of sentences, the next continues from where the last ended. This continues to the end of the story. A fresh group of learners take over from the beginning. This continues until all learners have had a turn or more to read.

After Reading

Have learners take turns to retell the story. After the story has been retold twice or thrice, lead a discussion of the story with questions and help them identify its structure, i.e. the beginning, the middle and the end. Also, ask questions to elicit personal opinions and comments about the story.

Have learners quickly read the questions in Section C and seek clarification for questions they do not understand and especially questions whose answers are not directly provided in the passage. Assign learners to do the comprehension exercise in section C.

Dramatisation: Guide learners to prepare to Dramatise the story.

C.

Guide learners to re-tell the story in a chain form. Start like this:

A long, long time ago

Next Then

Finally, let the retelling go round such that everyone will have a chance.

Put learners into groups and assign the groups to write the main events in the story.

For each main event, learners must illustrate with pictures.

D1. Vocabulary Consolidation – Meanings

Explain the activity to learners and have them use the context of the words to determine their meaning. They then do the word-meaning matching exercise.

D2 Vocabulary: Using key vocabulary:

Again, explain the activity with a few examples. Have learners use the context of the words as further guide to use the words in sentences.

D3. Vocabulary – Spelling

Explain and demonstrate the missing letter vocabulary exercise. You may allow learners to use word cards as well as the text to help them do the work.

Encourage them to do peer editing before submitting their work.

E1 & E2 Writing: Reordering Sentences to tell a Story

Have a few learners to retell the story in Section B3 of this unit of the learners' book in a chain. Discuss the story again focusing on its structure, that is, events that happen at the beginning, in the middle and the end of the story.

Explain the jumbled sentence composition activity to learners and put them into small groups to discuss the activity. At the end of learners' discussion, lead the class to orally determine the first three sentences and have them individually do the rest in their books.

F. STRAND 6: EXTENSIVE READING

Group Reading

Welcome learners to the session and as usual, ask them to recall some of the interesting experiences they had during the previous session. They may share episodes from the stories they read, interesting characters, pictures, rhymes and songs they read, etc.

Inform them that in the current session, they will read in groups. Put them into groups of four or five members. Assist each group to make a choice book. Draw attention to the usual dos and don'ts of the session. Explain they may read together in chorus if texts are available and later read individually or take turns to read the rest in the absence of sufficient books to go round.

Encourage the groups to pause from time to time to discuss what has been read and predict what would happen next in a story.

In a plenary session the groups share issues of interest.

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: Story Telling

LB page 66

1. No
2. Yes
3. This is a personal response so accept any answer.

Section C Comprehension

1. (They went) to look for mangoes.
2. They sat down after getting sufficient mangoes.
3. (They sat down) to share the mangoes.
4. (They quarreled because) each wanted more mangoes than the others.
5. Eye (started the quarrel)
6. They saw a lion.
7. They ran away from the lion leaving the mangoes behind.
8. None; they should have equal number of mangoes
9. Because the role of each was equally important
10. All the parts are important.
11. Any explanation relating to unity, the importance of each person's role in a collective effort should be accepted.

12. 1. The decision to look for mangoes and the getting of mangoes.
2. The quarrel about who should have the most mangoes which delayed the sharing.
3. The appearance or arrival of a lion which caused the friends to run for their lives.

D1. LB page 69

A B

1. sufficient – enough
2. quarrel – exchange insults
3. pluck – pick from a tree
4. surely – certainly
5. outskirts – the area around a village or town.

D2. Accept grammatically correct sentences. Sentences must also start with a capital letter and end with a full stop.

D3. Spelling

- | | |
|--|------------------------------|
| 1. <u>v</u> illage | 6. <u>pl</u> ucked |
| 2. <u>m</u> angoes | 7. <u>b</u> asket |
| 3. <u>s</u> ufficient | 8. <u>sure</u> ly |
| 4. <u>i</u> mmEDIATEly | 9. arg <u>u</u> ment |
| 5. <u>o</u> ut <u>s</u> ki <u>r</u> t <u>s</u> | 10. <u>q</u> uar <u>r</u> el |

E1 & E2 The correct order of the sentences:

1. Once there lived three friends.
2. Their names were Hand, Eye and Leg.
3. One day, they went to look for mangoes.
4. They found many good mangoes and they plucked many too.
5. They sat down to share the mangoes.
6. Each of the three friends wanted to have more mangoes than the others.
7. This became a quarrel.
8. As they were quarrelling, a lion appeared.
9. They jumped up quickly and ran away.
10. So they had no mangoes to eat.

E4. LB page 66

- | | |
|-------------|------------|
| 1. climbed | 5. picked |
| 2. plucked | 6. talked |
| 3. brought | 7. became |
| 4. listened | 8. shouted |

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Unit 10 pages 72 – 80

Workbook (WB) Unit 10 pages 52 – 56

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
<p>B3.1.4.1.3 Create own events to extend stories heard</p> <p>B3.1.8.1.1 Ask questions for clarification about given topics</p> <p>B3.1.8.1.2 Use appropriate pronunciation and intonation in asking and answering inversion questions</p>	<p>Communication and Collaboration</p> <p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p> <p>Listening and Speaking</p> <p>Personal Development and Leadership</p>
STRAND 2: READING	
<p>B3.2.2.1.2 Use alphabetic knowledge to decode unknown words e.g. consonant blends, consonant digraphs</p> <p>B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful sentences</p> <p>B3.2.7.2.1 Demonstrate understanding of the purpose and features of information texts</p>	<p>Reading and Writing Skills</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Personal Development and Leadership</p> <p>Communication and Collaboration</p>

STRAND 3,4: WRITING	
B3.4.5.1.3 Draw pictures and write at least three sentences to share an opinion.	Critical Thinking
B3.4.3.1.1 Use letter-sound relationship to represent most letters correctly	

TEACHING STRATEGIES

Oral Language

Discussion

K.W.L

Group Work

Reading

Modeling

Discussion

Echo-reading

Group Reading

Individual Reading

Teaching and Learning Resources

KWL chart

Materials

Word cards

Sight word cards

Minimal Pair Drill Chart

Sentence cards

Writing

Demonstration

Background Knowledge

ICT gadgets such as mobile phones are familiar objects in the daily lives of learners and they are aware of the uses and importance of such gadgets.

Learners can read, understand and answer questions on simple sentences and short texts.

Key Vocabulary

Computer, information technology, machine, cheered, store, recite

Key Language Structures

Inversion Questions and Answers

TEACHING AND LEARNING ACTIVITIES

STRAND 1; ORAL LANGUAGE

Sub - strand 7: Listening Comprehension

A. Conversation

Topic: Computers – Their Uses and Importance

LB Unit 10, page 72

Preparation

Days before this lesson assign learners to find out as much information as they can about computers and their importance. You may suggest to them the sources of such information.

Examples: parents, siblings, the ICT teacher, etc.

Introduce the lesson by having learners listen to a

few rhymes and songs on a computer, a mobile phone or any audio recorder.



- Lead a short discussion on the mobile phone and its uses. Learners talk about what it is and its uses such as
 - making calls
 - receiving calls
 - sending text messages
 - receiving text messages
 - recording and saving information, etc.

Have individuals share their experiences in the use of mobile phones.

- Next elicit learners' opinions about the importance of the mobile phone in view of the points made earlier. Learners respond to questions like;
 - Is a mobile phone useful?
 - Is it a useful gadget?
 - Is it good to have/own one?
 - Why is it good to own a mobile phone?

- Now introduce the day's topic and write it on the board for learners to read.

Use the K.W.L strategy by beginning with what learners know about computers, through what they want to know to the new things they will learn during the lesson.

Draw the KWL chart on the board.

Know	Want to know	Learn

As the lesson progresses, fill in the columns as required.

- Place a desktop computer before the class and lead learners with questions to talk about it. The focus of the discussion should be:

What is it? (the computer)

What is it used for?

Its parts

Why it is useful/important?

During the discussion, encourage individuals to ask questions to seek for clarification of what they do not know or fully understand. Also encourage the use of the inversion type of questions such as:

Is this a laptop computer?

Is this the mouse?

Is it used to send information?

Is it used to make calls like a mobile phone? Etc.

STRAND 1: ORAL LANGUAGE

Sub - strand 4: Story Telling

A2. Learner's Book 3 page 73

Let learners sing one folk song. Encourage learners to retell some of the stories they have heard. Put learners in pairs and triplets to generate their own plot. Discuss the structure of the story. Beginning: Make mention of the main character(s) and what problem(s) they have or face.

Middle: How do they solve the problem?

End: Was the solution successful or a failure? Do one example together with learners.

e.g. Once upon a time, Ananse and his family made a farm. The crops grew well and was ready for harvesting. Ananse wanted to eat all the food without his wife and family – This is the beginning.

Ananse makes his thoughts come true? We move to the 'Middle'.

Ananse tells his family he was going to die. When he dies, his family members should bury him in his farm. In his grave, they should put mortar, pestle, cooking utensils, etc. then he died. And his wish was done.

Every night, he got up from the grave and cooked. This went on for months. His family discovered that almost all the crops had been harvested.

The family responded to the stealing of their crops by an unknown person. Ntikuma, one of Ananse's sons made a gum statue in the farm. When Ananse saw the gum statue, he decided to beat him, taking the statue for a thief. Ananse could not pull his hand. Then he kicked, headed the gun man until his whole body was stuck to the statue.

Ending: The resolution

The next day, Ananse's family gathered in the farm to see who had been stealing their farm produce. To their surprise, it was nobody but their father and husband Ananse.

This can help learners create their own stories.

Invite learners – groups to present part of their story to the class.

STRAND 2: READING

Sub - strand 5: Consonant blends

B1. Phonics

Topic: Consonant Blends: **pl, pr**

Have learners listen to one or two jolly phonics songs from your phone or some other audio recorder.

- Revise some of the blends already taught. For example, write the blend on the board, a learner sounds out the component letters, a second learner blends them and a third gives a word that has the sound.

You may also say or write the blend on the board and learners write and read out words that contain it.

- Write the new blend on the board one at a time and have individuals attempt pronouncing them. As learners listen, read/recite the rhyme in Section two or three times and ask them to identify the consonant blends in the rhyme.

Let them read the rhyme two or three times and isolate and drill the two blends one at a time. Next, let them repeat the first set of words a few times as a class, in groups and individually.

- Mount the minimal pair table chart on the board and drill learners on it. As the class, groups and individuals say the words, listen for the correct pronunciation of the blends. Ask learners to sit in small groups to practise pronouncing the pairs of words and also build additional words with the blends. They may write sentences with their words to be read to the class. Finally, let them scan the text they will be reading to identify the blends in it: pray, praise, please.

B2 & B3

- Reading of Sight Words

Have learners play the Lucky Dip game: Individuals take turns to pick and read several of the words selected for the week. You may also let them play the “Read and Keep” game in groups with the sight word cards.

STRAND 2: READING

Sub - strand 7: Comprehension

Topic: Mr. ICT

LB Unit 10 pages 75 – 76

Teach the passage following the procedure outlined in Unit 6 Section B2 & B3 of this Teacher’s Guide (page 62)

C.

Use the features of a story to compare information texts.

Let learners understand that whereas a story talks about characters and cause and effect, i.e. a plot, an information text does not. Information texts are about a topic. They give information about the topic.

Use leading questions for learners to identify the purpose of the writer.

e.g. The writer says

Does the writer want us to waste electricity or not?

The writer wants us henceforth

- a. to conserve electricity
- b. not to waste electricity, etc.

D1. Vocabulary Consolidation – Spelling

Provide word cards for learners to sit in small groups to practise reading and spelling the key words of the unit.

Demonstrate the strategy of breaking words into syllables in order to easily spell them. E.g. information – in-for-ma-tion and assign them to practise spelling the words for a dictation exercise.

D2. Vocabulary Consolidation – Using Key Words

Review the pronunciation and meaning of the listed words.

Encourage learners to refer to the bibliography and their dictionaries to confirm the meaning and usage of the words.

Explain the blank filling exercise with examples involving familiar words and set them to do the work.

D3. Vocabulary Consolidation

Use examples to guide learners to use the words in sentences of their own.

TEST YOURSELF

Activities A

In this section are activities and exercises intended for review and assessment purposes.

Explain each simply to learners and demonstrate it with several examples.

Assign learners to do the exercise and provide close monitoring.

Remember to provide feedback after the assessment.

STRAND 4: WRITING

Sub - strand 3: Writing/copying Letters

E1. Writing – Dictation

- Select some of the words from the passage for a dictation exercise. The list should also include words containing the consonant blends studied in the unit i.e. pl and pr
- Get learners ready and dictate the target words at a reasonable pace.
- As learners look over their work, repeat each word once more.

E2. In this exercise, learners are required to draw a computer and write three sentences about it. Explain and exemplify the activity making a sketch of a computer on the board and writing three sentences. E.g.

F. STRAND 6: EXTENSIVE READING

Sub-Strand 1: Building the love and culture of reading.

Learners must have finished reading their first book. Help them choose new books. Tell learners to pronounce the title, author and the illustrator. Also, tell learners to study the front and back pictures. Finally let each learner use the pictures.



Finally let each learner use the pictures to tell a story.

This is a computer.

It is very useful

We use it to store information.

Assign learners to do the work.

Workbook Exercises

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

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

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

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

Answers

C. Comprehension

1. They prayed
They sang songs of praises
They sang the national anthem.
They recited the national pledge.
2. He came after the national pledge was recited.
3. He introduced Mr. Bosompem, a new ICT teacher.
4. He was joining the staff as a teacher.
5. Mr. Bosompem.
6. Yes. They clapped and cheered.
7. Refer to the uses of the computer.
8. Yes/No
9. Accept any parts named.

D2.

- | | |
|--------------------------|------------|
| 1. anthem | 4. recite |
| 2. computer, information | 5. machine |
| 3. cheer | |

D3. Accept grammatically correct sentences, well punctuated.

E1. Dictation – Accept correctly spelt words.

E2.

Ensure that sentences accompanying the picture are well-constructed and relate to the computer

TEST YOURSELF

LB pages 77 – 80

A. Vocabulary Usage

Accept grammatically correct and well punctuated sentences

A. Comprehension.

1. their king.
2. they had searched for food for a long time.
3. the smallest dove.
4. It was under a tree.
5. A net fell over them.
6. A hunter
7. He would use it to kill the doves.
8. The king's idea
9. They flew together carrying the net away.
10. bird
11. Kills animals and birds.

B. Building words with consonant blends:

Accept correctly spelt words that contain the target blends.

Sunday is the first day of the week.

C. Verbs

- | | |
|----------|------------|
| 1. goes | 6. read |
| 2. work | 7. has |
| 3. are | 8. behaves |
| 4. likes | 9. tells |
| 5. want | 10. help |

D. Conversion Exercise – From Simple Present to Present Progressive Tense:

1. They are dressing up in the room.
2. She is eating breakfast.
3. We are sweeping the floor.
4. What are you reading?
5. The thief is breaking the window.
6. The students are playing football on the field.
7. He is crying loudly.
8. She is dancing like her mother.

E. Writing About Self

Answer full sentences as an answer to each question. Also, accept it if the answers are put into continuous writing such as a paragraph or two.

Accept correct sentences that correctly answer the questions.

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?

Learners Book 3 Pages 81 – 89

Work Book (WB), pages 57 – 62

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.6.2.1 Demonstrate turn-taking in conversation B3.1.6.2.3 Participate in communication using more varied and accurate language.	Communication and Collaboration Cultural Identity and Global Citizenship Listening and Speaking Listening and Speaking
STRAND 2: READING	
B3.2.7.2.2 Respond to stories with own opinion and value judgment. B3.2.6.1.2 Use knowledge of prefixes and suffixes to interpret unfamiliar words. B3.2.4.1.1 Use diphthongs to build words	Personal development and leadership Communication and collaboration Personal development and leadership. Personal development and leadership
STRAND 3,4: WRITING	
B3.4.5.1.2 Write simple meaningful sentences to express feelings and opinions about people and things. B3.5.4.1.2 Use the simple past form of verbs to express past actions.	Critical thinking Communication and collaboration Communication and Collaboration

TEACHING AND LEARNING STRATEGIES

Oral Language

Discussion

Materials:

Action picture Cards

Materials

Action picture cards

Reading

Modelling

Language Game:

Word Building Puzzle

Individual, Pair and Group Work.

Writing**Background Knowledge**

Learners have experience of various forms of ill health. Either through being sick or witnessing the sickness of relations and others. As a result of both formal and informal education and training, learners engage in some good health promotion practices such as games and other forms of physical activity and personal hygiene.

Key Vocabulary

neighbour, surrounding, immunize, prevent.

Key Language Structures

Simple Statements in the simple past tense.

Examples

Ato played football daily.







Osei jogged every morning.

My uncle arrived yesterday.

Teaching and Learning Activities

A1. Conversation

Topic: Healthy Living (LB page 81)

		
The doctor and nurses are walking to a ward.	The doctor is talking to a patient.	The doctor is giving a patient an injection.
		
Some sick children are being treated.	Some nurses are laying beds.	Some of the patients are happy.

STRAND 1: ORAL LANGUAGE

Sub - strand 4: Story Telling

- Have learners recite one or two rhymes including “Mother, I am sick”, in Unit 5 Section A1 of the Learner’s Book. Let a few of the learners also tell the picture story in section.

A2 of the same unit. Remind learners about the story of Kafui’s hospitalization and recovery in section B3 of the same unit and then pose the question: “What must we do to stay healthy and strong always?”.

- Put learners into groups of four to six and assign them to discuss the topic among themselves and provide a minimum of five points in response to the question.

Remind them of the rules of turn taking as they work.

- After about ten minutes, return the class to plenary to receive the groups' responses. Summarise the groups' responses into key points and list them on the board.

Examples:

- Living in a clean environment
- Observing personal hygiene
- Eating good food/balanced diet
- Taking part in sports and games activities
- Going to the clinic when we are ill.
- Lead the class to discuss each of these points thoroughly ensuring that each child actively participates through questioning and language drills and substitution drills.

Example A, Substitution Drill

What game(s) do you play to stay healthy?

Learner A: I play football.

Learner B: I play volleyball.

Learner C: I play ampe.

Learner D: I play handball.

Learner E: I play basketball etc.

STRAND 1: ORAL LANGUAGE

Sub - strand 6: Convention

A2. Learner's Book Page 82

Have learners mention certain events and issues which are pertinent to their communities. Recently, the major issues that confront communities are poor sanitation, long drought and floods. Lead learners to mention these. Let learners choose the topic that they can talk about freely. Let each group identify the problems associated with the issues bothering the community in which they live. Each of them should give at least two or three ideas about the chosen topic. Put the learners in a horse-shoe formation. Demonstrate turn taking to learners and set the rules for the conversation.

STRAND 2: READING

Sub - strand 5: Consonant blend

B1. Phonics

Topic: Consonant Blends. The blend fr

Topic: Consonant Blends and Diphthongs:

Revise some of the blends previously taught by having learners give examples of words containing them and read sentences and words in which they occur.

- Introduce the blend **fr** by having learners listen to you read out or play the sentence in their book on an audio tape twice or thrice:

Frank's friends received fresh frozen fish from Fred.

Ask learners to identify the sound that occurs most in the sentence.

Have learners repeat the listed words after you a few times. Let them scan the reading passage of the unit to identify words having the blend: **friends, frequently, from, free**. Let them sit in their groups to build/find other words with the blend. Make this into a game and declare the group with the highest number of words the winner.

- The Diphthongs Ou as in Out. Introduce and teach this diphthong following the steps above.

STRAND 2; READING

Sub - strand 7: Comprehension

B2 and B3 Reading and Comprehension (*LB pages 83 – 84*)

Healthy Living

Before Reading

- Ask learners to sing a song or two and recite a rhyme relating to the theme or subject matter, that is; Good Health

Have them recall the conversation they had about this topic. Invite group leaders to again report briefly on the work they had done. Ask learners to recall briefly when they or a close relation was ill and tell the class briefly what happened.



Issa climbs trees.
Issa climbed trees.



Alice plays volleyball.
Alice played volleyball.

Lead the class to talk briefly about the pictures on page 76. They say what they see and what is happening in each picture. They may also make personal comments or state their opinions about the pictures.

Discuss the title of the passage briefly and based on the title, the pictures as well as the discussions in lessons and their own experiences. Ask them to predict the content of the passage they are about to read.

Introduce and teach the key words listed in B2. Use simple explanation to teach the meaning of the words. As usual, teach the pronunciation following the three -step approach.

During Reading

Read the first two paragraphs aloud as learners listen and follow in their books. Repeat the model reading and put learners into small groups to practise reading the passage aloud. They begin by reading in chorus and then take turns to read aloud.

After each learner has an opportunity or two to read in the group, have learners take turns to read aloud in a chain round the class: the first starts and after reading about three or four sentences, the second learner takes over. This continues until the passage has been read. A second group of readers take their turn in the same way. This continues until every learner has had a turn or more to read.

After Reading

Lead a discussion of the passage with questions. Ask learners to judge the two families – which family did well in keeping good sanitation and which family they would like to be in and the reasons why.

Have learners read through the questions at the end of the passage and encourage them to

ask questions to seek clarification about questions they do not fully understand. Then assign them to do the comprehension exercise in section C of the unit.

D1. Vocabulary – Using the prefix **un**

- Refer learners to the last sentence of the fourth paragraph of the passage. Discuss the last word of the sentence – “unhappy” briefly focusing on the negative prefix **un** meaning **not**.
- Provide a few more examples and elicit some from learners. Write yours and learners’ on the board e.g.

unwell

unknown

untrue

unclear

unlock

unfair

unpack

unsafe

unsure

- Lead a brief discussion on the meaning of the words stressing the effect of the prefix. Let learners use the words in sentences after providing a few examples.

D2. Vocabulary Consolidation – Spelling.

Explain and demonstrate the missing letter spelling exercise. Guide them to use the context of the words and dictionaries where necessary to do the exercise.

D3. Vocabulary Consolidation

Language Game: Word Puzzle.

- Explain the activity and demonstrate it using examples.
- Lead the class to do one or two orally. Put learners into groups to do the rest and present to the class for discussion.

STRAND 5: USING WRITING CONVENTION

Sub - strand 4: Using Action Words

E1. Writing: Expressing past events in the simple past tense.

- Put learners into pairs to talk about the pictures on pages 82 & 83 of their books. They talk

in particular, about the actions taking place. Next, ask them to study and compare the pairs of sentences under each picture and tell the difference:

The first expresses a habitual action while the second expresses a past action.

- Provide similar action pictures and have pairs of learners describe the action. One expresses the action in a picture in the simple present tense while the other does so in the simple past tense.

STRAND 5: USING WRITING CONVENTION

Sub - strand 4: Using Action Words.

E2. Writing – Using Action Words

- Have learners recall the activity they did in the previous section; Section E1. Explain that the present exercise is a continuation. Demonstrate it with a few examples.
- Introduce a drill – a **conversion drill**. Working in pairs, one expresses a habitual action, such as what he/she does every morning and the other in the simple past. Example;
Learner A: I eat breakfast at seven o'clock.
Learner B: I ate breakfast at seven o'clock.
Learner C: I ride a bicycle to school.
Learner D: I rode a bicycle to school, etc.

Assign learners to do the exercise in their books.

STRAND 4: WRITING

Sub - strand 5: Writing Simple Words and sentences.

E3. LB page 88

Revise words that describe a person positively. E.g. good, kind, friendly, intelligent, wise, helpful, loving, etc.

Make learners understand that we are going to express opinions about things and issues.

Remind them of the two families; Mr. and Mrs. Bawa and Mr. and Mrs. Amankwa regarding sanitation. Consider their different behaviours and say your opinion about their way of life.

For example, we think about Mr. and Mrs. Bawa's behaviour and say;

Keeping your environment clean brings good health. Keep your house clean and feel happy. Be clean and be free from illness. It is good to be clean. Etc.

Ask learners to think-pair-share the results of poor sanitation. Each pair should bring out their opinion of uncleanliness.

Continue to draw their attention to eating good food and exercising the body. Encourage learners to explore various areas that can promote good health and write something like an advertisement. They should use sentences that can draw people's attention to their messages.

Each pair should read their writing to the class. Before the presentation, have the class sit in a horse-shoe formation. Remind learners of taking turns in conversation.

F. STRAND 6: EXTENSIVE READING

Activity: Read Aloud

Remind learners about past read-aloud sessions when the class and the teacher together read interesting stories from a big book or from a chart. Have them recall titles of stories read in this manner.

Follow the procedure outlined in Unit 6 of this Teacher's Guide to present the activity.

Say one thing that you remember from the stories

Workbook Exercises

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

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

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

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

Answers

Section C – Comprehension LB Page 84

1. The Bawa and Amankwa families
2. The Bawa family
3. They lived in a clean environment, brushed their teeth, ate hygienic food, etc.

4. The Amankwa family
5. The Bawa family lived a healthy lifestyle. Note that the facts in the answers to Q3 are still applicable here.
6. Exercise makes us strong and healthy.
7. It keeps away diseases – This can be expressed in different ways.
8. This may differ from person to person but in each case, ensure that the basic requirements of good health are present.
9. The Bawa family
10. The Bawa family: Expect reasonable responses/answers.

D2. Spelling

- | | | |
|---------------------|----------------------|---------------------|
| 1. <u>do</u> ctor | 4. <u>i</u> njection | 7. <u>m</u> edicine |
| 2. <u>p</u> atient | 5. <u>p</u> ain | 8. <u>s</u> ick |
| 3. <u>h</u> ospital | 6. <u>n</u> urse | 9. <u>ch</u> ildren |
| 10. <u>d</u> rug | | |

D3. Word Puzzle

in	hospital
food	neighbours
family	surroundings

E2.

1. The boys plucked mangoes from that tree.
2. She helped us a lot.
3. We played behind the school.
4. The sheep, goats and cattle ate grass.
5. We marched to our classrooms.
6. These dogs barked at strangers.
7. Mummy praised us when we worked hard.

8. Adu shouted at the top of his voice.
9. Who helped your mum in the kitchen?
10. The baby cried every night.

Diagnostic Assessment

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

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

- Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Unit 12 pages 90 – 97

Workbook (WB) Unit 12 pages 63 – 71

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
<p>B3.1.2.1.1 Compose short rhymes and tongue twisters and recite them.</p> <p>B3.1.4.1.3 Create own events to extend stories heard.</p> <p>B3.1.4.1.3 Talk about important places in the community.</p>	<p>Listening & Speaking</p> <p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p>
STRAND 2: READING	
<p>B3.2.2.1.3 Use basic elements of structural analysis e.g. prefixes and suffixes to decode unknown words.</p> <p>B3.2.7.1.3 Retell level appropriate text in own words</p> <p>B3.2.7.2.2 Respond to stories with own opinion and value judgement.</p>	<p>Reading & Writing</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Communication and Collaboration</p>

STRAND 3,4: WRITING	
B3.4.3.1.1 Use letter sound relationship to represent most letters in words correctly	Communication and Collaboration
Draw pictures and write at least, three sentences to share an opinion B3.4.5.1.3	Critical thinking
B3.5.2.1.2 Use commas appropriately to list items	Communication and Collaboration, Taking turns
	Self-Development

TEACHING STRATEGIES

Oral Language

Discussion

Role-play

Resources

A conversational poster

(of a market)

Writing

Reading

Model Reading

Group and Individual Reading

Discussion

Materials

Word and sentence cards

A conversational poster

Background Knowledge

A market is a familiar place for learners and they have diverse experiences of the place.

Learners can easily identify such features of a market as stalls, shops and sheds as well as common items sold and bought in the market. Much of the vocabulary related to a market are therefore quite familiar. Learners have been introduced to using doing words (verbs) in their simple present, present continuous and simple past forms and have had some practice.

Key Vocabulary

Vacation, foodstuffs, provision, classmate, popular

Key Language Structures

Simple statements in the simple past tense e.g.

- Schools were on vacation.
- It was a market day.
- She bought many things.
- He got home safely.

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub - strand 6: Convention

A1. Conversation

Topic: Talking About Important Places – The Market

LB page 90

- Lead the class to sing an action song and recite a rhyme. Ask learners to name some of the important places in the community. Expected places are places like the chief's palace, the church, the police station, the mosque, etc. Inform them that they are about to talk about an important place in the community and ask them to guess the place: the market.

- Ask learners to recall the last time they went to the market place and try to describe it. Lead them with questions to do this.

Examples:

- When did you go to the market?

Examples of expected responses:

Learner A: I went to the market on Saturday.

Learner B: I went to the market last Friday.

Learner C: I went to the market after school yesterday.

- What did you see at the market?

Learner D: I saw many shops.

Learner E: I saw many stalls

Learner F: I saw many sheds.



Learner G: I saw many people.

- What were the people doing?

Learner H: Some people were selling things

Learner I: Some people were pushing trucks

Learner J: Some people were buying things.

- What were people selling?

Learner K: Some were selling cassava.

Learner L: Some were selling fruits, etc.

Remember to drill both the questions and responses.

- Now have learners say why they think the market is an important place.

STRAND 1: ORAL LANGUAGE

Sub - strand 5: Role- Play/Dramatisation

A2. Role-play

(LB page 91)

Preparation: A few days before this role-play, divide the class into two. One group will play the part of the seller while the members of the other group play that of the buyer. Ask learners to study the dialogue in Section A2 carefully. The members of the first group prepare to play the part of the seller and those in the second group get ready to play the part of the buyer.

- Mount the conversation poster and allow learners a few minutes to study it. Lead learners again with questions to describe the pictures.

They talk about the people, their clothes, where they are, what they are doing.

- Now tell them they will now role-play what is taking place in the picture. Quickly set up a make-shift market in the classroom and have learners come out in pairs, according to the groups they belong to, to role-play a scene between a seller and a buyer. Note that the pairs are free to “buy/sell” other wares apart from tomatoes.

STRAND 1 - ORAL LANGUAGE**Sub - strand 2: Rhymes****A3. Rhyme: Mother went to Town.**

- Have learners recite one or two rhymes.

As they listen carefully and observe, recite the rhyme in the section twice or thrice clapping to its rhythm. Let them join in the recitation and clapping/tapping or stomping the rhythm. Note that they may read the rhyme.

Lead a brief discussion to bring out its meaning. Let them note such features as repetition and the rhyming words/lines.

- Inform learners that they will write their own rhymes. Demonstrate the activity by writing a model on the board with learners contributing words/ideas. Let them note how the parallel writing was done e.g. replacing words such as “mother” giving way to “auntie” and “father” giving way to “uncle”.

Put learners into groups of four to five members to work together to write rhymes parallel to what is in the book. Have groups read their rhymes to the class and then display them on the walls of the classroom.

STRAND 2: READING**Sub-strand 5: Consonant blends****B1. Phonics**

Topic: i. the blends **fl** and **fr**

ii. the suffix **ful**

iii. The blends **fl** and **fr**

Teach the two consonant blends and provide practice using the procedure outlined in Unit 10, Section B1 of this Teacher’s Guide.

The suffix **ful**

Ask learners to scan the last paragraph of the passage they are about to read and find a word ending with **ful**, i.e. **careful**. Discuss this word with learners focusing on its meaning and the

suffix that ends it.

- Provide a few more examples of words having the suffix and elicit some from learners.

Write the examples on the board and encourage learners to use suffix to try to explain the words.

Examples of words:

Playful, beautiful, truthful, mouthful, harmful, bagful, painful, fearful, cupful, etc.

- Guide learners with examples to use the words in sentences.

STRAND 2: READING

Sub - strand 7; Comprehension

B2 & B3 Reading and Comprehension

LB page 93

Before Reading

- Ask one or two learners to share interesting experiences they had had during a visit to a market. Remind them also about the discussions they had had about a market as an important place in the community as well as the conversational poster of a market scene. Also have them recall the role-play in which they had played the roles of buyers and sellers. Let them read the title of the comprehension passage and discuss it briefly in pairs. Have them then predict the content of the passage. Ask each child to write down their predictions and compare it with what the passage is about after reading it.
Use real objects and simple explanation to teach the meaning of the listed vocabulary items. Then teach the pronunciation of the words using the usual three-step approach.

During Reading

Invite a prepared learner to read the first paragraph of the passage aloud as learners listen and follow in their books.

Discuss the model reading drawing attention to clear and correct pronunciation and intonation, observation of punctuation marks, etc.

Lead a chorus reading of the text two or three times and read out words and sentences for learners to identify on word and sentence cards and also from the text. Let learners then sit

in small groups of four or five members to practise reading the passage aloud. They may first read in chorus and then take turns individually to read aloud.

After Reading

Discuss the passage with learners and encourage them to ask questions about issues such as, meaning of words and the content of the text for clarification.

Ask them to read through the passage again and seek clarification for any doubts they may have.

Have learners go into their groups to discuss the reasons why children like their age carry things for money.

C. Assign learners to do the comprehension exercise in Section C of the unit.

D1. Vocabulary Consolidation:

Pronunciation and Spelling

- Revise the pronunciation of the listed words by engaging learners in playing such games as Read and Keep, Lucky Dip, Pick and Spell.
- Put learners into pairs or small groups to practise spelling the words.
Dictate the words to learners to write in their exercise books.

D2 & D3 Vocabulary Consolidation

Matching Word parts

Use word cards to revise the pronunciation and identification of the words.

Demonstrate the activities with several familiar words. Assign learners to do the work in their books.

Have learners use the words in sentences of their own after giving them several examples.

STRAND 5: USING WRITING CONVENTION

Sub - strand 4: Using Action Words

E1. Using Doing/Action Words

Revise the simple present form of verbs by providing situations for learners to respond to in the simple present tense. Example, your friend is looking for a school to attend. Tell him/her the things that happen in your school to convince him/her to come to your school.

Present another situation for learners to express themselves in simple sentences in the simple past tense.

Yesterday your teacher had to attend a meeting so he was absent. Today, he is present, tell him/her what happened in his/her absence.

Provide further practice in the use of both the simple present and the simple past tenses by engaging them in a conversion drill: the first learner says a sentence in the simple present tense and the second changes it into the simple past. The second learner then turns to the third and makes a statement in the simple present. The third converts it into the simple past tense and turns to the fourth to make his own statement in the simple past. This continues in a chain round the class.

Learners then sit in small groups to converse on a relevant topic using the simple past tense.

STRAND 5: USING WRITING CONVENTION

Sub - strand 4: Using Action Words

E2. Identifying Action Words

Explain and demonstrate the activity. Do it with the class orally and assign them to do it in their exercise books.

STRAND 5: WRITING CONVENTION

Sub - strand 2: Using punctuations

E3. Writing – Using Punctuation Marks – the Comma

Use examples to revise the uses of the full stop at the end of sentences and initials. Ask each

learner to mention her/his name in full and with initials. Invite some of them to the board to share what they have done with the rest.

Remind learners about the use of the comma in writing a list of objects, for example, by making items in a list.

My mummy sells books, pens, pencils, rulers, erasers and pencil sharpeners in her shop.

Draw attention to the names of the objects and what comes after each apart from the last one – a comma.

Ask learners to read the second paragraph of the passage they had just read and state their observation: There is a list of items that people sell at the Tsito market. Let them note in particular the use of the comma at the end of each item except the last one.

Explain the blank filling exercise and assign learners to do it independently. Remind them to use commas where they are omitted.

STRAND 4: WRITING

Sub - strand 2: Penmanship

E4. Writing: Copying of Sentences

On lines similar to those in learners' penmanship books, demonstrate the copying exercise.

Invite a few to practise on the board. Stress the need for accuracy, clear, bold and neat writing as well as good alignment of letters.

Let learners do the exercise.

Show smileys on your phone to learners. If it would be possible, you may transfer it onto your computer. On the other hand, have the smileys drawn on cardboard where everyone can see them.

Let learners work in pairs to study the various facial expressions and give their opinions about them.

For example, "This person seems worried because"

This person is very angry.

I think this person is sad.

Apart from forming opinions about facial expressions there are other pictures that learners can comment on.

Let learners draw their own pictures and write their opinions about them. For example, this is garlic.

Encourage learners to do research on many objects and write three things they believe can help people on it. Let learners show their pictures and sentences to their colleagues for editing before presenting it to the whole class.

STRAND 4: WRITING

Sub - strand 3: Writing/ Copying Writing – Dictation

Ask learners to look at the words listed in Section D1. Remind them that they had practised spelling the words. Allow them some minutes to read through the words again.

Dictate the words to learners to write. As they look over their work, read out the words again for them to do self-correction.

F. STRAND 6: EXTENSIVE READING

Activity: Independent Reading

Remind learners once more about the dos and don'ts of the extensive reading session. In a plenary, have learners once more recall some of the things of interest they shared during the last session: They share episodes, characters and language.

Learners once more gather to share issues of interest from their texts.

Encourage listeners to ask questions for clarification.

Workbook Exercises

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

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

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

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

Answers

C. Comprehension

1. Tsito Market (The name is)
2. Accept any list of items named in the passage.
3. Mana's mother sent her.
4. Her mother was ill.
5. Auntie Gyeiwa, her mother's friend.
6. They wanted money/It was Saturday.
7. Children were in the market to work for money.
8. Her mother sent her/Mana's mother usually bought things from Aunt Gyeiwa.
9. Holidays
- 10,11&12. They are personal questions. Accept reasonable responses.

D2. Word Part Matching

- | | |
|---------------|---------------|
| 1. foodstuffs | 4. vacation |
| 2. tomatoes | 5. plantain |
| 3. provisions | 6. classmates |

D3. Usage of Key Vocabulary

Accept grammatically correct and well punctuated sentences.

E2. Identifying Doing Words

Words to be underlined are the following.

- | | |
|----------------|----------------------------|
| 1. rode | 5. borrowed |
| 2. cooked, was | 6. helped |
| 3. played | 7. closed, locked |
| 4. visited | 8. shouted, screamed, fell |

E3. Learners are free to choose their own words. The important thing is for the chosen words to fit into where they are used in the sentences.

E4. Assess learners' effort by examining how accurately the picture portrays what is written under it.

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Unit 13, pages 98 – 104

Workbook (WB) Unit13, pages 72 – 78

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATOR	COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.2.1.1 Compose short rhymes and tongue twisters and recite them.	Listening and Speaking Creativity and Innovation
B3.1.4.1.2 Tell parallel stories	Cultural Identity and Global Citizenship.
STRAND 2: READING	
Respond to stories with own opinion and value judgment. B3.2.7.2.2 B3.2.7.2.3 Use visualization to enhance understanding of level-appropriate texts. B3.2.7.2.4 Read level appropriate texts independently.	Personal Development and Leadership Communication and Collaboration
STRAND 3,4: WRITING	
B3.5.5.1.1 Identify and use adjectives in short sentences to describe height, length, etc. B3.4.10.1.1 Add more details of a story structure to narrative texts. For example, setting, characters, problem and resolution.	Communication and Collaboration Personal Development

TEACHING AND LEARNING STRATEGIES

Oral Language

Discussion

Drilling

Reading

Language Game: Lucky Dip

Group/Individual Reading Aloud

DRA

Materials

Consonant Blend cards

Consonant blend cards in a Lucky Dip box

A poster of the Poem: Bush Fire

Writing

Discussion

Background Knowledge

Learners have heard of fire outbreaks in homes, market places, shops, farms and other places. They are thus aware of the dangers posed by fire outbreaks. Learners have heard stories told at home or at school and they have read others.

Key Vocabulary

Palmwine, tapper, dawn, servant, torch, reeds

Key Language Structures

TEACHING AND LEARNING ACTIVITIES

A1. Rhyme

Topic: The Bush is Burning

LB Unit 13, Section A (page 98)

Lead learners to perform one or two rhymes and an action song.

Mount a poster of the rhyme on the board. Ask one or two learners to read out the title and lead a short discussion on it. Have learners share experiences of fire outbreak: the place, cause of fire, extent of damage and how it was put out.

Inform learners that they will read the poem independently/on their own, try to understand it

and tell the class about it.

Pre-reading

Put these questions on the board:

- What is happening?
- Where is it happening?
- What does the poet/writer want people to do?

Ask learners to read the questions carefully and read the poem to answer the questions.

Invite learners to read out their answers for discussion by the class.

Writing a Parallel Rhyme

Inform learners they will now write their own rhymes similar to the one they have read.

Mount a model parallel poem on the board and have learners compare the two and note the changes made.

Put learners into small groups to write their own poems to be shared with other groups.

STRAND 1: ORAL LANGUAGE

Sub - strand 6: Conversation

A2. Conversation

Topic: Bush Fires

-
- Once more invite learners to share experiences of fire outbreaks or reports/stories they have heard about such incidents. Remind them to include
 - The time and place of the incident.
 - The cause(s) of the fire.
 - Damage caused by it.
 - How the fire was put out.
 - Lessons learnt from the outbreak.
 - Now lead a discussion on how to prevent fire outbreaks.

Examples

- People such as hunters must avoid setting fire to the bush in order to trap animals.
- Farmers must avoid bush burning as a way of clearing land for farming purposes.
- Smokers must avoid throwing lighted cigarettes and match sticks into the bush.

STRAND 2: READING

Sub -strand 2: Phonics

B1. Phonics

Topic: The Consonant Blend **gl** and the prefix **re**

- Have learners play ‘Lucky Dip’ with consonant blend cards. Players take turns to dip their hands into a lucky dip box, pick a card, e.g. **br**, blend the two sounds, give a word that contains the blend and finally use the word in a sentence. Each aspect – the blending, the word containing the blend and the use of the word correctly in a sentence scores an agreed number of points.
- Introduce the blend **gl** by having learners listen to several sentences having words that contain the blend. Ask them to identify the most repeated sounds in the sentences.

Examples of sentences:

Gladys was glad she got the glasses at Glamour.

Have learners repeat the blend several times. Let the class, groups and individuals repeat the words listed in the section after you several times.

Put learners into groups of four or five members and assign them to use the internet or dictionaries to find and write other words having the blend. Let them also use some of their words in sentences to be shared with other groups.

STRAND 2: READING

Sub - strand 5: Consonant blends

The prefix **re**

Revise the prefix and the suffix **un** and **ful** one at a time by having learners give several words that contain them. Let them use some of the words in sentences.

Make a list similar to that below on the board and have them repeat the words as a class, in groups and individually.

reopen	rebuild
replay	rethink
repay	resew
recall	rework
recount	repaint

Have learners say what is common to the words: the prefix **re**. Quickly go over the meaning of the words and ask them to guess the meaning of each of the words.

Assign groups to find other words having the prefix. They may use dictionaries or go on the internet.

STRAND 2: READING

Sub - strand 7: Comprehension

B2 & B3 Reading and Comprehension

Topic: The Burning Bush

LB pages 100 – 101

Before Reading

- Have learners read/recite the poem **Bush Fire** in LB Unit 13 Section A1, page 98 a few times. Put learners into groups of four or five to study and discuss the pictures on pages 94 and 95 of their books. The pairs then report to the class what they see and what is happening in the picture (page 94). In the case of page 91, learners study the pictures in sequence and turn then into a story.

Teach the meaning and pronunciation of key vocabulary such as palmwine, torch, dawn, reeds.



During Reading

Explain to learners that they will read the story independently and then retell it to their group members and the class.

Put a few pre-reading questions on the board to assist them to focus and set them to read the first paragraph of the text. Ask them to try to imagine or create mental pictures of the events happening. Lead them with questions to discuss the first paragraph. Treat the two remaining paragraphs similarly.

After Reading

Discuss the whole passage with learners. Let a few retell the story of the bush fire in a chain. Encourage learners to say what they think about the story and ask questions to seek clarification for anything they do not understand.

C. Assign learners to do the Comprehension Exercise in Section C, pages 94 & 95. Finally, they should give their personal responses about the issue individually.

D1. Vocabulary Building: Language Game: Mother and Child.

Refer to page 102 of this Teacher's Guide for how to play the game.

Explain the game and demonstrate it with one or two familiar words. Put them into groups to play the game.

D2. Vocabulary Consolidation – Spelling

Explain and demonstrate the activity:

Letters making up the words, which had been previously read are jumbled up. Learners are expected to rearrange the letters to spell the words correctly.

Assign learners to do the exercise individually.

D3. Vocabulary Consolidation:

Using Key Vocabulary

Revise the pronunciation and meaning of the given words. Refer learners to the words in their respective contexts. Explain and demonstrate the activity and set learners to do the exercise. Encourage them to use the dictionary and the bibliography when they are in doubt.

STRAND 5: USING WRITING CONVENTIONS

Sub - strand 5: Using Adjectives

E1 - E3 Writing: Identifying and Using Adjectives

LB pages 103 – 104

- Revise nouns briefly by having learners name common objects and places in the community as well as the names of people they know. Ask learners to work in pairs to identify naming words in the passage they had just read.
- Tell or play a very short story full of adjectives to learners twice. Ask them to identify the naming words. List these on the board and then play/read/tell the story again as learners listen and identify words that describe the naming words listed on the board. Write the

describing words by the naming words. E.g.

Thick forest, wild animals, loud noise

- Ask learners to scan the comprehension text to identify and read out words that describe some of the naming words they had previously identified.

Introduce a substitution drill for learners to practise using adjectives:

Example: Tell learners: – Look out of the window or doorway, describe any object you see with a describing word.

Teacher: I can see a tall coconut tree.

Learner C: I can see a big mango tree.

Learner A: I can see a fat goat.

Learner D: I can see a blue car, etc.

Learner B: I can see a beautiful bird.

- Explain the exercises with examples and assign it to learners to do in their books.

STRAND 4: WRITING

E4. Sub - strand 10: Narrative Writing

Learners are expected to write a parallel story.

Explain the writing process to learners stressing the importance of the components of the three stages of the process namely;

Before/Pre-Writing

After/Post Writing

Take them simply through the processes of preparation, writing, editing and publishing/presenting their work.

Ask them to read the story again as well as the summarized one whose sentences they had re-arranged. Learners then write their own parallel to the one they had read. Encourage them to add more details to their stories. For example, there can be more characters. They may talk about efforts to put out the fire, etc.

Learners then sit in small groups of four to five members to tell their stories to members of their groups.

F. STRAND 6: EXTENSIVE READING

Activity: Independent Reading

Learners will once again make their own choices of the material they wish to read assisted by the teacher. Once the choices have been made, learners are led by the teacher to recount some of the issues of interest they had shared during previous sessions. They are also reminded of the dos and don'ts of the session particularly the need for a quiet and calm atmosphere and taking good care of the materials to be read. Remind them also to begin from the cover, through the pictures and the need to try to predict what will happen in the story. Set them to work as you closely monitor.

After the reading, bring learners together to share things of interest from their respective books/stories including outlines of stories they had read, interesting episodes and characters, rhymes and poems, etc.

Workbook Exercises

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

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

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

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

Answers

C. Comprehension

1. Nyamekrom was near Nsutam in the Eastern Region.
2. Most of them were farmers.
3. He wanted to use it in his work.
4. dry reeds
5. A strong wind blew.
6. Accept such possible consequences as: He received burns. He fell sick, etc.
7. The people lost their homes and farms.
8. There are several possibilities including:
The people rebuilt their homes.
Some people left the village.
They sought assistance from government, etc.

9 and 10. Personal question. Accept any reasonable answer.

11. People must be educated, etc.

D1. The Mother & Child Vocabulary Game

Examples of words are:

At, in, on, pit, pin, not, plan, plant, nation, etc. There can be 40 words plus. You must check words presented by learners to ensure that each word is made up of only letters from the word “plantation”.

D2. Spelling

- | | | | |
|-----------|------------|-----------|-------------|
| 1. weed | 4. maize | 5. bush | 10. flaming |
| 2. farm | 5. burn | 8. fire | 11. crop |
| 3. farmer | 6. destroy | 9. family | |

D3 Sentence Completion (Missing Words)

- | | | |
|------------|-----------|--------------|
| 1. farmer | 5. tapper | 9. customers |
| 2. farm | 6. bush | 10. money |
| 3. crops | 7. sweet | |
| 4. village | 8. sells | |

E2. Writing: Using Adjectives

Sentences having adjectives

1. Nyamekrom was a small village.
2. They had big farms.
3. He made a torch with dry reeds.
4. He placed the flaming torch on a felled palm tree.
5. Soon the dry leaves around them started to burn.
6. The fire spread quickly to the whole farm.
7. People living in houses near the farm first saw a thick smoke.
8. Next, they saw a huge glow of flames caused by the fire.
10. It burned the whole village.
11. Fire is a good servant but a bad master.

E4.

Remember this is a parallel story and you must look out for the similarities.

Also, look for a clear story structure: a beginning, a middle and an ending.

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Unit 14, pages 105 – 1112

Workbook (WB) Unit 14 pages 79 – 85

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.6.2.3 Participate in communication using varied and accurate language	Listening and Speaking
B3.10.1.1 Present ideas logically	Creativity and Innovation
	Communication and Collaboration
STRAND 2: READING	
B3.2.7.2.3 Use visualization strategy to enhance understanding of level appropriate texts.	Personal Development and Leadership
B3.2.7.2.4 Read level-appropriate texts independently	Communication and Collaboration
B3.2.9.1.1 Read along texts at good pace with accuracy and expression.	Reading Skills
STRAND 4,5: WRITING	
B3.4.5.1.3 Draw pictures and write at least three sentences to share an opinion	Critical Thinking
B3.4.5.1.2 Write simple meaningful sentences to express feeling and opinions about people and things.	Communication and Collaboration

TEACHING STRATEGIES

Oral Language

Modelling

Discussion

Reading

Discussion Modelling

Chorus reading

Group & Individual Reading

Resources

A conversational poster of domestic animals

Consonant Blend Cards

Word Cards

Sentence Cards

Writing

Demonstration

Background Knowledge

Domestic animals and birds abound in learners' environments. Learners know the names and uses of most domestic animals and birds.

Learners can identify several consonant blends, pronounce words having the blends and build words with them.

Learners can also identify and use several common describing words in sentences.

Key Vocabulary

Domestic, animal, favourite, pet, the names of domestic animals and birds

Key Language Structures

Simple and compound sentences containing describing words. Examples

This is a big house.

My daddy has a new car.

Esi is fat but her brother is thin.

TEACHING AND LEARNING ACTIVITIES**STRAND 1: ORAL LANGUAGE****Sub - strand 6: Convension****A1. Conversation; My Favourite Domestic Animal/Bird***LB, page 105*

-
- Ask learners to recite rhymes related to animals such as “Moo... moo... says the cow”. Refer to page 360 of this Teacher’s Guide. Ask learners to name common objects and animals in the vicinity of the school. Introduce the topic and discuss it briefly with learners. Explain the word ‘favourite’ simply using several examples.
 - Have learners individually respond to the question, “What is your favourite domestic animal or bird?”

Learner A: My favourite domestic animal is the dog.

Learner B: My favourite domestic animal is the cat.

Learner C: My favourite bird is the parrot.
 - Inform learners that now that they have named their favourite domestic animal/bird they should prepare to tell one another in their groups the reasons for their respective choices. As they listen, model the activity by telling them a few things about your choice and give reasons why it is your favourite. You may repeat it if need be and invite one or two of them to also tell the class about their favourite animals/birds.
 - Put learners into groups of four or five members to take turns to talk about the topic. During or after a delivery, other group members should be encouraged to ask questions for clarification.
 - Bring learners together in a plenary session for them to comment on and express opinions about points made. It may also be interesting to find out which animal or bird was the most popular choice and why? Conclude with the same or other songs or rhymes/poems.

STRAND 2: READING

Sub - strand 5: Consonant blend

B1. Phonics: Topic: Consonant Blends – The blend **gr**

- Lead learners in a chart involving blends already taught. Example:

Teacher: If I say pl

Learners: We say pr

Teacher: If I say pl

Learners: We say pr

Teacher: If I say cl

Learners: We say cr

Girls: When we say gl ...

Boys: We say gr

Girls: When we say bl ...

Boys: We say br



- Revise the consonant blends by having learners play **Lucky Dip** with consonant blend cards. Learners repeat the blend on the card picked, give one or two words having the blend and use the word in a sentence.

- Have learners listen to several sentences containing words that have the blend **gr**.

Example:

Grandma grabbed **Grace's** **grey** blouse and **gradually** drew **Grace** close.

Let them repeat the sentences a few times and ask them to identify the most repeated sounds: **gr**.

Lead them to repeat the set of gr words listed in the Section several times.

- Lead them through the minimal pair drill. The class, groups and individuals participate in the drill to ensure that the difference in pronunciation of the gl and gr words is well noted by all.
- Learners then go into groups to find/build additional words having the blend gr. Encourage the groups to use the words they find/build in sentences. The groups share their words with other groups and also write sentences with the words.

STRAND 2: READING**Sub-strand 7: Comprehension****B2 & B3 Reading Comprehension**

LB Unit 13 pages 108 – 109

Before Reading

- Remind learners about the conversation on the topic: My Favourite Animal or Bird and have them quickly say one or two sentences about their choices. Have them study the picture on page 98 closely and discuss it in pairs. Pairs report on what they see – the picture, where the people are, who they are and what they are doing.
- Let them move to page 99 and talk about animals in the pictures. Ask them to take note of the names of the animals, particularly how the names are pronounced and spelt.
- Invite a learner to read out the title of the passage. Discuss it briefly and based on it, the pictures as well as the earlier conversation, ask learners to guess what they will be learning in the passage.
- Introduce and teach the key vocabulary one at a time beginning from the meaning, pronunciation, recognition and usage of the words.
Use pictures, word and sentence cards for this purpose.

During Reading

- Do a model reading of the first paragraph of the passage. Have a prepared learner read out the second paragraph and a third also demonstrate good reading aloud with the third paragraph.
- Lead a chorus reading of the text once or twice and put learners into groups of four or five to continue to practise reading the text aloud. They begin by reading together once or twice. They then individually take turns to read aloud. As one reads, the others follow in their books. They may correct the reader if an error occurs.
- Finally, let learners read the passage aloud in a chain. The first reader begins and after reading three or four sentences, the second continues and the third. This continues until the whole text is read. Another team of readers take their turn until all learners have had a turn or two depending on the availability of time.

After Reading

- Lead a discussion of the passage and have learners respond to a number of questions orally. Have learners read through the questions making up the Comprehension exercise in Section C. After responding to their concerns, assign them to do the exercise in their books.

D1 & D2 Vocabulary Consolidation

Spelling and Pronunciation

- Lead the class to play the vocabulary game **Pick and Say** to revise the pronunciation of the listed words.
- Have learners sit in small groups of three or four members to practise spelling the words: A member picks a word card, looks at it, pronounces it, turns it upside down and spells it. If he/she is right, the word card goes to the bottom of the pack. This continues until all the words have been spelt several times and each group member has had several turns.
- Explain the missing letter spelling exercise with a few examples. Assign learners to do the exercise in their books.

D3. Vocabulary Consolidation

Using the Dictionary

Explain how to look for the meaning of words in a dictionary. Demonstrate it with a few examples and give out dictionaries to groups of learners to practise with familiar words. Let them do the exercise in their small groups and share their work with other groups.

STRAND 5: USING WRITING CONVENTION

Sub - strand 5: Using adjectives

E1 & E2 Writing – Identifying Adjectives

Explain the two activities simply, one at a time, and demonstrate each similarly and assign learners to do both exercises in their books.

STRAND 5; USING WRITING CONVENTION

Sub - strand 5: Using adjectives

E3. Writing – Using Adjectives

Explain and demonstrate the activity and have learners do the exercise.

STRAND 4: WRITING

Sub - strand 13: Persuasive / Argumentative writing

E4. Writing – Paragraph Writing

- Lead learners to read and discuss the rubrics of the exercise.
- Go through the writing process with learners emphasizing the need for thorough planning or preparation, carefully writing down what has been planned and a thorough review of what one has written before publishing or presenting one's work.
- Together with learners, model the process using one of the animals or birds to clearly demonstrate what each stage of the process involves.
- Assign learners to do the activity and monitor the process closely.

F. STRAND 6: EXTENSIVE READING

Activity: Independent Reading

In this unit, learners will again engage in independent reading. Refer to Unit 13 and conduct the activity as planned under Extensive 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. Comprehension

1. (He/Papa Gidi lived in the village of) Bedi.
2. He/Papa Gidi was a farmer.
3. They are animals kept at home.
4. She/Ama
 - fed the animals
 - cleaned their living places
 - took them out to graze/eat green grass.
 - she played with them

Accept one or more of these

5. She liked the cat most.
6. It is called a pet.
7. He was not happy about Ama bringing her pet to school.
8. No/ The cat could prevent Ama from concentrating in class.
- 9 & 10. These are personal questions. Accept any reasonable answers.

D2.

- | | | |
|------------------------|------------------------|---------------------|
| 1. <u>s</u> heep | 5. <u>d</u> aughter | 9. <u>r</u> eared |
| 2. <u>a</u> nimal | 6. <u>e</u> nvironment | 10. <u>f</u> eeding |
| 3. <u>h</u> eadteacher | 7. <u>t</u> urkey | |
| 4. <u>a</u> nimal | 8. <u>T</u> eacher | |

E2. Word/Adjectives to be underlined

- | | |
|-------------------|-------------------|
| 1. new | 5. fat, fatter |
| 2. beautiful | 6. tall, main |
| 3. ripe, big | 7. new, beautiful |
| 4. clean, healthy | 8. blue, yellow |

Diagnostic Assessment

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

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

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

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

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

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

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

Learner's Book (LB) Unit 15 pages 113 – 119

Workbook Unit 15 pages 86 – 91

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
<p>B3.1.6.2.4 Expressing a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing)</p> <p>B3.1.10.1.1 Present ideas logically</p> <p>B3.1.10.1.2 Use appropriate verbal and non-verbal cues to convey meaning while speaking e.g. smiling, using gestures, etc.</p>	<p>Communication and Collaboration</p> <p>Cultural identity and Global Citizenship</p> <p>Listening and Speaking</p> <p>Creativity and Innovation</p>
STRAND 2: READING	
<p>B3.2.5.1.1 Use consonant blends to build words</p> <p>B3.2.7.2.3 Use visualization strategy to enhance understanding of level-appropriate texts.</p> <p>B3.2.7.1.4 Read level-appropriate texts independently</p> <p>B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.</p>	<p>Reading and Writing Skills</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

STRAND 4,5: WRITING	
B3.4.3.1.1 Use letter-sound relationships to represent most letters in words correctly	Communication and Collaboration Personal Development and Leadership
B3.4.8.1.1 Develop two coherent paragraphs on one idea or concept	
B3.4.9.1.1 Select a topic on familiar themes (e.g. Myself), brainstorm and organize before writing	

TEACHING STRATEGIES

Oral Language

Modelling

Discussion

Reading

Discussion

Modelling

Group reading

Individual reading

Learning and Teaching Resources

Word cards

Consonant blend and consonant digraph cards

Pictures accompanying the text.

Writing

Demonstration

Modelling

Background Knowledge

Learners have the awareness that different people belong to different professional fields.

The subject of the comprehension passage is a familiar one as learners have at one time or another travelled by one type of motor vehicle or another. Most of the vocabulary is thus familiar. Learners can identify and use common adjectives in simple sentences.

Key Vocabulary

Vehicle, passenger, road sign, overload, traffic light, good condition.

Key Language Structures

Simple statements in the simple present tense: e.g.

An important person I know is

He/she lives at

She/he is a

STRAND 1: ORAL LANGUAGE

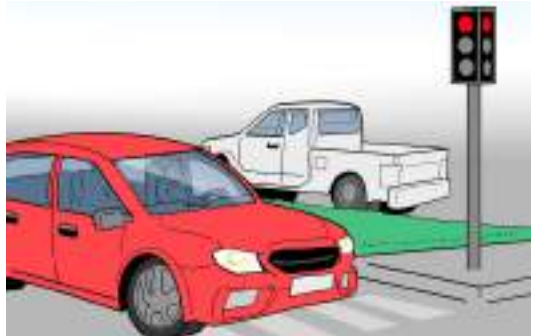
Sub - strand 6: Conversation

TEACHING AND LEARNING ACTIVITIES

A1. Conversation

Topic: An Important Person I know

- Have learners recite a few rhymes and tongue twisters and also sing an action song. Introduce the topic and ask learners to mention some important personalities in the community. The list may include the chief, the queen mother, the assemblyman, a youth leader, a well-known craftsman or artisan, a player of the local football team, etc.
- Inform learners about the task: they will talk about one such person by providing a brief description of the person, what he/she does and why he/she is an important person in the area.
- Provide a model by describing one such person. Allow learners to make comments about your delivery and ask questions about it. You may provide a few questions on the board to guide learners. Allow them a little time to gather their thoughts and prepare.



- Learners then take turns to make presentations. The class is allowed, indeed encouraged, to ask questions to seek clarification about issues they are not clear about at the end of each presentation.

STRAND 1: ORAL LANGUAGE

Sub - strand 6: Conversation

A2. Expressing a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing)

Use your own experience of one child who may have offended another in one way or the other to discuss the idea of apologising. Drill such expressions as:

Please, forgive me.

Please, forgive me, I am very sorry.

Do the same with the appropriate response of the one who is apologised to. E.g.

“It’s okay./ I forgive you./ Don’t worry”.

Create situations for learners to practise both, that is, apologising and responding to an apology.

Give learners task cards. The pair practise the task on the card.

STRAND 2: READING

Sub - strand 5: Consonant blends

B1. Phonics

Topic: Consonant Blends: the blend **sl**

Revise blends and digraphs already treated by having learners play the vocabulary game:

Fishing

They pull strings on which are attached consonant blends and digraphs (the fish)

Sh cl br

They blend the sounds, form words with the digraphs or blend they “catch” and use the words in sentences.

Introduce the blend **sl** by having learners listen to several tongue twisters and sentences in which words having the blend are prominent. Examples:

Solomon drove slowly down the slippery slope of Mt. Gemi.

Sly wore slippers when he slipped on a slippery slope.

Together with learners, blend the two sounds /s/ and /l/ and have them repeat the blend several times.

- Let the class, groups and individuals read several sentences containing words that have the blend.
- Drill learners on the words listed in the section and put them into small groups of four or five members to build/find more words containing the blend. Let the groups also write sentences with some of their words. The groups then share their work with the class and then display them on the word wall.

STRAND 2: READING

Sub - strand: Comprehension

B2 & B3 Reading and Comprehension

Learner Book (LB) pages 116 to 117

Before Reading

- Have learners recall the presentations they had made earlier about important people they know and inform them they will now read about an important person.
- Lead a discussion of the pictures on pages 109 and 110. They talk about the vehicles and the people in the pictures, where they are in each case and what is happening. Extend the discussion to the title of the comprehension passage and ask learners to predict what they will learn in the passage.
- Use the pictures accompanying the text as well as other pictures and simple explanation to teach the meaning of the key words. Then teach their pronunciation following the usual three-step approach. Let learners identify the words on word cards, on sentence cards and in the passage and also use them in simple sentences.

During Reading

- Begin this stage with a model reading of the first paragraph of the passage as learners listen and follow in their books. Let one or two learners prepared beforehand continue the model reading to the end of the passage.
- Put learners into small groups to practise reading the passage aloud. They first read the text together several times and then take turns to read individually.

Conclude the reading aloud practice by having learners read the passage individually in a chain round the class. The first person begins, the next takes over, after two or three sentences and hands over to the third person. This continues until all learners have had a turn or two and the text has been read several times.

After Reading

- Lead a quick discussion of the text. Learners answer simple questions testing comprehension of the passage. During the discussion, portions of the passage may be re-read to ensure thorough comprehension.

C.

Have learners read through the questions in Section C and seek clarification for issues that are not clear. They then do the comprehension exercise.

D1 & D2 Vocabulary Consolidation: Spelling and Usage of Key Words

Use word and sentence cards to revise the pronunciation and meaning of the listed and other words from the passage. Learners identify the words on word cards and use them in sentences. They also identify the words on sentence cards and read the sentences in which they occur.

Put learners into pairs to practise spelling the words. One picks a word card, looks at the word on the card and hands over the card to his or her partner and spells the word. The partner looks on the card as the word is spelt to check on whether or not the word is correctly spelt. They then reverse roles. This continues until the partners have spelt all the words accurately.

- Dictation (Word Dictation)

Make a selection of words to be used for the dictation exercise. The list should include the key and other words from the passage they have read. Ask learners to scan the text and take note of the key and other words in preparation for the dictation exercise.

- Dictate the words one at a time allowing reasonable time for writing each word. When all the listed words have been written, ask learners to look over their work as you go over the words for learners to correct any errors they may detect.
- Assign learners to write a sentence with each of the words used for the dictation exercise. Encourage them to use the context of the words and their dictionaries to guide them in doing the exercise.

STRAND 5: USING WRITING CONVENTION

Sub - strand 5: Using Adjectives

E1. Writing: Using Adjectives

- Remind learners about adjectives as words that describe naming words or nouns. Say several sentences for learners to identify the naming words and a word that describes it (adjective).

Example:

- Look, that is a fat goat.
 - I will soon go on a long journey.
 - Kojo is wearing black shoes.
 - There was a heavy rain yesterday.
- Elicit similar sentences from learners and engage them in a pair drill. One says a sentence in which an adjective describes/modifies a noun. The other identifies the adjective and the noun it modifies.

Another pair of learners take their turn. This continues until all learners have a turn.

- Assign them to do the exercise in the section.

STRAND 4: WRITING

Sub - strand 2: Penmanship

E2. Copying Sentences

- Demonstrate the activity by copying the first sentence on lines similar to those in learners'

penmanship books on the board and assign learners to do the exercise. As usual, stress the need for clarity, accuracy and boldness of what is written.

Ensure also that the pencil is correctly gripped and that the non-writing hand is correctly placed among others.

- Remember to provide feedback after learners' work have been assessed.

E2.

Ensure that sentences accompanying the picture are well-constructed and relate to the computer.

STRAND 4: WRITING

Sub - strand 8: Guided Composition

E2.

Have learners choose their topic as they have learned about a good driver.

Write the topic, "My Driver" on the board. Let learners think-pair-share ideas on "their driver". Explain that though they may not have a contracted driver who drives them to school, however, there is a particular driver they know very well. Such drivers, they can talk about.

Ask learners to tell the class about their driver. For general sequencing of ideas, use the following questions to guide learners.

What is the name of the driver?

Is he a school driver or someone whose vehicle you regularly board?

What type of car does he drive?

Does he treat children well?

That is, does he love you? Does he take care that you are safe?

Is he regular? Does he bring you to school in good time?

How does he keep his car? Does he wash his car? Does he see to it that the car is in good condition or more often his car breaks down on your way to school or home?

STRAND 4: WRITING

Sub - strand 8: Controlled writing

E3. Writing – Composition

Topic: A Good Driver I Know

LB page 111

- Lead a brief discussion on the comprehension passage: “Mr. Kumi the Good Driver”. Have learners recount the reasons or things that make Mr. Kumi a good driver. List these on the board as they are named.
- Briefly review the writing process and have learners name the steps of the process. Explain that the points listed on the board constitute the points they will use to write their draft.
- Guide learners to use the list on the board as well as these questions and the example in Section E3 to write a draft after showing and reading out a model to them.
- Explain and emphasise the next stage when they have to revise the draft they have written. Encourage them to seek help from others including their mates/peers in order to correct errors they may find or insert information they may have omitted.
- Finally, have learners write a final copy, read it once more before finally handing it over.

Remember, learners will benefit immensely from a feedback after their work has been assessed.

Extensive Reading

Activity: Independent Reading

Once more, learners will independently read material they have been assisted to select. Refer to this section of Unit 13 and follow the procedure therein to give learners another opportunity to read independently.

Workbook Exercises

Explain each set of exercises carefully to learners with several examples. Where necessary, demonstrate the activity before assigning it to learners.

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

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

Answers

C. Comprehension

1. (The driver's/His name is) Mr. Kumi.

2. (He drives) a mini bus

3. Mr. Kumi respects them.

He cares for them.

(One or more of the listed reasons)

4. (At weekends) Mr. Kumi takes the bus to a mechanic.

5. (He does this) to ensure that his vehicle will always be in good condition.

6. A mechanic (checks his car for him)

7. He sends it to a mechanic every weekend.

8. So that their vehicles will always be in good condition.

So that they will be respected.

So that they and their passengers will be safe, etc.

9. This is a general question about road safety. It is not limited to the passage. Reasonable responses are therefore acceptable.

10. He is a careful driver.

He is respectful.

He takes care of his vehicle.

He does not drive too fast, etc.

E1. The adjectives/describing words are the following.

new blue obedient

tall black clever

handsome	plump	respectful
broad	interesting	better
grey	last	glad, 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 pages 120 – 130

Workbook pages 92 – 99

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.9.1.2 Make and respond to requests	Communication and Collaboration Listening and speaking
STRAND 2: READING	
B3.2.2.1.2 use the alphabetic knowledge to decode unknown words, e.g. consonant blends. Reading Comprehension B3.2.7.1.1 use self-correction strategies to make meaning when reading a text. B3.2.7.1.2 ask and answer factual, inferential and vocabulary questions about level- appropriate texts.	Personal development and leadership Communication and Collaboration Reading and Writing
STRAND 4,5: WRITING	
B3.5.6.1.1 identify qualifying words, use adverbs of time and frequency correctly.	Communication and Collaboration
STRAND 6: EXTENSIVE READING	
B3.6.1.1.1 read a variety of age and level-appropriate books and summarise them.	Personal development and leadership

TEACHING STRATEGIES

Oral Language:

Teaching and Learning Strategies

Picture description, modelling, repetition, whole class, small group and pair participation.

Resources:

Pictures, Learner's Book page 120

Reading

Teaching and Learning Strategies

Modelling, repetition, writing, language games.

Teaching and Learning Resources

Letter cards, word cards

Reading Comprehension

Teaching and Learning Strategies

Model reading, choral reading, role play, discussion, real objects, pair reading.

Teaching and Learning Resources

Word Cards, Sentence Cards

The school's urinal and washroom

E. LB page 116 Writing

Teaching and Learning Strategies

Modelling, repetition

Teaching and Learning Resources

Chalkboard illustrations

Extensive reading

Teaching and Learning Strategies

Silent reading, re-telling of story read.

Teaching and Learning Resources

Library books/stories on the Internet



TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub - strand 9: Making and responding to request

A1. Conversation: Make and respond to requests

LB page 120

Let learners describe the picture on page 120. Let them guess the type of interaction taking place. They can also consider the three questions to talk about the picture.

Ask learners to read the dialogue. One half will read the speech of Kofi while the other half take that of the teacher. Limit the practice to groups and pairs of learners.

Invite pairs of learners to come forward and practise making requests and their appropriate responses. Let the learners make their own requests and respond to them in pairs.

STRAND 2: READING

Sub - strand 5: Consonant blends

Reading

Phonics B1. LB page 121

Consonant blends: 'sn'

Revise the previous lesson by making learners repeat the blend **sl** several times. Let them also repeat these words:

Let learners say these words:

slow, slate, slip, slap, sleep

Introduce the new sound, 'sn'. Say it three times; show the sound on a card and ask learners to repeat it after you. Write the sound or the two letters as learners observe you. Let them say it and write the letters at the same time.

Let learners say these words:

snail snake snow snap sniff sneeze

Let learners in groups play the word domino game to revise the words they have learned already.

STRAND 2: READING

Sub - strand 7: Comprehension

B2 and B3 Reading Comprehension LB page 121 – 123

Before Reading

Use the title to generate a discussion on what the passage will entail. Teach the key words: disturb, urinal, permission, washroom

Use the normal steps to teach the meanings of key words. Learners already understand urinal, disturb and permission. Tell them that another name for ‘toilet’ is washroom.

While Reading

Ask learners to keep quiet and follow you in the book with their eyes. Read aloud to learners. Ask them whether their predictions came true. Let learners join in to role-play the part of the teacher and Kwame. Let a pupil read the letter written by Kwame. After the letter has been read, ask learners’ opinion about the letter. For example, “Why did Kwame write the letter? Was it necessary? Why?”

Let learners read to each other in pairs. Tell them that if they read and pause where there is no comma or ignore a question mark, they will not understand the sentence. What they should do is to re-take the sentence this time observing the punctuation marks.

Have learners working in groups ask one factual and one inferential question based on any of the paragraphs. Note: Avoid using these terms to learners. It is enough for them to be able to identify and ask questions whose answers are not directly given in the passage.

After Reading

Let each group read and answer its questions. Ask the rest of the class to comment on the group’s questions and answers.

Let learners read once more in pairs to answer questions based on the passage.

C. LB page 123 Comprehension Exercise

Discuss the questions orally with learners and let them answer them in their books.

D1 and D2. LB page 124**Vocabulary Consolidation**

Explain the exercises using examples. Revise the pronunciation and the meanings of the listed words. Tell learners to do the work individually.

STRAND 5: USING WRITING CONVENTION**Sub - strand 6: Using Adverbs****E. LB page 124 - 126. Using Adverbs**

Revise adverbs of manner and introduce adverbs of time and frequency.

Use the steps for teaching Grammar: revision, introduction, accuracy practice, fluency practice and then exercise.

F. STRAND 6: EXTENSIVE READING

Let learners read silently. As they read, go round to ask them to re-tell or narrate what they have read about.

Diagnostic Test

Give a short passage and ask learners individually to ask inferential questions about it.

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 123

1. Kwame left the class to urinate.
2. Kwame did not ask permission before leaving the class.

3. He thought he would be punished.
4. He put the letter in an envelope.
5. She saw that Kwame was sorry.
6. It was because he would be treated at the hospital.
7. The teacher was happy because Kwame showed respect/was respectful.
8. If I cannot go to school, I shall ask permission.

D1. LB page 124

- | | | |
|-------------|-------------|---------------|
| 1. breathe | 3. hospital | 5. permission |
| 2. envelope | 4. urinate | |

D2. LB page 124

The Odd-One-Out Activity

- | | | | |
|------------|-----------|-------------|----------|
| 1. painter | 2. tailor | 3. Thursday | 4. phone |
|------------|-----------|-------------|----------|

E. LB page 126

Adverbs of Time and Frequency.

- | | |
|--------------------|-----------------------|
| 1. in the morning | 6. every week |
| 2. after 7.00 pm | 7. in the night |
| 3. every morning | 8. during break time. |
| 4. once in a month | |
| 5. early | |

TEACHING AND LEARNING ACTIVITIES

STRAND 2: READING

Sub - strand 5: Consonant blend

REVISION 3

A. LB page 127 – 130

Revise the previous lessons on the following sounds: **fl, fr, gr, sl** and **'sn'** through games.

SPAM

'SPAM' is played just like playing cards. As many as four learners can play it. Shuffle the

word cards and give equal number of cards to each player. If the last player puts down the same word as the last-but-one player, the last player shouts ‘SPAM’! and collects all the cards played. The winner is the player with the most number of cards. The learners are expected to add more words to the one given under each sound.

STRAND 2: READING

Sub - strand 7: Comprehension

B. LB page 127 Before Reading

Let learners talk about the picture and after that elicit from learners the meaning of ‘customers’.

While Reading

Let learners go into their groups to read under a group leader. As they read they should find answers to the questions at C. page 120.

C. LB page 128

Discuss the questions orally and ask learners to write the answers into their books.

Invite various responses to question 10.

D. LB page 128

Revise the use of capital letters and the full stop. Capital letters are used to start a new sentence. It is also used to start the names of persons; important places, days, months and towns.

The full stop is put at the end of sentences.

Write a sentence to show as an example of what they are expected to do.

my dress was bought at bawku on thursday

Correct version: My dress was bought at Bawku on Thursday.

Tell learners to re-write the sentences using the appropriate capitalisation and punctuation.

E1. LB page 129

Explain the activity to learners and do one example with the whole class. Elicit the answer from learners.

E2. LB page 129

Learners talk about the picture and guess the story they think the old man will tell the children.

G. Revise prepositions of time and frequency. Let learners give examples of the above prepositions.

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

Extensive Reading

Let learners sit in a horse-shoe formation. Let each learner tell the class the gist or summary of the text/book they have read so far.

Answers,

A. LB page 127

Accept any word that has the target sound beginning or in it.

C. LB 128

1. It is the fishing season.
2. The fishermen are on the beach.
3. They are going to pull their nets to the shore.
4. Strong men and boys will help them.
5. Customers of the fishermen.
6. The wives of fishermen will help sell the fish.

The wives and children of the fishermen are going to the beach to collect their portion of fish home.

7. When they need to pull their nets to the shore.
8. It makes us grow well.
9. Accept any tangible reason.
10. "Fishing season" means the time when fishermen get plenty of fish.

D. LB page 128

The chicks are moving about. They are looking for food. Their mother is with them. They are twelve in number. They are growing well.

E1. LB page 129

1. Fishermen go to sea six times a week.
2. The bus carries passengers.
3. There are good books in the library.
4. The farmer is harvesting yams.
5. The children are playing football.
6. The cows are eating grass.
7. Dentists examine our teeth.
8. There is plenty of fish in the sea.

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 131 – 138**Workbook pages 100 – 108***LEARNING INDICATORS AND CORE COMPETENCIES**

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
Talk about events in the community B3.1.6.1.2	Communication and collaboration Cultural identity and global citizenship Listening and speaking
STRAND 2: READING	
Reading	
2. use the alphabetic knowledge to decode unknown words, e.g. vowel sounds	Personal development and leadership Communication and collaboration
3. demonstrate understanding of the purpose and features of a poem. B3.2.7.2.1	Personal development and leadership Communication and collaboration
4. read long texts with good pace, accuracy and expression. B3.2.9.1.1	

STRAND 4,5: WRITING	
<p>B3.5.6.1.1 identify qualifying words – adverbs in sentences</p> <p>B3.4.5.1.3 use adverbs correctly to express time frequently.</p> <p>Draw pictures and write at least three sentences to share an opinion.</p> <p>B3.4.5.1.4 copy various sentences, e.g. a verse legibly</p>	Communication and collaboration
STRAND 6: EXTENSIVE READING	
read a variety of age and level-appropriate books and summarise them.	Personal development and leadership

TEACHING AND LEARNING ACTIVITIES

Oral Language

Teaching Strategies:

Picture description, think-pair-share, role-play

Teaching and Learning Resources:

Pictures

Reading

Phonics

Teaching and Learning Strategies:

Matching, repetition, miming, blending, writing, singing

Teaching and Learning Resources:

Letter cards, song on Jolly Phonics Apps

Teaching and Learning Strategies:

Picture description, echo reading, reading aloud, pair reading, actions/miming, discussions

Teaching and Learning Resources:

Pictures, real objects: different kinds of dresses

Writing

Teaching and Learning Strategies:

demonstration and observation, copying

Teaching and Learning Resources:

Learner's Book page 124, the first stanza of the poem titled, "My Pretty Dress" and chalkboard.

STRAND 1: ORAL LANGUAGE

Sub - strand 6: Conversation

TEACHING AND LEARNING ACTIVITIES

Oral Language

A2. LB page 132: Conversation Topic: Talking about events in the community.

Have learners sing a birthday song or any song about the above named events. Show pictures of different events: a birthday party, festival, naming ceremony, a durbar, wedding ceremony, etc.

(If there are not many of the pictures, share the four or five pictures among the groups with each group having a picture of one of the events. You may photocopy the pictures so that each group will have all the events)

When they have seen the pictures, let learners in pairs think and discuss which of the events they have witnessed or been part of. Let each tell the other which of the events they liked most and why.

Learners share what they talked about in pairs with the whole class. Have groups of learners select one of the events and role-play it.

Now invite the groups to talk about the kind of clothes worn during the events they have described. Extend the discussion to cover clothes and their importance and the different clothes worn for various events and occasions.



STRAND 2: READING**Sub - strand 2: Phonics****READING****B1. Phonics: Vowel sounds /ɛ/**

Say the sound two or three times after learners have sung one Jolly Phonics song about /i/ sound. Let them repeat the sound after you. Do the action of ‘cracking’ an egg with your two hands and say the sound /ɛ/ again. Show the sound on a letter card. Write the letter ‘e’ on the board as learners watch you. Let them also write it.

Let learners repeat these words after you.

Set men best

met hen nest

Use the different consonant cards to demonstrate blending of the sound /ɛ/ to form words.

e.g. b + e + t → b-e-t → bet

Let groups of learners form as many words as possible with letter cards. Teach the song on the sound /ɛ/.

(Go to Google Play Store to download Jolly Phonics to be able to sing the song)

B2 and B3 Reading: LB pages 133 – 134

STRAND 2: READING**Sub - strand 7: Comprehension****Before Reading****Topic: My Pretty Dress**

Lead learners to talk about the pictures of different clothes worn by people. Let them say which kind of people wear those clothes and on which occasions.

Elicit from learners the pronunciation and meaning of each of the key words.

pretty, gift, hug, smile.

Teach the meaning of **pretty** by showing a pretty dress and say, ‘This is a pretty dress ‘.

Gift: Parcel something and present it to one of the learners and say: ‘Adwoa, this is a gift for you’.

Teach the meaning of 'hug' and 'smile' through actions.

(You may record the recitation of the poem and play it to the learners).

Reading Stage

Play the audio of the recorded poem or read it to the learners with good pace, accuracy, rhythm and expression.

Take the rhyme, stanza by stanza. After the first reading, lead learners to echo-read the poem. Follow the echo reading with choral reading by the class and groups.

As learners recite the poem, they should do the actions of smile, hug, pretend to shed tears to bring out the expressions.



C. After Reading

LB pages 134 – 135

Discuss the questions orally with learners as you elicit responses from them. Where the answer given is wrong, redirect their attention to the line(s) or stanza where the learner can re-think and correct himself or herself.

Ask questions about the features of a poem. That is, a poem is written in stanzas or in verses just as a hymn or a song in a hymnbook is written.

Let learners compare the length of the lines with an ordinary passage. They will realise that the lines are short. It has rhythm. Again, there are repetitions of words. There are also rhyming words at the end of the lines.

Let learners write the answers in their books.

D1 LB pages 135

Take learners through the pronunciation of the words listed. Have them identify the type of dresses or clothes seen. Explain to learners that they are to write the names of the dresses in the spaces provided.

D2. LB page 136

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

STRAND 5: WRITING**Sub - strand 6: Using Adverbs****E1. LB page 136**

Let learners open at page 128 of their Book. Let each read the first stanza and copy it exactly the way it has been arranged, correctly.

Demonstrate writing the stanza on the board. Impress upon learners how to space the words out so that each line will end with the words as seen in the book. Let learners be aware that the desired rhyming words may be lost if they write the stanza haphazardly.

Provide feedback after marking.

STRAND 5: WRITING**Sub - strand 6: Using Adverbs****E2. Adverbs of time and frequency**

LB pages 136 – 137

Revise learners' background knowledge about verbs by having them read sentences from the substitution table and identifying the verbs. You may use any method or strategy you deem appropriate to revise verbs.

Introduction

Introduce the new topic using the activity in E2 pages 136 – 137

Accuracy Practice

Use ordinary repetition drill or any language drill you think is appropriate. Ask learners to repeat the sentences below as a class, in groups and individually.

Nii Boye fetches water every morning.

The children came late.

The train leaves at 7.00 am

I attend classes weekly.

The cat catches mice always.

The thief escaped in the night.

Let learners substitute their own words for the words underlined. Tell them to read to each other the new sentences. E.g. Nii Boy sweeps every morning.

Fluency Practice

Learners tell their partner one thing they do frequently and another thing they do at certain times of the day.

STRAND 5: USING WRITING CONVENTIONS

Sub - strand 6: Adverbs

Exercise

E3. LB page 137

Explain the work to learners doing one example with the class. Instruct them to do it individually.

F. STRAND 6: EXTENSIVE READING

Help learners who need books to select a book appropriate to their level and age. Let them read silently for some time.

Go round asking learners to re-tell what they have 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**C. LB page 134 - 135**

1. four people
2. a child
3. Rose
4. the pretty red dress
5. the dress was bigger than her size
6. her aunt promised to re sew the dress to fit her.
7. Yes
8. She said she began to smile, “a big smile returned”.
- 9 – 12. These are applicative. Accept any reasonable answers.
13. A poem is arranged in stanzas
 - Each stanza has definite lines.
 - It has rhythm and stress patterns.
 - A poem has rhyming endings.
 - A passage is written in paragraphs.
14. This is a personal response question. Accept any tangible reason.

D1. LB page 135

smock	shorts	trousers
shirt	skirt	socks
coat	blouse	

D2. LB page 136

- | | | |
|-------------|------------|-----------|
| 1. clothes | 3. shoes | 5. blouse |
| 2. trousers | 4. dresses | |

E3. LB page 137

- | | |
|--------------|------------------|
| 1. early | 4. tomorrow |
| 2. today | 5. yesterday |
| 3. yesterday | 6. every morning |

7. daily

9. every morning

8. two o'clock

10. every month

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 3, pages 139 – 145

Workbook 3, pages 109 – 113

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.6.1.1 use appropriate greetings for special occasions such as festivals	Communication and collaboration Cultural identity and global citizenship Listening and speaking
STRAND 2: READING	
Phonics B3.2.2.1.2 use the alphabetic knowledge to decode unknown words, e.g. vowel sound	Personal development and leadership Communication and collaboration
Reading Comprehension B3.2.7.1.1 use self-correction strategies to make meaning when reading text B3.2.7.1 ask and answer factual, inferential and vocabulary questions about level-appropriate texts	Personal development and leadership Reading Communication and collaboration
STRAND 4,5: WRITING	
B3.5.6.1.1 identifying qualifying words. B3.5.6.1.2 use adverbs correctly to express time, frequency, etc. B3.4.8.1.1 develop two coherent paragraphs on one idea or concept-using leading questions.	Communication and collaboration

STRAND 6: EXTENSIVE READING	
B3.6.1.1.1 read a variety of age and level-appropriate books and summarise them.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES

Oral Language

Teaching Strategies:

Singing, pair work, picture description, discussion, role-play, demonstration

Teaching and Learning Resources:

Pictures

Reading

Phonics

teaching and learning strategies:

singing, modelling, repetition, blending, sentence formation

teaching and learning resources:

letter cards

Reading Comprehension

Teaching and Learning Strategies:

Picture description, making predictions, chorus reading, group reading, structural analysis and knowledge

Phonics to decode unknown words

Teaching and Learning Resources:

Pictures on Learner's Book pages 139 – 140

Writing

Teaching Strategies:

Structural Analysis, look-cover-write-check strategies, explanation, formation of sentences, guided composition.

Teaching and Learning Resources:

Modelling

Extensive Reading**Teaching and Learning Strategies:**

Silent reading, 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. LB page 140 Greetings on Special Occasions**

Let learners sing a birthday song or a familiar festival song in the locality. Let learners greet each other in pairs and wish each other happy birthday.

Let learners look at the pictures on pages 129 - 131 of their reading books. Ask them to say which occasion is being celebrated. After this, ask learners to name some special occasions they know. Examples: festivals, anniversaries, graduation from college, or university, winning of awards, recovery from illness, successful delivery etc.

Tell learners the occasions that they do not know. In most cases we say “congratulations”. At festivals, anniversaries and Christmas/Eid-ul-Fitr, we greet ‘Afehyiapa’ in Akan. In English, we simply say, Merry Christmas/Happy Eid-ul-Fitr; Happy Anniversary.

Teach the other occasions and their greetings. Demonstrate the greetings with some learners. Have learners in pairs practise the greetings for the occasions you give them.



STRAND 2: READING

Sub - strand 7: Comprehension

Reading

Phonics: LB pages 141

Vowels - /e/

Let learners sing the Jolly Phonics song on the /â/ sound.

Say the sound two or three times while learners listen. Let them repeat the sound after you.

Introduce the sound on a card: Point to it for learners to say it. Write the letter 'e' and say the sound as learners observe you. Let them, also write it and say the sound.

Start blending the sound with consonants, e.g.

h - e - n → hen

Sh - e - ll → shell

b - e - s - t → best

Sh - e - d → shed

w - e - d → wed

Do the blending together with the learners.

Have learners pronounce the words formed: her herb

Continue with the activities on page 135

Reading Comprehension

B3. LB page 142

Before Reading

Have learners re-visit the pictures on pages 129 – 131 and say what type of occasion it is.

They are to say briefly the activities that are performed during the occasion. Ask them to compare this festival and the kind they have witnessed before and note the similarities and differences.

Elicit from learners the meaning of the key words labelled B2.

If they are unable to explain, teach the pronunciation as well as the meanings.

Communal labour: a voluntary activity undertaken by the people in a community to get a project done or clean the town.

Annual: yearly

Exciting: an exciting activity is an activity that is interesting, funny and joyful.

Development project: such a project helps members of a community have a better life.

Examples are the provision of pipe-borne water, electricity, ICT center, community center, etc.

Refreshment: something that makes people feel happy like drinks, pastries, fruits and sometimes meals served at events.

Let learners predict some of the things they are likely to read about and the words they are likely to come across.

Reading

Read aloud to learners once and have them read after you. As you read ask learners whether the ideas and words they predicted they were going to read have been mentioned.

Put learners into mixed ability groups to read aloud under an able reader. Tell the learners that when they get stuck, they should use their knowledge of sounds, syllables, prefixes and suffixes, i.e. structural analysis to attack the word or decode it.

Another way is to consider the punctuation marks and the meaning to correct themselves.

As usual they should read and find answers before reading questions. Guide them with examples to write one factual question on the passage and one inferential question in their groups.

C. LB page 143

After Reading

Have each group read its questions to the whole class for comments.

Discuss the questions at the end of the passage. Finally, let learners write correct answers into their books.

D1. LB page 143

Take learners through the pronunciation and recognition of the words listed. Let learners identify the words they can break into syllables and do so. Those they cannot use structural

analysis or phonetically spell, let them use look-cover-write-check strategy to learn the spelling.

Rub off the words and dictate them at random for learners to write.

After marking, write the words again on the board for corrections to be made by learners.

STRAND 5: USING WRITING CONVERSATION

Sub - strand 6: Using Adverbs

E1. LB page 144: Adverbs of time and frequency

Revise adverbs of time and frequency by eliciting sentences from learners.

Explain Exercises E1 and E2 to learners and instruct them to do the work individually.

(E2 can be done as homework).

STRAND 4: WRITING

Sub - strand 8: Controlled Writing

E3. LB page 144: Writing: A Festival

Oral Preparation

Have learners read again the passage about the Dembo Festival. Put learners into groups to generate ideas for the topic. Tell them they can use their own ideas or can add a few ideas to question guide on page 134. Go round to help learners select and arrange the ideas in chronological order. Read out the model below to them. Repeat it if need be:

In my hometown we celebrate Akwambo Festival. It is celebrated in the third week of April. The young men and women weed around the town. The women sweep the streets. They then go to the durbar ground. They make the place very neat.

On Saturday there is the procession of chiefs. Each chief wears Kente cloth. They wear beads and gold chains. The queens and queen mothers wear beads. They put on gold chains, rings and bangles.

The grand durbar is held on a school park. Many important people sit near the paramount chief. The paramount chief speaks to the people.

Now get the groups to write their own following the writing process. Supervise each stage of the process and encourage them and offer whatever assistance is required.

Extensive Reading

Ask learners to read silently. As they read, go round for them to re-tell briefly what they had read 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

C. page 143

1. Seme is in one of the towns in Ghana.
 2. They always do communal labour to keep their town neat.
 3. The people of Seme celebrate Dembo Festival.
 4. It is celebrated in October every year.
 5. The festival lasts for seven days.
 6. The festival is celebrated to bring their citizens home to help develop the town.
 7. A colourful durbar
 8. The chief
 9. (Accept any reasonable answers e.g. The lead to development)
- (10 and 12, it depends on the area the child is coming from)

E1. LB page 144

- | | | |
|------------------|----------------|----------------|
| 1. today | 4. always | 7. every night |
| 2. every evening | 5. every month | 8. immediately |
| 3. after school | 6. every dawn | |

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?

Diagnostic Test:

Give learners words that have the long /e:/ to pronounce.

Fur, turn, curve, church, purse, heard, pearl

Learner's book 3, pages 146 – 152

Workbook 3, pages 114 – 119

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
B3.1.7.1.1 Listen to and interact actively with an information text using the KWL	Communication and collaboration Cultural identity and global citizenship Listening and speaking
STRAND 2: READING	
B3.2.2.1.2 Use the alphabetic knowledge to decode unknown words, e.g. vowel sounds.	Personal Development and Leadership Communication and Collaboration
Reading Comprehension B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level appropriate texts. B3.2.7.2.1 Demonstrate understanding of the purpose and features of informational text.	Personal Development and Leadership Communication and Collaboration
STRAND 4,5: WRITING	
B3.4.5.1.3 Draw pictures and write at least three sentences to share an opinion. B3.5.4.1.1 Identify the present continuous form of action words in spoken and written communication. B3.5.4.1.2 use the present continuous form of verbs to describe actions taking place at the time of speaking.	Communication and Collaboration Personal Development

STRAND 6: EXTENSIVE READING	
B3.6.1.1.1 read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES

Oral Language

Teaching and Learning Strategies

Picture description, brainstorming, KWL strategy, group work, reading aloud.

Teaching and Learning Resources

Pictures, text in Learner's Book 2

Reading

Teaching and Learning Strategies

Singing, modelling, repetition, blending

Teaching and Learning Resources

Letter cards

Teaching and Learning Strategies

Picture description, model reading, echo reading, chorus reading, group reading, discussion, scanning, formation of sentences, filling-in-blanks

Teaching and Learning Resources

Pictures, sentence cards

Writing

Actions, formation of sentences, repetition drill, transformation drill, drawing and describing picture research

Teaching and Learning Resources

Smiles, objects or food items, classroom objects

Extensive Reading

Teaching and Learning Strategies

Silent reading, re-telling/narration

Teaching and Learning Resources

Library books/non-print texts on internet.

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub - strand 7 : Listening comprehension

A2. LB page 147



Reading Comprehension

STRAND 2: READING

Sub - strand 7: Comprehension

Topic: Eat Healthy Food

Listen to and Interact Actively with Information Texts

		
protein	carbohydrates	vitamins
		
fats and oils	kitchen	canteen

Before Reading

Let learners describe the pictures and connect them to the topic: Eat Healthy Food. Have them brainstorm on what they know about the pictures and the topic. Draw the table below on the board.

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

Each group will draw these lines and in the groups they write all that they know about the food items and the topic. In the second column they should write the questions or what they want to know about the topic.

After this each group will read what they have written under the first two columns to the whole class.

While Reading

Read the text about 'Eating Healthy Food' to the learners. As you read, ask learners to say which of their questions have been answered. Continue to read, pausing to have learners confirm or otherwise their concerns.

After Reading

Learners are to read what they have learned about the topic and also say whether there are still questions which have not been answered. If there are questions not answered, give more information beyond what is found in the passage.

STRAND 2: READING

Sub - strand 4: Diphthongs

Phonics LB page 147

Vowels: ee /i:/

Let learners sing one Jolly Phonics song on the 'e' /ɛ/ sound. Let them say these words:

herd heard shirt girl curve

Introduce the sound 'ee' /i:/ by making it two or three times while learners listen. Have them repeat the sound after you. Put the sound up on a card

ee

 /i:/

Point to it and let learners say it. Now write the sound, i.e. the two letters 'ee' on the board as learners observe you. Tell them to write the two letters also.

Start blending the sound with consonants.

E.g. tr – ee → tree.

Elicit from learners the consonants that can be blended with ee to form words like:

f – ee → fee

f – ee – l → feel

Let learners use the blending strategy to pronounce the words listed on page 137. Ask the learners to read the sentences.

1. Do you see the bees in that tree?
2. Yes, I see bees but how can bees be in a tree by the street?

Continue with the two activities on page 140.

STRAND 2: READING

Sub - strand 7: Comprehension

B3. LB pages 148 - 149

Have learners revisit the pictures on pages 140 and 143. Ask learners to talk about the food items and what kind of food is prepared with them.

Elicit the pronunciation and meanings of the key words in B2 page 137. Explain the words and teach the pronunciations of words learners are unable to pronounce.

During Reading

Read the passage once and have learners read after you. Put them in ability groups with good readers leading each group to be reading aloud individually. Have time with the slow readers. Take one paragraph and write the sentences on sentence cards for them.

Write their questions based on that one paragraph. Encourage them to ask one factual question. Ask every group to ask one factual and inferential question each.

After Reading

Ask the slow learners to read their question to the class for comments. Let another group answer their questions.

C.

Let the class give comments on the questions the groups have written, especially, whether the questions are truly inferential. Note that the terms ‘factual’ and inferential are intended for your consumption. Learners need to be guided by samples of such questions for them to learn to ask them.

Lead the discussion on the features of information texts using leading questions. E.g. The passage we read is a story. True/False? Why?

Information texts do not talk about a person and what happened to them. Is it true of this passage, etc. Finally, after the learners have answered the questions at C. pages 139, ask them to say why the writer decided to give us information about healthy food.

D1. Vocabulary Consolidation LB page 150

Explain the activity to learners. They are to scan for those words and rearrange them by giving them numbers in chronological order. This can be done in pairs.

D2. Vocabulary – Using Key Vocabulary LB page 140

Take learners through the pronunciation and meanings of the words listed at D2. Have learners form sentences orally. Then ask them to write sentences with the words in their exercise books.

D3. Vocabulary – Spelling, Write the words on the board

Have learners break the words into syllables and spell them. Let them open at page 140 of their books. Do the first one orally with them. Instruct learners to do the work in pairs.

STRAND 4: WRITING

Sub - strand 5: Writing simple words and sentences

E1. Writing LB pages 150 - 151

Before the lesson, contact the ICT teacher to help your class in searching for smileys on the computer. Each learner will select an image to be enlarged and printed. Take your learners to the ICT classroom where they can be helped.

They have just read about the six food groups so they can choose to print a vegetable, local foodstuffs like yam fish, meat etc. They should also find some information about their usefulness to good health.

Let them write just three or four sentences about the item chosen. They can draw the items themselves if it would not be possible to print a smiley or an item. Encourage learners to do peer editing or let them look the word up from a dictionary for correct spelling.

Learners should display their work on the walls.

STRAND 5: USING WRITING CONVENTION

Sub - strand 4: Using Action Words

E2. LB pages 151 - 152

Using Action Words – The Present Continuous Tense

Revise action words. Let learners give examples of verbs and use their examples to form sentences.

Go – I go to school every day.

Drink – Do you drink Fanta?

Introduction

Use the activities going on in the classroom to introduce the structure.

E.g. I am teaching.

You are learning.

Beatrice is opening her bag.

You may also make learners perform actions and use them in sentences.

Teacher: Read a book, Araba Atta.

Learner reads a book.

Teacher: Araba Atta is reading a book.

Write the sentences you formed on the board.

Accuracy Practice

Let learners do simple repetition drill.

You may also use the conversion drill.

E.g. Yawo sings every day.

Yawo is singing now. Etc.

Fluency Practice

Let learners in pairs tell their colleagues what they are doing.

Exercise

Do the exercise on page 141 of their books individually.

E3. Writing – LB page 152:

- Lead a short discussion on the picture. Learners say what is happening in the picture: a fight.
- Have learners in their groups discuss what might have caused the fight, what happened during the fight and how the fight ended.
- They use these to develop a story to be told to the class and finally written to be shared by the class.

F. STRAND 6: EXTENSIVE READING

Get learners seated with clean hands. Help those who need new books to select the book appropriate to their level.

As learners read, go to them asking them to tell you what they have read so far. At the end of the exercise, let individuals share things they found interesting with the rest of the class.

Diagnostic Test

Bring the food items learned in the lesson. Show each item and ask learners to tell you what the food item gives to the body.

e.g. cassava – carbohydrate – energy

frytol – fat – gives energy.

Tomatoes – protective food – protect us from diseases, etc.

Workbook Exercises

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

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

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

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

Answers

C. LB page 149

1. You can eat from the school canteen.
2. Vegetables should be washed very well to get rid of germs.
3. Yes, because food prepared in unhygienic places are exposed to germs.
4. Overcooked vegetables lose their vitamins. Rather, they should be washed thoroughly.
5. Rice, yam, cassava, wheat bran, millet, maize, etc. (Any two)
6. Eating foods from the six food groups.
7. The environment in the home is more hygienic and safe.
- 8, 9, 10 and 11 are personal applicative responses.

D1. LB page 150

- | | |
|-------------|---------------|
| 1. lunch | 4. sure |
| 2. canteen | 5. balanced |
| 3. vitamins | 6. Protective |

D3. LB page 150

- | | |
|--------------|---------------|
| 1. kitchen | 6. protein |
| 2. hygienic | 7. protective |
| 3. prepared | 8. energy |
| 4. minerals | |
| 5. important | |

E2. LB pages 151 - 152

- | | |
|----------------|----------------|
| 1. is teaching | 5. is chirping |
| 2. are playing | 6. is barking |
| 3. are dancing | 7. are meeting |
| 4. is walking | 8. am buying |

E3.

Expect a short composition of about two paragraphs. Look out for events reflecting on story structure of :

- beginning - middle - ending

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

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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 pages 153 – 157

Workbook pages 120 – 126

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub - strand 9: Make and respond to polite requests

A: LB page 143 Making and responding to polite requests

Revise making and responding to polite requests by asking two learners to demonstrate this.

Learner A: May I use your ruler?

Learner B: Yes, you may.

Learner A: Thanks

Write the various requests one each on a task card. (It depends on your class size) Put the class in four groups. Each group will practise three requests in pairs. The pair should change over, that is, the one who made the request will now respond to the request.

STRAND 2: READING

Sub - strand 2: Phonics

B1: Phonics: Forming new words LB page 153

We form new words through affixation. Affixation is fixing morphemes to the front or back of words to form new words. There are various morphemes ranging from single letters to three or more letters. The word to which we fix the morpheme is called the root word. Thus, the word 'come', when the singular forming morpheme 's' is fixed at the end of it reads 'comes'. It/he/she comes. Come is the root word, the morpheme 's' is the suffix.

There are plural forming morphemes – s, es, such as apples, mangoes

em – empower, enforce – positive

un – unwilling, unhappy – negative

re – regain, rewrite – again positive

pre – before, e.g. pre-reading, pre-school

The morphemes or letters that are fixed in front of the root word are known as prefix/before/ in front of.

Refer learners to the passage in Unit 16, the last line at page 123. The sentence is, “The following week, Kwame was unwell. Another sentence reads, “The teacher was unhappy that Kwame was not well.

Explain to learners that ‘un’ has been added to well, the original or root word. ‘un’ has been added to happy, the original or the root word to form another word with a different meaning.

Have them read the words which have got the prefix, ‘un’. Let them guess the meanings.

Explain to learners that ‘un’, ‘im’ are negative prefixes.

Unwell means not well; unhappy means not happy.

Give each group prefix and suffix cards and many word cards for them to form at least four words each.

STRAND 2: READING

Sub - strand 2: Phonics

B2. Phonics

LB page 154

Explain the prefixes, ‘re’ and ‘en’ to learners. Use the explanation on the page to teach the meaning of ‘en’ as a prefix. Continue with the rest of the activities for B2

Match the correct prefix to the appropriate root word.

Explain the activity to learners and do one example with the whole class. The work must be done individually.

C. LB page 154

STRAND 2: READING**Sub - strand 7: Comprehension**

The Fox and the Stork

Before Reading

Ask learners to identify the animals on the page. Ask learners to say what they know about the fox and the stork. Ask learners to say how we treat a visitor in our homes. Let them predict what they think will happen in the story. Teach the pronunciation and enquire from learners the meanings of: vessel invitation heartily and delicious.

Use actions and explanation to teach the meanings of heartily – warmly, delicious – tasty

Show the picture of a vessel or show a real object “vessel” or you can show a vase to stand for a vessel.

Invitation – show an invitation letter or card and explain it.

While Reading

Have learners sit in a horse-shoe formation and read aloud to them. Next, read the second time asking learners whether their predictions have been true or otherwise.

D1: After Reading**LB page 155**

Discuss the questions orally with the whole class.

Let learners be aware that the story they heard is a fable. In a fable, animals are made to talk and behave as human beings. We can use he or she for them. We use capital letters for them. This is because they are taken as humans. We say Mr. Fox or Fox. We say Stork. Just as we refer to humans without saying the Akosua or a John. We use capital letters as if they were humans.

Encourage learners to talk about the two characters: Fox is always cunning or crafty, one should not believe a crafty person.

Let every learner say the purpose of the writer. We should not treat our visitors the way Fox did. We should also not believe people who are not trustworthy.

STRAND 5: USING WRITING CONVENTIONS

Sub -strand 5: Adjectives

E1. Adjectives. LB page 156

Explain the exercise to learners and instruct them to do it individually. They are to write the sentence and underline the adjectives in the sentences.

STRAND 5: USING WRITING CONVENTIONS

Sub -strand 6: Using Adjectives

E2. Adverbs. LB page 156

Learners are to write two sentences with each of the words.

every day at night always now

Have some sentences from the class and instruct them to do the work individually.

STRAND 4: WRITING

Sub - strand 7: Guided Composition

E3. Write two paragraphs to describe your dress or shirt.

LB page 156 - 157

Put learners in groups. Let them brainstorm and generate ideas to write the composition.

Guide them with these questions:

1. What is the colour of your dress/ shirt?
2. What type of fabric? Linen, nylon, cotton, African print, etc.
3. What designs are in it? Is it a plain fabric, flowery, etc.?
4. Is it a long or short sleeved shirt?

If it is a dress, is it a straight dress or skirt and top/blouse? Is it gathers, pleats or flair?

What is the shape of the neck? A round, v-shape or square shape.

Who bought the dress/shirt for you? On which occasion? Birthday, Christmas, festival, etc.

On which occasions do you wear it? Do you like it very much?

Let learners know that they can use their own ideas instead of your guided questions.

F. STRAND 6: EXTENSIVE READING

Let learners read silently individually. Go round and ask learners questions about what they have learned.

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

B2. LB page 154

Words

en	un	re
enjoy	undo	refill
enclose	unkind	rewrite
enroll	unhappy	replay
		repay

D. LB page 155

1. Fox and Stork
2. No

3. No
4. fable
5. Mr. Fox is tricky, bad, unkind, disrespectful, unfriendly, etc.

Mr. Stork is not an experienced person/ ignorant (Accept anything that indicates that stork was naïve, inexperienced, etc.)

6. Accept learners' responses
7. The writer wants to warn me to be careful of tricky/cunning people.
Telling me to be wise, etc.

E1. LB page 156

- | | | |
|----------------------|--------------|-----------------|
| 1. tall, white, blue | 3. beautiful | 5. young, heavy |
| 2. happy, new | 4. narrow | |

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 3, pages 158 – 164

Workbook 3, pages 127 – 132

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
1. talk about the benefits of songs B3.1.1.1.1	Cultural Identity and Global Citizenship Communication and Collaboration Listening and Speaking
STRAND 2: READING	
2. use the alphabetic knowledge to de-code unknown words, e.g. vowel digraphs B3.2.2.1.2 3. ask and answer factual, inferential and vocabulary questions about level-appropriate text. B3.2.7.1.2 4. demonstrate understanding of the purpose and features of poems. B3.2.7.2.1	Personal Development Leadership, Communication and Collaboration Personal Development and Leadership Reading Communication and Collaboration
STRAND 4,5: WRITING	
B3.4.9.1.1 select a topic on a familiar theme, brainstorm and organize before writing. E.g. My School.	Communication and Collaboration Self-Development

STRAND 6: EXTENSIVE READING	
B3.6.1.1.1 read a variety of age and level-appropriate books and texts and summarise them.	Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES

ORAL LANGUAGE

Teaching Strategies:

Questioning, modelling, repetition, discussion

Teaching and Learning Resources:

READING

Teaching and Learning Strategies

modelling, repetition, writing

choral reading

Teaching and Learning Resources

Letter cards, learners' Book

Teaching Strategies

Modelling, echo reading, group reading, reading aloud, discussion, questioning.

Teaching and Learning Resources

Writing

Teaching Strategies

Modelling, Practical activities, Process Writing Strategies:

Brainstorming, revising, drafting, editing and publishing. Filling-in-blanks.

Teaching and Learning Resources

Chalkboard illustrations

Extensive Reading

Teaching and Learning Strategies

Silent reading, re-telling of text read

Teaching and Learning Resources

Library books/non-print texts

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub - strand 1: Songs

A2: LB page 159: God Bless our Homeland Ghana

Let learners sing one patriotic song. Ask learners individually to say one thing that a citizen should do for his country.

Teach important words such as defend, right, cherish, resist, oppressor.

Let learners listen as you sing the National Anthem. Let them sing after you twice. Let them join you in the third singing. As you sing, pause and have learners sing on their own. This concerns the articulation of the words.

After learners have mastered the song, discuss the essence of the song through questions, e.g. What can we do so that Ghana can be great as America, U.K., Germany and others? Will our country be strong if we fight among ourselves? etc.

Finally, ask learners if there is anything to gain from singing our National Anthem. (use leading questions).

STRAND 2: READING

Sub - strand 4: diphthongs

B: Reading and Comprehension

Phonics: LB page 148 vowel Digraph /i:/ as in 'ea'.

Revise the vowel digraph /i:/. Have learners pronounce these words
turn, curve, purse, lurk, hearse, rehearse

Say the new sound /i:/ as in 'ea'. two or three times as learners listen. Have them repeat the sound after you twice. Put the sound up on a card. Point to it for learners to say it about three times. Write the two letters on the board as learners watch you. Let them also write it in their exercise books.

Ask them to repeat the words on page 159 and say the tongue twister last. "Bea eats" LB Page 160

STRAND 2: READING

Sub - strand 7: Comprehension

B3: LB page 160

Reading Comprehension

Before Reading

Let learners sing the National Anthem and their school's anthem if there is one. Teach the meaning of the key words through explanation tied to actions.

memorial – in memory of someone dead.

knowledge – the noun form of "know" or of knowing something.

hope – the feeling you have that what you wish for, you will have it.

victory – winning a competition or contest or passing an examination successfully.

respectful – showing respect to others.

humble – the opposite of being proud or arrogant; being modest

Take learners through the pronunciation of the above words.

During Reading

B3. LB 160

Read the text slowly and meaningfully as learners listen and follow in their books. Read again with normal speed.

Read together with learners twice.

Learners go into their groups to read aloud one after another. Ask each group to write one factual and one inferential question. Ask them to include a question on vocabulary.

Let learners also take note of the features of a poem. Stay with slow readers to help them in the reading and writing of the questions and the remaining task.

After Reading

C. LB page 161

Discuss the task with the whole class. Invite groups to read their questions to the class. Let the whole class give their answers and comments: whether questions are really inferential. Remind learners that if the answer is stated in the passage then it is not an inferential question. The answer to a factual question is directly given in the passage.

Lead the discussions on the features of a poem: A poem is written in stanzas. Stanzas contain relatively short sentences. A poem has rhythm and rhyming words, etc. Learners read silently once more to identify the writer's purpose for writing the poem.

Let learners read the passage silently and answer the questions. Discuss the questions orally but learners are to write the answers in their books.

D1. Vocabulary Game: Mother and Child. LB 161

Explain the activity using the example given. Learners are to write the words they will form into their exercise books.

D2. LB page 162

Take learners through the pronunciation of the words. Break the words in syllables except the words, 'strong' and 'great', on the chalkboard. Let learners learn to spell them in syllables. The two other words: strong and great must be spelt as whole words for look, cover-write-check strategy. Clean them off the board and dictate the words at random for them to write. After marking, write the words on the board for learners to do their corrections.

STRAND 5: USING WRITING CONVENTION**Sub - strand 7: Using simple Prepositions****E1: Using Prepositions to show direction and means LB pages 163****Revision**

Use the picture on page 147 of the Learner's Book to revise learners' knowledge of prepositions of place. Let learners study the pictures to respond to the questions on page 151.

Introduction:

Introduce the structure using actions to indicate prepositions of direction and means.

Ask learners how they came to school in the morning. Model the structure: I came to school by a taxi. Most of you come to school on foot because you live near the school. Write your two examples on the board:

I came to school by taxi.

Most of you come to school on foot.

Write the examples of learners on the board.

Next model prepositions of direction using situations. Walk towards the door and say, "I am walking towards the door".

Use a ruler to measure along the teacher's table. "I am measuring the length of the table along the edge of the table".

You may also draw chalkboard sketches to show directions: on, up, down, to, into, on to, etc. (If you can't draw, use actions).

Accuracy Practice

Have learners repeat these sentences:

1. We travel by car or bus.
2. I go to farm on foot.
3. A wall gecko climbed up to the ceiling.
4. Be careful when you walk along the road.
5. A boy fell off a tree on to the ground.

6. She jumped into the swimming pool.

Use first, simple Repetition Drill and then a Question and Answer drill.

Example of question and answer drill.

Teacher: How do we travel?

Learners: We travel by a car.

We travel by bus, etc.

You may also use any appropriate language drill for learners to practise the structure.

Fluency Practice

In pairs each learner tells the other how they will go back home. Do one action to show direction, e.g. I am putting the eraser into my pocket.

STRAND 5: USING WRITING CONVENTION

Sub - strand 7: Using simple Prepositions

E2. Exercise LB page 163

Explain the activity and ask learners to do it in pairs.

STRAND 4: WRITING

Sub-strand 8: Guided Composition

E3. Writing: My School

LB page 163

Discuss the blank, filling exercise with learners using examples. Revise the pronunciation and meaning of the listed vocabulary.

Have learners sit in small groups to do the exercise orally. They should do it individually in their exercise books.

Writing 2: My School

Put learners in groups. Each group brainstorm to generate ideas about the topic. Within the group, let learners in pairs, think-pair-share their ideas with the bigger group.

The group leader collates the ideas from the pairs. They all arrange the ideas in order.

Writing Stage

The group writes the first draft. After reading through the draft, revise it and then edit it. They re-write after punctuation marks, capitalisation and spelling have been checked. They then write the final draft and post it on a wall for others to read.

The group, which cannot do the above, should do the filling-in-the-blank activity on page 152. Discuss the activity with the group and ask them in pairs to use the words provided to fill the blank spaces.

After Writing

After marking learners do the necessary corrections and write the composition into their groups.

F. STRAND 6: EXTENSIVE READING

Ensure that learners have clean hands. Assist them to select suitable books for the exercise. Quickly review the process:

- Examine the cover to determine the author, illustrator, etc.
- Choose the right story if the book has more than one story.
- Do a picture walk.
- Study the pictures and the title and try to predict the content of the story.
- Read the text.
- Prepare to share views with others.

Let learners read silently. Go round to ask learners questions on what they have read.

Diagnostic Test:

Use pictures and practical activities and ask learners to say which preposition of means of transport or direction.

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 161

1. b. a pupil of the school.
2. Jacoba Memorial School
3. Jacoba Memorial School
4. Peace
5. They are respectful and humble
6. 'humble' means 'lowly' not proud. A humble person is respectful. It also means being obedient and not proud. (Accept any of these).
7. They will gain knowledge; they will be trained to be humble and respectful; there is peace in the school.
8. That is what God expects children to be.
It also pays a lot.
(Accept any tangible reason)

D1. Free, from, do, freed, etc.

LB page 161

E1. Prepositions. LB page 162

- | | | | |
|-----------|-------------|---------|---------|
| 1. to | 2. into | 3. into | 4. down |
| 5. across | 6. along | 7. up | 8. by |
| 9. into | 10. down/up | | |

E3.

- | | |
|---------------|--------------|
| 4. compound | 8. learn |
| 5. flowers | 9. desks |
| 6. buildings | 10. teachers |
| 7. classrooms | |

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?

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Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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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 3, pages 165– 174

Workbook 3, pages 133 – 141

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
B3.1.2.1.1 Compose short rhymes and tongue twisters and recite them	Communication and Collaboration Creativity and Innovation Listening and Speaking
STRAND 2: READING	
B3.2.2.1.1 Use the alphabetic knowledge to decode unknown words, e.g. vowel digraph	Personal Development and Leadership Communication and Collaboration
B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Personal Development and Leadership
B3.2.7.2.3 Use visualization strategy to enhance understanding of level-appropriate texts.	Reading Communication and Collaboration
STRAND 4,5: WRITING	
B3.4.10.1.1 add more details of a story structure to narrate stories....	Communication and Collaboration Self-Development
B3.5.5.1.1 identify and use adjectives in short sentences to describe height, length, etc.	Personal Development and Leadership Skills.
EXTENSIVE READING	
B3.6.1.1.1 read a variety of age and level-appropriate books and summarise them.	Personal development and leadership

STRATEGIES

Oral Language

Teaching and Learning Strategies

Picture description, chorus reading, actions, parallel writing

Teaching and Learning Resources

Pictures, Learner's Book page 165

Reading

Teaching and Learning Strategies

Modelling, demonstration, drilling

Language Game

Teaching and Learning Resources

Word cards

Sentence cards

EXTENSIVE READING

Teaching and Learning Strategies

Silent reading/listening

Visualization Strategy, Structured Analysis

Teaching and Learning Resources

Library books/non-print texts

WRITING

Teaching and Learning Strategies

Practical activities, describing pictures and objects in the classroom; writing using elements of narrative writing

Teaching and Learning Resources

Real objects, pictures, extracts from Unit 22, reading passage.

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub - strand 2: Rhymes

A2. LB page 166, Rhyme

“Jack and Jill”

Let learners recite the previous rhyme learned: “My Pretty Dress”.

Present the new rhyme on a cardboard or already written on the board. Let learners open at page 166 of their books to talk about the pictures.

Teach the following new words:

Tumbling, trot, caper, patched, nob

Help learners to use the context to infer the meaning of the above words. Teach only the words they are unable to understand.



Read the rhyme at good pace and with rhythm. Learners listen as you read. Read again while learners beat the rhythm. Next, let learners read after you. Let groups of learners read with actions then encourage individuals to read also.

After reading, let learners re-tell the story of the rhyme in a chain. One starts, a second takes over after two or three sentences followed by a third. When the story is told, another set of learners take over. This continues until the story is told.

Put learners into mixed ability groups. Tell them to write a parallel rhyme to Jack and Jill. Explain that instead of Jack and Jill they have to use other names.

After writing let each group read their rhyme to the class and mount it on the board to be read by all.

STRAND 2: READING**Sub-strand 4: diphthongs****B1. LB page 167**

Phonics: The Vowel Digraph: /ei/ as in rain, pain

Revise the sound /i:/ as in bean, beat by having learners identify words having the sound among pronouncing them and using them in sentences.

Introduce the new sound by pronouncing the sound /ei/ three times as learners listen. Let them say it three times. Show the sound on a card and say it. You may write the sound boldly on the board.

As you write, say the sound and have learners observe and write the two letters also.

Continue with the rest of the activities on page 159.

Lastly, let learners play the 'Lucky Dip' game to revise the words they have learned.

STRAND 2: READING**Sub-strand 7: Comprehension****B2 and B3. Reading Comprehension. LB page 168 – 169**

Topic: The Climate and You

Before Reading

Lead learners to perform the rhyme Jack and Jill. Discuss briefly the terms **climate** and **weather** and have learners name the different weather conditions they experience and their effects in our daily lives. E.g. on farmers and their work, traders, school children, etc.

Lead learners with further questions to talk about the pictures on pages 154 and 155:

Learners try to say the place, the people, who they are, their mood and what they do. Based on these, ask learners to predict what the passage would be telling them.

Use pictures and simple explanation to teach the meaning of the key words in Section B2.

Then teach the pronunciation of the words using the usual three-stage procedure.

During Reading

As learners listen and follow in their books, read the first two paragraphs aloud. With three

learners you have prepared beforehand, demonstrate reading the dialogue up to about midway of the passage. Discuss the parts read briefly and have learners answer a few questions.



Put learners into groups of four to share the parts and practise reading the dialogue. After each round of reading, learners must change the parts so that after the practise each would have read the parts of all the four participants in the dialogue.

After Reading

Lead a discussion of the passage and encourage learners to comment on it, particularly the problem at hand in the farm.

Encourage them to also ask questions about words and expressions that they are not quite clear about. Assign them to do the comprehension exercise in Section C.

D1. Vocabulary Consolidation – Spelling. LB page 170

Take learners through the pronunciation and breaking of words into their syllables. Let them use their phonic knowledge to spell ‘trap’. They should practise the pronunciation and spelling of the listed items in small groups.

D2. Vocabulary Consolidation – Meaning. LB page 171

Still working in small groups learners use their dictionaries and knowledge of the key words as discussed to identify words whose meanings are listed in the section.

D3. Vocabulary Consolidation – Usage. LB page 171

Guide learners with examples to do this exercise. They may discuss their work with their peers before presenting it.

STRAND 5: USING WRITING CONVENTION

Sub-strands: Using Adjectives

E1 and E2. Using Adjectives. LB page 171 - 173

Have learners sit in small groups to read and discuss the content of E1 and E2. Encourage them to identify the adjectives in the two sets of sentences.

They then individually write sentences with the adjectives identified.

In E2, let them first describe the pairs of pictures and then decide on the adjectives to use.

Using Adjectives 2

Revision

Revise adjectives to describe shapes, colour and size.

Show some objects in the classroom and call learners to describe them

e.g. Show an exercise book and ask, Is it big or small?

The answer: It's small.

Show a dictionary and ask, is it big or small?

The answer is, It's big.

Show two rectangular solids with different colours: Lift the red rectangle and let them describe it.

Learners: A red rectangle. Do the same with a green one.

Introduction

Hold two ropes and show the long one and say, A long rope. Repeat it several times. Have learners repeat after you. Hide the long rope behind you. Raise the short rope and say, "A short rope". Repeat the phrase and let learners repeat it. Show both ropes. Lift the long one for them to say, "A long rope". Do the same with other objects. E.g. pencils, ruler, sticks, lines drawn on the board, etc.

With tall and short, use the learners', pictures of buildings and trees, etc.

Accuracy Practice

Use any language drill appropriate to get learners practise using the structure.

ncy Practice

Let learners draw an object and use the appropriate description.

e.g. A long snake

A short snake.

A tall tree

A short tree

STRAND 4: WRITING

Sub-strands 10: Narrative Writing

E2. Writing – Writing an ending to a story. LB pages 172 - 173

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

E3. Writing – Writing an ending to a story. LB page 174

Adding more details to a story structure to narrate stories.

Let learners read the passage, “The Climate and You”, again. Tell them to continue the story from this point.

“Just then, they heard the sound of the engine of a motorcycle. They all turned to look at the person on the motorcycle. It was a young lady”. Let learners start the story from here.

Remind them of a story structure: the beginning, middle and ending. Let them also be reminded that a story happens at a place and time. There are characters. In the story the learners are going to write involves 5 characters: the two grandparents, the two children and the lady. They should give the lady a name. They should also give a name to the place where the events occurred.

Again in a story there is a problem and there must be a solution. In the course of the solution, another problem will arise so we have cause effect cause effect and solution or resolution.

Let each group brainstorm to get ideas for the story. They should draft, revise it (the story must follow a chronological order), draft it again. They can now edit it and write the final work.

They should read their story to the whole class.

F. STRAND 6: EXTENSIVE READING

Have learners sit quietly and begin reading. If there is a blind person, create a group which the blind person will be part of to listen to audio recording of a text. After about twenty minutes of reading let learners share what they have read.

Workbook Exercises

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

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

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

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

Answers

A2. LB page 166

2. 2 stanzas

3. 4 lines each

5. It is telling a story

4. water rhymes with after

got rhymes with trot

caper rhymes with paper

C. LB page 170

1. Adoma and Kwesi's grandparents.

2. Adoma and Kwesi

3. Adoma and Kwesi's grandparents.

4. The rains have destroyed the flowers of the mango trees / the mango trees have no fruits

There are no mangoes on the trees.

5. When they visited previously, there were many mangoes to eat. On their present visit there were no mangoes to eat.

6. They are on holidays. They also enjoyed visiting their grandparents because there were mangoes to eat.
7. They were surprised that there were no mangoes on the trees.

D2. LB page 171

- | | |
|--|--|
| 1. holidays – vacation | 4. a thing that catches animals – trap |
| 2. an insect that harms fruits – fruit fly | 5. engine |
| 3. grand parent | |

E2. LB pages 172 - 173

- | | |
|----------|----------|
| 1. short | 5. short |
| 2. tall | 6. long |
| 3. tall | 7. fat |
| 4. short | 8. slim |

Diagnostic Assessment

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

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Learners Book 3 (Pages 175 – 184)

Work Book (WB) Pages 142 – 148

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
ORAL LANGUAGE	
By the end of this unit, the learners will be able to:	
B3.1.7.1.3: Share facts from an information text heard with a partner.	Communication and Collaboration; Cultural Identity and Global Citizenship; Listening and Speaking.
STRAND 2: READING (Phonics)	
B1.3.2.4.1.1: Use diphthongs to build words. B3.2.7.1.3: Re-tell level-appropriate text in own language, explain and illustrate.	Personal Development and Leadership
Extensive Reading B3.6.1.1.1: Read a variety of age and level-appropriate books and summarise them. B3.2.7.2.1: Demonstrate understanding of the purpose and features of informational text.	Communication and Collaboration. Personal Development and Leadership
STRAND 4,5: WRITING	
B3.4.1.2.1.1: Describe places in a coherent paragraph. B3.5.4.1.3: Use simple past and the past continuous forms of verbs to express past actions	Communication and Collaboration

TEACHING AND LEARNING STRATEGIES

Oral Language

Teaching strategies

KWL strategy, singing, questioning, explanation, reading aloud.

Teaching and Learning Resources.

The map of Ghana; diagram, Learners.

Reading

Teaching and Learning Strategies

Picture description, chorus reading, group reading, questioning, discussions.

Singing of Jolly Phonics songs, modelling, repetition, learners' curriculum, saying of tongue twisters.

Teaching and Learning Resources

Letter cards.

Map of Ghana, a football, the flag of Ghana, Learner's curriculum materials.

Writing

Teaching Strategies Modelling, repetition, transformation drill, practical (activities), filling-in-the blanks, picture description, think-pair-share, guided composition, process writing approach.

Teaching and Learning Activities

LB page 165: Using K.W.L.

STRAND 1: ORAL LANGUAGE

Sub-strand 7: Listening Comprehension

Listening Comprehension

Have learners sing the National Anthem.

Ask a few questions about the responsibilities of every Ghanaian. Show the Map of Ghana and let learners identify the regions of Ghana. They must also identify the district and if

possible the town in which they live.

Tell them you are going to read about the topic, “Ghana My Motherland”. Draw the KWL chart on the board. Tell the learners that in their groups they should write all that they know about the topic, that is, their country Ghana. Next tell them to write what they want to know about their country. In the last column they should write what they have learnt about their country, Ghana.

What I Know	What I want to Know	What I have learned
E.g. Ghana has sixteen regions Nana Akufo Addo is the President of Ghana.	Who was the first president of Ghana? How does the country get money?	

Next tell them you are going to read a passage about “Ghana, Our Motherland” to them.

They should write new information they will learn in the third column. After the reading they should share the information they have learned with a partner or neighbour.

Read the passage twice for learners to grasp the information well. Ask learners to share their new knowledge with their partners, (Note that learners may not be able to say what they have the way adults can so they may just put down the points.) For example, Ghana is in West Africa. The people of Ghana are called Ghanaians etc.

STRAND 2: READING

Sub-strand 4: diphthongs

B1: LB page 177

Phonics: Diphthongs - /ei:/ ‘ay’

Let learners sing one Phonics song ‘ai’ /ai/ as in play, clay, say, way

As they listen, use the words below in several sentences and ask them to identify the most repeated sound. Drill them on the sound and then the words.

rain pain gain again paint

tail sail

Put learners into groups to write more words having both spelling patterns of the diphthongs. Let the groups use their words to write sentences to be read to the class.

Have the learners say this tongue twister: “An ape hates grape cakes” and write some tongue twisters of their own.

STRAND 2: READING

Sub-strand 7: Comprehension

Reading Comprehension

B3. LB pages 178 – 179

Before Reading

Ask learners what they learned in the listening comprehension lesson. Let them talk about the colours of the Ghana Flag, football and what they signify. Teach pronunciation and meanings of the key words, using simple explanations, examples. Etc.



While Reading

Provide model reading and follow up with learners’ reading after you. Let learners then go into mixed ability groups to read aloud to each other. As they read let them find answers to the questions following the passage. As they read, ask them to find the features of the passage as an informational text.

After Reading

Discuss the questions orally with learners. Ask questions that will make learners retell what they have heard about Ghana.

You may also let learners re-tell the facts about Ghana in a chain. Each tells a bit of it. Now let learners identify the features of an information text. Ask questions like these:

Is the passage telling you a story or giving you information?

Did the passage have a beginning, middle and an end?

Do you hear the names of persons in it?

(Note that a key issue is for learners to distinguish an informational text from a story so use the features and characteristics of a story to compare with those of informational texts. All that learners should be aware of is that information text gives information).

Now ask learners what they will benefit from informational texts. E.g. What do you get when you read a passage that gives you a lot of information?

- You acquire knowledge. You are educated on something. It helps you change your behaviour for good etc.

Finally, have learners write answers to the questions in Section C.

C2. LB page 179

Asking Questions from a substitution table, explain and demonstrate the activity after mounting the poster or chart of the activity on the board. Have individuals take turns to read sentences from the table.

D1. LB page 180

Use word and sentence cards to revise the pronunciation and meaning of the key vocabulary: Demonstrate and explain the spelling activity with several examples. Let learners sit in pairs to do the exercise; individuals then do it in their exercise books.

STRAND 5: USING WRITING CONVENTION

Sub-strand 4: Using Action Words

E2. LB pages 181 - 184

Writing: Using the past continuous tense

Revise the present continuous form of the verb by making learners form one sentence with each of the following verbs: going, dancing, drinking, writing.

E.g. Ajo is going home.

Introduce the past continuous tense using actions and modelling: The cow was drinking water etc.

Call a learner forward and talk with her. Let the learner sit down and say, "I was talking with

Aba Sam”.

Provide several similar examples and write them on the board. Repeat it while learners listen.

E.g. Aba was reading.

Quay Alfred was laughing.

Accuracy practice

Use the Repetition Drill and Transformation Drill to get learners practise the structure.

Example of Transformation Drill.

Learner A: Our teacher is teaching.

Learner B: Our teacher was teaching.

Learner C: Efua is reading.

Learner D: Efua was reading.

Fluency Practice

In pairs, each learner tells the other what he/she was doing in the morning or some two hours ago.

E.g Learner A: I was taking my bath.

Learner B: I was sweeping.

Learner C: I was eating, etc

STRAND 4: WRITING

Sub-strand 14: Descriptive Writing

E.1. Writing. LB page 181

Topic: An interesting place I have visited

Show pictures of different holiday resorts, children’s park and tourist attractions. Give each group one picture for them to talk about. Let the pictures go round.

Ask learners to think pair-share experiences about such interesting places. Have learners share their experiences with the class. Let learners sit in small groups to read and discuss the information in Section E1 on LB page 181.

Use these general questions to guide learners describe the places:

1. What is the name of the place you visited?
2. In which town or village is it found?
3. In which district and region can you find it?
4. Is it a tourist centre or holiday resort (Explain resort)
5. Which people go there?
6. Who took you there?
7. What did you see there?
8. Which activity did you take part?
9. Did you enjoy yourself or not?
10. What made you enjoy the place?

Encourage learners to add ideas which they have that have not been captured in the questions.

Instruct learners to write the composition using the process approach to writing.

Brainstorming has already been done.

- Drafting, revising, redrafting, editing: capitalisation, spelling, punctuation, language use.
- Final drafting.
- Publishing.

F. STRAND 6: EXTENSIVE READING

Independent Reading

Help learners to get their books.

Instruct them to read silently.

After twenty minutes, let them all sit in a horse-shoe formation.

Let two learners who read from the printed text say a brief summary of what they have read about. Call two learners who listened to an audio recorder also re-tell the others what they heard. Continue in this way.

C.2 Asking Questions from a substitution table.

Explain and demonstrate the activity after mounting the poster.

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. LB pages 179

1. West Africa.
2. Sixteen regions
3. Eastern Region – Koforidua (Any four regions and their correct capitals)
4. There are many towns along the coast and there are many rivers in the country.
5. Farming, mining, footballing/playing (Any of the occupations mentioned in the text)
6. Football
7. Accept as many crops as the learner can write.
8. They/Ghanaians do not discriminate against any ethnic group./ Accept other reasonable responses.

9 – 13. These are personal applicative questions and answers will differ widely.

14. Information given in the text.

C2. LB page 180

Sample questions:

Q. What is the capital town of the Oti Region?

A. The capital of Oti region is Dambai.

Oti Region – Dambai

Eastern – Koforidua

Volta – Ho

Greater Accra – Accra

Northern Region – Tamale

Savanna Region – Damongo

C3. LB page 180

1. Ga – Greater Accra
2. Ewe – Volta Region and some communities in the Oti region.
3. Ashanti – Ashanti Region
4. Fante – Central Region
5. Nzema – Western Region
6. Gonja –
7. Mamprusi –
8. Sisala –
9. Dagarti – Upper West

D1. LB page 180

- | | |
|--------------|-------------|
| 1. capital | 6. diamond |
| 2. different | 7. bauxite |
| 3. tribe | 8. butter |
| 4. ethnic | 9. national |
| 5. important | 10. coffee |

E2. LB page 182

- | | |
|---------------------------|---------------------------------------|
| 1. The man was eating. | 5. A woman was swimming. |
| 2. The boy was running. | 6. The men <u>were drumming</u> . |
| 3. The girl was writing | 7. They <u>were selling</u> mangoes. |
| 4. The woman was cooking. | 8. The man <u>was kicking</u> a ball. |

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?

Learners Book 3, Pages 185 – 195

Workbook 3 (WB) Pages 149 – 155

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
STRAND 1: ORAL LANGUAGE	
By the end of this unit, the learners will be able to:	
B3.1.7.1.1: Listen to and interact activity within information texts.	Communication and Collaboration Cultural Identity and Global Citizenship Listening and Speaking.
STRAND 2: READING	
Use diphthongs to build words. B3.2.7.1.2: Ask and answer factual, inferential and vocabulary questions about level – appropriate texts. B3.2.7.2.1: Demonstrate understanding of the purpose and features of information text.	Personal Development and Leadership Personal Development and Leadership. Reading
STRAND 4,5: WRITING	
B3.5.4.1.3.: Use the simple past and the past continuous forms of verbs to express past actions. B3.4.14.1.2: Make a radio/TV presentations. Extensive Reading B3.6.1.1.1: Read a variety of age and level-appropriate books and summarise them	Communication and Collaboration Personal Development and Leadership

STRAND 1: ORAL LANGUAGE**Sub-strand 7: Listening Comprehension****Learning and Teaching Strategies****Oral Language****Teaching and Learning Strategies**

KWL strategy, reading aloud, questioning, listening, speaking, Picture description.

Teaching and Learning Resources:

Pictures learners' curriculum materials.

Reading**Teaching and Learning Strategies:**

Modelling

repetition, (word recognition activities)

Teaching and Learning Resources

Letter and word cards.

Group reading, reading aloud, discussions, (identification of features of factual/informational text and writer's purpose; making comparisons of two texts)

Teaching and Learning resources

Word and sentence cards (chalkboard, Learners' curriculum materials).

Writing**Teaching and Learning strategies:**

Listening, discussion (class)

Demonstration

(Identification of features of a speech) group work, questioning, practical activities, modelling, repetition, language drill, (picture description) pair work.

Teaching and Learning Resources:

Audio recording of sample texts.

Chalkboard, Learners' curriculum materials



STRAND 1: ORAL LANGUAGE

Sub-strand 7: Listening Comprehension

Teaching and Learning Activities

A2. Asking and answering questions for clarification LB page 185

Use the KWL strategy to get learners' present information.

Write the topic: "The Climate and You"

Let learners describe the picture on page 173. Let them connect the picture with the title.

Draw the KWL Chart on the board and ask learners to do the same. They are going to say all that they know in the first column. Put the knowledge they want to have about the topic in the middle. After they have got information about the topic, they write it in the third column.

Enquire from learners if they understand the the key words. If not, teach the meanings.

Weather: how cold or hot the atmosphere is at any given point in time.

Rainstorm – a storm that blows together with rainfall.

Develop – to grow into mature stage

Windbreak – trees grown/planted near houses or farms to protect them so that they are not destroyed by strong winds.

Read the passage twice to the learners. Ask them whether their questions have been answered. Each group will present the new ideas they have learnt from the passage to the rest of the class. Before they present the ideas, set rules and teach the language for asking questions.

Some of the expressions are: can you please, explain to us? You said that will you please repeat that to us? Etc.

Where the learner cannot explain, come to his/her help.



STRAND 2: READING**Sub-strand 4: Diphthongs****Phonics:** B1. LB page 186**The Diphthong:** /ôï /

Have learners sing Jolly Phonics songs on the sounds / ô / and / i / as in ‘pot’ and ‘sit’ respectively. After that let learners say these words: boy, toy, coy, joy.

Take learners through the pronunciation, recognition of the sound /ôï/

Have learners repeat the words after you (words listed in Section B1). Put them into small groups to identify more words having the diphthong. Lead them with examples to use some of the words in sentences. Encourage them to find other words that contain the diphthong such as coil, spoil, hoist, soil.

STRAND 2: READING**Sub-strand 7: Comprehension****B2 and B3** Reading and Comprehension*(LB page 186-188)***Topic: The Climate and You 2****Before Reading**

Have learners say some of the things they heard during the oral lesson. Each of them repeats the new information they heard about the changes in climate or climate change.

Have learners read in their ability groups. Present sentence cards of sentences from the passage for poor readers to read and help them write one factual question and one inferential question about the vocabulary of the passage.

After Reading

Discuss the questions following the passage. Ask learners whether there is a difference between this passage and the passage read in Unit 23. Draw a table on the board and together with the learners write the similarities and differences.

E.g.

Passage 22	Passage 24
Similarities	differences
Both talk about a mango farm Both talk about flowers of mango trees Fallen flowers due to rainstorm	Miss Opoku introduced Miss Opoku explains T.O

Using the similarities identified, conclude that both passages are informational texts. Though the passage involves the problem of two grandparents, both passages are telling us the effects of the change in climate. The second passage goes on to give solutions to the problem.

Ask the class why the writer has given us information about Climate Change.

Next, discuss learners' questions as a whole class and elicit meanings from the vocabulary that came up, from learners. Straighten learners' explanations and add a few more things for detailed explanations.

Finally, assign learners to do the comprehension exercise in Section C LB page 189.

D1. Vocabulary Consolidation – Spelling

Revise the pronunciation and meaning of the listed words. Have learners sit in pairs to practise spelling the words. Demonstrate word and syllable segmentation and have the pairs practise segmenting the words to make spelling of the words easier.

D2. Word part Matching:

Explain and demonstrate the activity with several examples reminding them of the blending and segmentation of words and syllables which they had previously done.

Let them first do the exercise orally in their pairs and then do it in their exercise books.

STRAND 4: WRITING**Sub-strand 14: Making a T.V presentations****E1. A Radio/T.V. Presentation.***LB page 191*

Have learners go into their groups to assemble all the information gathered from the second passage. Let learners listen to a talk on an issue.

E.g. Free Compulsory Universal Basic Education in Ghana or any topic that will be easy for your learners to understand. Go through the stages of the speech with learners.

Introduction: The Radio or TV presenter will first tell listeners a little about the topic and introduce the speaker.

About the Speech/Talk

Introduction – the topic going to be discussed.

- The Climate and You
- Explanation of the climate: Visible signs: too much heat from the sun, strong winds, rainstorms, floods.
- Effects: famine (a) because flowering plants have had their flowers

Dropped: no fruits for farmers.

(b). Crops are destroyed by heavy rains causing famine. Long drought making plants die.

Demonstrate the activity – presenting the issue in a radio programme. Put learners into small groups to prepare to deliver in a role-play organised for the purpose.

Revision

Have learners identify prepositions by underlining them on the board in the following sentences.

1. The driver is standing by his car.
2. We must by 7:00am, reach the school
3. Walk along the road.
4. Are you coming from the shop?
5. He is going into the room.

STRAND 5: USING WRITING CONVENTIONS

Sub-strand 7: Using Simple Prepositions

E2. Prepositions to indicate means of transport and directions.

LB page 191 - 192

Introduction

Explain to learners that the words they have underlined are prepositions.

Use practical activities to teach prepositions of direction and means.

E.g. Walk towards the teachers' table.

Say: I'm going towards my table.

Let them repeat it; then write the sentence on the board. Use different activities to teach different prepositions for direction and means of transport on, by for means of transport; onto, into, along, out of, to, through.

I can travel by bus to Lagos.

I saw a snake sliding through a window etc.

Accuracy Practice.

Use any appropriate language drill to have learners practise.

Fluency Practice

Let learners tell each other the following:

1. How they will go to the next town/the means by which they would like to travel.
2. Give one sentence to express direction.

STRAND 5: USING WRITING CONVENTION

Sub-strand 7: Using simple preposition

Exercise

E2. LB page 191

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

D1. Vocabulary: Spelling. LB page 189

Take learners through the pronunciation of the words listed on 177.

Together with learners, break the words into syllables: rain-storm, wea-ther, pe-riod etc. In pairs let learners spell out the words in syllables. They can later use the look-cover-write-check strategy to learn spelling.

Clean the board and dictate the words at random to learners to write.

After writing, write the words again for learners to do their correction.

D2. Vocabulary – Syllable Blending. LB page 190

Matching two syllables to form words. Discuss the activity with the class eliciting the appropriate syllables that can form a word from them. Ask learners to do the work in pairs orally and then do it individually in their books.

D3. Vocabulary: Meaning. LB page 190

Let learners read the passage again to find the appropriate words for the meanings. Ask learners to do the work individually. Encourage them to use their dictionaries if need be.

F. STRAND 6: EXTENSIVE READING

After reading for four weeks let learners share what they have read with a partner. They should do the following:

Say the title of the book. Say the author's name as well as the illustrator's.

Re-tell the story or information, briefly give their opinion about the book.

Diagnostics Test.

Write sentences using prepositions to indicate means of transport and direction. Ask learners identify the prepositions. Next give pictures showing actions of movement: direction and transport. Let learners write which preposition the picture is portraying.

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 189

1. Miss Opoku.
2. A T.O gives advice to farmers concerning their farms.
3. The flowers were blown off by rainstorm so they could not mature into fruits.
4. He now knows that it was the rain-storm that blew the flowers off at the time that the flowers needed dryness to continue to mature.
5. That instead of dryness the rainstorm came in to blow off the flowers off making the trees fruitless.
6. Dry weather
7. This will help the farmers to plant their crops at the correct time so that the plants flower in the dry season.
8. Informational texts give us information. Information texts talk about a topic, what it is about, causes, effects and solutions.
9. The writer wants us to know about the weather which has changed. The writer wants us to learn the good time for planting.

D2. LB page 190

- | | |
|-------------|--------------|
| 1. dryness | 6. rainstorm |
| 2. example | 7. flowers |
| 3. period | 8. reason |
| 4. weather | 9. nicely |
| 5. branches | 10. exactly |

D3. LB page 190

- | | |
|--------------|-------------|
| 1. rainstorm | 3. branches |
| 2. period | 4. develop |

E2. LB pages 191 -192

- | | |
|-----------|------------|
| 1. out of | 6. through |
| 2. along | 7. on |
| 3. into | 8. by |
| 4. from | 9. by |
| 5. from | 10. onto |

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?

REVISION 4**STRAND 2: READING****Sub-strand 4: diphthongs***LB page 193 - 195*

Let learners sing the Jolly Phonics songs on the sounds /ai/ and / i/

Show the cards bearing the above sounds. Let learners say the sounds one after the other and revise the sounds learnt previously.

For each sound let learners pick one sound and give examples of words that have the sound in it.

Let learners play the **sound-ball game** to revise the sounds learned, however, the learner must pick a word card that has the sound mentioned.

Explain the activity and ask learners to do the work individually.

B. LB page 193

Have learners sing the National Anthem Let Learners identify the words and spell them.

STRAND 2: READING**Sub-strand 7: Comprehension****C. LB page 193**

Read the passage at Unit 23 aloud and let pairs of learners read it to each other. As they read they should find answers to the questions at page 168.

Discuss the questions with the whole class eliciting answers from learners.

F. STRAND 6: EXTENSIVE READING**Sub-strand 1: building the love and culture of reading.**

Have learners continue to share with their colleagues the story they read or heard about.

Revision 4 Answers

B. LB page 193

promise	honour	good
loyal	myself	pledge
defend	faithful	ghana
blood		

STRAND 5: USING WRITING CONVENTION

Sub-strand 7: Using simple Preposition

E. LB page 194

Write the correct word in each blank space.

Explain the activity to learners and do one example together with learners.

C. LB page 193

1. West Africa
2. Many different ethnic groups.
3. Visitors are happy because of their hospitality.
4. There are many towns along the coast. There are also many rivers and lakes.

D.

1. tall
2. long
3. was sweeping
4. by
5. onto
6. high
7. short
8. am eating
9. tall

E.

1. towards
2. was
3. was
4. tall
5. onto
6. large
7. long
8. were
9. into
10. onto

Learners Book 3, (Pages 1896 – 205)

Workbook (WB) Pages 156 – 166

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering inversion questions.	Communication and Collaboration Personal Development and Leadership
STRAND 2: READING	
B3.2.2.1.3: Use basic elements of structural analysis, e.g. prefixes, suffixes and root words to decode unknown words. Reading Comprehension B3.2.7.2.3 Use visualization strategy to enhance understanding of level-appropriate text.	Personal Development and Leadership Communication and Collaboration.
STRAND 4, 5: WRITING	
B3.3.13.1 Write a short paragraph to support an opinion or claims with clear reasons. B3.6.1.1.1: Read a variety of age and level-appropriate books and summarise them.	Communication and Collaboration Personal Development and Leadership

TEACHING AND LEARNING ACTIVITIES**STRAND 1: ORAL LANGUAGE****Sub-strand 8: Asking inversion questions***Learner's Book Page 197***A. Conversation: Asking and Answering Inversion questions.**

Ask learners to think – pair-share an incident that happened on their way to school. After some time let them move to another person. Each of the learners narrates what the other person had told him/her. In the course of the narration they should ask questions.



E.g. If learner A says “The thief picked money from a woman’s bag.

Learner B; Really? Did the thief pick money from a woman’s bag?

Learner A: Yes, indeed.

You may model a short conversation between you and a pupil to demonstrate the activity.

Demonstrate to learners the rising intonation of a question and the falling intonation of a statement and the response.

E.g. The police man hit the thief. Did the policeman hit the thief?

Yes, indeed or Yes, he did.

Instruct learners in pairs to ask and answer questions with the right intonation

TEACHING AND LEARNING ACTIVITIES**STRAND 2: READING****Sub-strand 2: Phonics****B1.** LB page 199**Topic: Forming new words by adding prefixes**

The prefix **en**

- Revise briefly simple ways in which words can be formed from other words such as

phoneme deletion and phoneme substitution.

- Write words such as the following on the board.

joy courage

sure circle

- Explain simply that just as new words can be formed by phoneme deletion or substitution, new words can be formed by the addition of prefixes.

Demonstrate affixation by adding the prefix *en* to the words on the board:

enjoy encourage ensure encircle

- Drill the new words and encourage learners to think of words that have the prefix or words to which the prefix can be added to derive other words. Examples: rich, slave, stool, plane, able.

A1. Rhyme: Boys and Girls At Play

Write the title “Boys and Girls at play” on the board. Have learners think about the title and what the title will entail. Ask learners to picture some of the games and words that will go with the title.

Read the poem to learners twice as they listen to it. Now, tell learners to read the poem individually on their own.

Ask learners to read silently to find answers to the questions labeled A2 on page 189. Discuss the questions with the class eliciting answers from learners and have them provide oral answers.

STRAND 2: READING

Sub-strand 7: Comprehension

B2 and B3 Reading and Comprehension

LB page 200 – 201

Before Reading

Let the learners talk about the pictures on pages 183, 185 and 187. As they mention important words that they will meet in the passage, write them on the board. Teach the

meaning of the key words: (**tidy, regularly, harvesting, midfield**). If they are unable, teach also the pronunciation of the words.

Follow the usual three – step approach of;

- Listening practice
- Repetition practice and
- Independent production.

During Reading

Read the first two paragraphs of the passage aloud once and let learners read after you once. Let learners read in small groups (mixed ability). As they read they should find answers to the questions at C, pages 193. They should also write one question whose answer is directly given in the passage, another whose answer applies to the reader (learner).

After Reading

Discuss the questions learners asked.

Help with the vocabulary questions if learners have difficulty.

C. LB page 202

Elicit answers from the learners. Let learners write the correct answers into their exercise books.

D.1 LB page 202 Vocabulary Consolidation – Spelling

Let learners identify the words. Do one or two examples with the whole class. Ask learners to fill in the missing letters in the blank spaces in the words.

D2. LB page 203 Vocabulary Game – Mother and Child

Explain the activity and allow twenty minutes to do it. The group that is able to finish first with the most number - of words is the winner.

STRAND 5: USING WRITING CONVENTION

Sub-strand 9: Using Simple and Compound sentences

E1. Writing: Reading and Writing Sentences from a Substitution Table. LB page 203

Mount a chart of the substitution table on the board. Demonstrate reading from it and have individuals take turns to read from it.

Assign them to do the exercise in their exercise books.

E2. LB page 203 - 204

Writing – Using Compound Sentences

Revision

Start the lesson with a simple sentence. E.g. Mr. Adu is a teacher. Let learners give one example each of a simple sentence. Let learners say the naming word in the sentence.

Underline the naming words. Call learners to the board to underline the action words in each sentence.

Demonstrate the formation of compound sentences using two simple sentences. I went to school. I learned. Join the two sentences with a coordinating conjunction, **and**.

I went to school and learned.

The man took a stick. The man killed the snake.

The man took a stick and killed the snake.

Accuracy Practice: Mount the substitution table on the board

Read one sentence from the substitution table and have the whole class to read sentences from the substitution table.

Let learners individually read one sentence from it. Introduce the coordinating conjunctions **but** and **yet**. Let learners practise the pairs of sentences numbered 1-8 by joining them with ‘but’.

Exercise

E3. Writing: Using Compound Sentences. LB page 203

Explain the activity to learners and ask them to do the work individually. Learners are to write ‘and’ or ‘but’ in the blank space.

STRAND 4: WRITING**Sub-strand 14: Making a radio or T.V presentation****E4. Making a Radio Presentation. LB page 204.**

Let learners go into groups to read over their work. The radio or the T.V. presenter should read his or her introduction to the group. The speaker must also practise reading his/her speech.

Let the whole class sit in a Community Circle Time Arrangement (a semi-circle). Let the groups ballot for the order of the presentations. Remind learners about the need to ask questions for clarification, having confidence etc.

Moderate the presentation by the groups.

Collect all the group write-ups for the presenter and speaker. After marking, let learners copy them, write up into their books.

F. STRAND 6: EXTENSIVE READING

Individual Reading

Help learners to select appropriate books. Let learners read silently in compliance with the rules of the extensive reading sessions. Remember to make special arrangements for learners with disabilities like the blind.

Go round to ask a few questions about what learners have read about. Spend the rest of the time with those who listened to the audio to re-tell what they heard.

Diagnostic Test:

Say some statements and ask learners to say their inverted questions.

E.g. A woman paid for my trotro fare. Did a woman pay for your trotro fare? Yes she did

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

Questions on poem A2 LB page 196

1. An adult

The person says, “Boys and girls, cheer up for this is your time” He/she did not say this is our time but your time.

2. The children were playing soccer and netball.
3. No
4. The poet tells them to cheer up.
5. Children
6. Accept any answer because it is their opinion.

C. LB page 202

1. They live in Katanga.
2. Katanga Primary School.
3. Their parents are farmers, Mrs. Toro, the children’s mother is a trader, too.
4. One hundred and thirty boys
5. One hundred and thirty girls
6. The boys play soccer and Oware.
7. C. mixed school
8. Teachers tell them what to do. They also show how to do it.
9. In the dry season; so that the plants would not die.

D1. Spelling. LB page 202

- | | |
|---------------------|----------------------|
| 1. foot <u>b</u> ll | 6. comp <u>o</u> und |
| 2. net <u>b</u> ll | 7. resp <u>e</u> ct |
| 3. play <u>i</u> ng | 8. seed <u>l</u> ing |
| 4. kat <u>a</u> nga | 9. regu <u>l</u> ar |
| 5. prim <u>a</u> ry | 10. Te <u>a</u> cher |

D2. Mother and Child Game. LB page 203

have	sting	rest	tin
are	harvest	resting	has
vest	hart	as	in
heart	hat	at	art
vast	sit	rat	net
neat	nest	east	tea
eat	eat	gate	ten

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 3, (Pages 206 – 215)

Workbook (WB) Pages 167 – 171

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
By the end of this unit, the learners will be able to: B3.1.7.1.1.: Listen to and interact actively with information texts.	Communication and Collaboration Listening and Speaking
STRAND 2: READING	
B1.2.2.1.3: Use basic elements of structured analysis e.g. prefixes and suffixes B3.2.9.1.1: Read long texts with good pace, accuracy and expressions. B3.6.1.1.1: Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership Communication and Collaboration Personal Development and Leadership
STRAND 4,5: WRITING	
B3.4.10.1.2: Engage and orient the reader by establishing a context and introducing narrative.	Communication and Collaboration Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES

Oral Language

Teaching and Learning Strategies

Reading aloud, think-pair-share, KWL pair work, sharing

Teaching and Learning Resources:

Text in Learner's Book 3 page 206

Reading

Phonics

Teaching and Learning Strategies

Structural Analysis

Teaching and Learning Resources

Syllable, affixes and word cards.

Reading Comprehension

Teaching Strategies

Echo reading, pair reading, silent reading, discussion

Silent reading, listening, questioning

Teaching and Learning Resources:

Word cards learner's curriculum materials.

Library books, non-print texts.

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 7: Listening Comprehension

A2. LB page 207

Conversation

Topic: Malaria

Inform learners that they are about to learn some new things about malaria. First, however, they must think about what they already know and what they want to know.

What I Know	What I want to know	What I have learnt
-------------	---------------------	--------------------

Have learners think – pair – share and then share their ideas with the rest of the class e.g. It is a disease. Both adults and children can be affected. You shiver with cold. Your body becomes hot. You have severe headache etc.

Let learners share what they know about Malaria. Individuals should now read aloud to the class what they want to learn about Malaria.

Do “before reading” activities: study of accompanying pictures and teaching of critical vocabulary items. Read the passage

once to learners as they listen. Read once more. As you read ask them to check whether their questions have been answered. If after reading for the second time learners still have questions, delve further into the topic to get their questions answered.

Next, have learners share the new information about Malaria. Should a learner give inaccurate information do correct the learner or straighten the idea well.



STRAND 2: READING

Sub-strand 2: Phonics

Phonics LB page 209

Topic: Syllables and Compound words.

Let learners sing one phonic song.

Write one single – syllable words on cards. Show a card and have learners say the word with a tap. Ask learners how many taps each word has.

go come run shift dance,

Let them tap the following:

going, coming, walking, teacher.

Ask learners how many taps each of the words had. Write the following for learners to state the number of taps they realised: mosquito, malaria, examined, environment surroundings. Tell learners that the taps stand for syllables to decode in reading a word they do not know. They can also use the syllables to make spelling of long words easy.

Introduce compound words on word cards:

raincoat

teaspoon

eggshell

seashell

dustbin

earring

Ask learners to say what they observe about the words on cardboards. Let them say the words in syllables. Ask them whether the syllables in rain-coat are the same as go-ing or tea-cher.

Help learners to realise that compound words are two complete words put together. A syllable in a word may not be a complete word.

Have learners do the exercise on syllables and compound words.

STRAND 2: READING

Sub-strand 7: Comprehension

Reading Comprehension

B3. LB page 210

Before Reading

Let learners go over the description of the pictures on pages 193, 194 and 195.

Ask learners to pronounce and explain, careless, discuss, summon.

While – Reading

Do a model reading of the first half of the passage. Let learners read the passage after you in the same manner. Identify good readers and pair them with others who are not fluent. Let them read to each other.

Go round to correct the pace, accuracy and expression as learners read.

After Reading

Discuss the questions and elicit answers from learners orally. Assign learners to do the comprehension exercise in their exercise books.

D1. LB page 212

Apart from the word 'house' let learners pronounce the words in syllables. They should spell the words in syllables. Let them use look-cover-write-check to learn the spelling.

Rub off the words from the board. Dictate the words at random. Write the words on the board again for learners to do their corrections.

D2. LB page 212

Go over the pronunciation and meanings of the words. Let learners form sentences with each word. Write learners' sentences on the board. Let them later read the sentences.

Encourage learners who can form and write their own sentences to do so and those not capable to copy the sentences on the board.

D3. Prefixes and Suffixes.

LB page 212

Briefly revise prefixes and suffixes using several examples. For example, name a word.

Repeat the word adding a prefix to it. E.g happy – unhappy.

Invite learners to give more examples.

Treat the other morpheme similarly. Put learners into groups to do the exercise in D3 page 204.

STRAND 5: USING WRITING CONVENTION**Sub-strand 9: Simple and compound sentences****E1. Writing: Using Compound Sentences.**

LB page 213 – 214

Revise simple sentences and how to form compound sentences using the coordinating conjunctions 'and', 'but'.

E.g. I went home. I rested

I went home and rested.

I am old. I work hard.

I am old but I work hard.

Explain the exercise on page 201 to learners. Let them do it individually.

STRAND 4: WRITING

Sub-strand 10: Narrative Writing

E2. Writing: My Happiest Day

LB 214

Orient the reader by establishing a context and introducing a narrative.

Have learners narrate the happiest day in their lives.

Let each learner say one thing that made the day the happiest. Tell learners they have done well but they left a few things – establishing a context and captivating introduction.

Tell learners your own story engaging them with detailed description of the setting: the place, the time, the mood or atmosphere. Was the weather lovely and enchanting? etc. Let the introduction be captivating. E.g. One lovely morning, when the sun was rising, the birds were singing nice tunes in the woods. Etc.

Plan your introduction telling learners what made you happiest than any other day. The introduction of a narrative include the following:

- the setting (the place and time the event happened)
 - the people involved (name (s) of person (s) involved in the event.
 - What led to the event.
- the story then begins (plot).

Through questions set a general context in which the event took place.

Lead them to write the main events in chronological order.

Put learners in groups to write the composition

F. STRAND 6: EXTENSIVE READING – Silent/Independent Reading

Have learners read silently and then guide them to re-tell the story in logical order. Those who listened to the recorded text must share with those who read from 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.

Diagnostic Test

Read the beginning of various stories to learners. Ask learners in groups through questions, to say the context has been set.

Let learners use 'but, and to form compound sentences. Let learners have more practice in joining two simple sentences with a coordinating conjunction.

Answers

LB page 209

B1. Accept the words that have 'au' and 'aw' sound in them or beginning them.

C. LB page 211

1. Aperedi
2. Mr. Gyesi
3. They had malaria/They were sick.
4. Their surroundings were dirty. There were mosquitoes and flies.
5. A young doctor.
6. He told them to keep their surroundings clean to prevent sickness.
7. The people promised to keep their environment clean.
8. There were a lot of mosquitoes because of the bushy and dirty surroundings.
9. The doctor treated them of their malaria and gave them treated mosquito nets.

Question 10 and 11 depends on where learners live.

12. I can sleep under treated mosquito net. I can weed and sweep my surroundings.

D3. LB page 212

enjoy	faithful
peaceful	faithless
sinless	mouthful
sinful	dutiful
recall	fruitful
reprint	fruitless
sleepless	cheerful
revisit	cheerless
careful	fearful
careless	fearless
enrich	

E1. LB pages 213 – 214

1. Dina walked fast but she was late to school.
2. It rained heavily yesterday but the ground is not too wet.
3. I have eaten breakfast but I am still hungry.
4. We waited for Kofi but he did not come.
5. I called you many times but you did not answer the calls.
6. I love cats but my sister loves dogs.
7. The clouds gathered but there was no rain.
8. He searched for his toy car but he could not find it.

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?

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Role-play

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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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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 3, Pages 216 – 224

Workbook (WB) Pages 172 – 179

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.10.1.1: Present ideas logically	Communication and Collaboration Cultural Identify and Global Citizenship
STRAND 2: READING	
<p>B3.2.6.1.2: Use knowledge of prefixes and suffixes to interpret unfamiliar word.</p> <p>B3.2.7.2.1: Demonstrate understanding of the purpose and features of a poem</p> <p>Read long texts with good pace, accuracy and expression</p> <p>B3.6.1.1.1: Read a variety of age and level-appropriate books and summarise them.</p>	<p>Personal Development and Leadership</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>
STRAND 4,5: WRITING	
<p>B3.4.5.1.2: Write simple meaningful sentences to express feelings and opinions about people and things</p> <p>B3.5.4.1.3 Use simple past forms of verbs to express past actions.</p>	<p>Critical Thinking</p> <p>Communication and Collaboration</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

TEACHING AND LEARNING STRATEGIES

Oral Language:

Teaching Strategies

Questioning, Think-Pair-Share, Discussion

Teaching and Learning Resources

Chalk board illustrations.

Reading

Teaching Strategies

Modelling, repetition, word building through affixation, matching.

Teaching and Learning Resources

Prefix and Suffix word cards

Reading Comprehension:

Teaching and Learning Strategies:

Picture Description, Discussion of Title, Echo-Reading, Reading Aloud, Pair Reading,

Teaching and Learning Resources:

Picture, Learners' curriculum materials

Writing

Modelling, repetition, practical activities, language drill pair work.

Teaching and Learning Resources

Sample composition, Learner's curriculum materials, chalkboard, illustrations.

Extensive Reading

Teaching and Learning Strategies

Silent reading, re-telling, questioning, listening.

Teaching and Learning Resources

Library books/non-print text

Diagnostic Test

Find a more suitable poem with a regular rhyme scheme, rhythm, use of figurative language.

Let learners identify the various features of a poem.

Lead learners to identify the purpose of the poet or the writer. That is, is the writer educating, entertaining, giving a warning, creating awareness of some sort, ridiculing, encouraging etc.

TEACHING AND LEARNING ACTIVITIES

STRAND 1: ORAL LANGUAGE

Sub-strand 6: Conversation

A2. LB page 217

Topic: An Important Person I know

Ask learners to mention some important persons in their community. Let each learner say what the person is – a teacher, a lawyer, a businessman, a musician, a footballer, an actor/actress, newscaster etc.

Continue by asking learners what has made the persons they have mentioned important. Ask learners leading questions for them to realise that it takes commitment, dedication, sacrifice and perseverance to excel in one's field of endeavour.

E.g. Do you think that a particular musician studied hard? Do you think he/she committed him/herself to studying around the profession? Don't you think they always practise and give much time to their work?

Now let learners think – pair – share the professions they would like to be famous in and why that profession, career or occupation. Let learners individually write a few sentences about their choice.

Learners present their write-up to the class in logical order.

STRAND 2: READING

Sub-strand 2: Phonics

B1. Phonics: Prefixes and suffixes

LB page 218 - 219

Let the class sing one song. Let learners break these words into syllables by tapping.

doctor happy promised beaten environment.

Again, Let learners give examples of compound words: housefly, netball, butterfly,

grandmother etc.

Introduce the formation of new words through affixation.

Introduce the word 'visit' on a card

Visit

Ask learners whether we can have another word from 'visit'. You can now add a suffix card to the word card:

Visit + or

Continue to ask them other words that can be formed from

Visit + ed ; Visit + ing

Proceed as above to form other words from fly, go, drive and joy.

Treat words that can take both prefix and suffix, e.g prove – improve improvement

Teach prefixes: un, en, im

suffixes: ful, ed, ing, or etc.

E.g. unhappy, enrich, impart

playful, walked, planting

Explain the activity to learners and ask them to do it in pairs.

STRAND 2: READING

Sub-strand 7: Comprehension

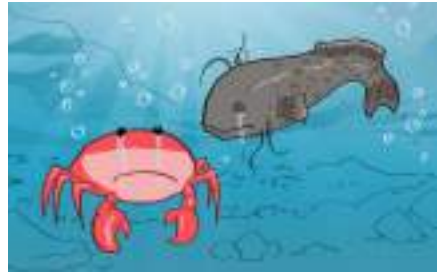
B2 and B3 Reading Comprehension

LB pages 219 – 220

Dear oh Dear – A poem

Before Reading

Lead learners to recite a rhyme/poem or two. Introduce the title and let learners talk about it – Dear oh Dear? Elicit responses from learners what they think about the title. Let them talk about the pictures on pages 207 – 210. Introduce and teach the key and other words one at a



time.

Teach the meaning of the words using the pictures and simple explanation. Guide them with examples to use, some of the words in sentences.

Guide learners to pronounce the words and sentences correctly using the three-step approach of:

- Listening
- Repetition
- Independent production

C. While Reading

LB pages 220 - 221

Discuss the questions on pages 212 - 213 with the whole class.

Ask questions about the features of a poem. E.g. How is the sentence arranged? Is this poem written like the passage in Unit 25? Etc.

Enquire from learners why the writer wrote a poem about our forests and how both human beings and animals are affected.

Draw learners' attention to the following:

A poem is written in stanzas.

A stanza contains between 4 - 8 lines

D1. Vocabulary Consolidation – Meaning.

LB page 221

Read through the main words and phrases aloud to learners. Explain the activity and do one example with learners and assign them to do the exercise.

E.g. joy – happiness

D2. Vocabulary Consolidation – Spelling.

LB page 222.

Take learners through the pronunciation of the words. Demonstrate the activity with some familiar words. Assign them to do the work in their books.

Encourage learners to form sentences with the words. Let abled learners form sentences of their own. Those incapable should write the sentences on the board.

STRAND 5: USING WRITING CONVERSATION

Sub-strand 4: Using Action Words

E1. LB pages 222 – 223 Writing

Using verbs.

Action Words – The Past form of the verb.

Revision

Revise the present continuous and the simple present tenses

Write sentences on the board and ask learners to choose the correct tense form to fill the blank spaces.

1. The teacher _____ (teaches, is teaching) every day.
2. The baby _____ (is crying, cries) now.
3. He _____ (goes, is gone) to school early.

Introduction

Use real situations to introduce the simple past form of the verb. Create situations if there can't be natural situations. For example, call someone to walk to the door. Let the learner sit down.

Ask learners: What did Hamidu do?

Say: Hamidu walked to the door.

Accuracy Practice

Use any language drill appropriate to get learners to practise using the structure. To begin with, use the repetition drill. A Conversation drill may also be useful:

Let learners change sentences in the simple present tense to the simple past tense. They work in pairs, one says a sentence in the present and the other changes it to the past:

Learner A: Aku washes plates.

Learner B: Aku washed plates:

Learner C: Joojo plays football every day.

Learner D: Joojo played football yesterday. Etc.

Fluency Practice

Encourage pairs of learners to tell their colleagues what they did the previous evening when they were at home.

Tell learners to use the underlisted words in sentences.

dance	stopped	cooked
walked	spoke	wrote

STRAND 4: WRITING

Sub-strand 5: Writing simple words and sentences

E3. Writing – Writing to Express Feelings.

LB pages 223- 224

Use an event that happened in the school or town recently and have learners express their views or opinions about it. Provide a model. Teach the phrases for expressing opinions.

- In my opinion, Esi is right
- As far as I am concerned, Esi is right
- As I see it

E.g. As I see it, the man was unkind to his own daughter.

I think the man was too harsh.

I feel that the man should say sorry to the girl etc.

Let learners explore many situations or even objects and describe them to their colleagues.

Let learners give their opinions about their own colleagues.

E.g. Boatemaa is a kind girl

She always shares her food with others etc.

Encourage learners to choose any item and write at least three sentences about it.

E.g. Lemon

A lemon is a fruit.

It is not as sweet as an orange.

It can be taken in warm water as medicine.

It can make fat people grow lean.

I think it is a good fruit

F. STRAND 6: EXTENSIVE READING

Ensure clean hands. Have learners read silently. Go round to ask learners to say the name of the writer, the title of book, illustrator and a little of what they have read. At the end, have them as usual share a bit of what they read with one another.

Workbook Exercises

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

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

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

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

Answers

B1. LB page 218

- | | |
|---------------|-----------------|
| 1. enrich | 7. teacher |
| 2. untruthful | 8. goes |
| 3. impossible | 9. wonderful |
| 4. unkind | 10. enrich |
| 5. rejoice | 11. pre-writing |
| 6. important | 12. prayer |

C. LB pages 220 - 221

1. Mudfish and crab.

2. They lived in a pond.
3. There was much food to eat and water to drink.
4. Chainsaws, trucks, bulldozers, fires.
5. Charcoal burners, galamseyers.
6. There was much rainfall.
7. There was no more food and water; the pond was gone.
8. The forests were burned down by fire. The trees were also felled.
9. Accept Yes or No.
10. A recount of the story/Narration of the poem as a story.
11. A poem is written in Stanzas./Any statement about the features of a poem.

Stanzas consist of lines.

The lines are written in regular, stressed and unstressed patterns

A poem has rhymes at the end of the lines.

A poem uses language that creates mental pictures etc.

The purpose of the writer is to tell readers the way we have destroyed our environment through harmful practices.

Note that a child cannot give you such answers so you have to guide learners by asking leading questions.

D1. Vocabulary Consolidation – Meaning. LB page 221.

joy – happiness

much – a lot of

truck – a big lorry/vehicle.

chainsaw – a machine for felling trees.

mudfish – a kind of river fish.

pond – a small area of water.

crab – a sea/river creature with a shell.

buldozer – a land clearing machine.

D2. LB page 222

mudfish	pond	trees
trucks	rain	friends
forest	bulldozer	
green	chainsaw	

E2. LB page 223

1. My mother cooked every day.
2. The children played every day.
3. We read newspapers every day.
4. We took our bath every morning.
5. The man walked to his farm on Saturday.

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 3 (Pages 225 – 233

Workbook (WB) Pages 180 –185

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B3.1.9.1: Give and respond to commands, instructions and directions.	Communication and Collaboration Listening and Speaking
STRAND 2: READING	
<p>B3.2.6.1.1 Read level – appropriate sight words, understand and use them in meaningful complex sentences. Respond to stories with own opinion and value judgement.</p> <p>Extensive Reading</p> <p>B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.</p>	<p>Personal Development and Leadership.</p> <p>Communication and Collaboration Personal Development and Leadership</p>

STRAND 4,5: WRITING	
B3.3.13.1.1: Write a short paragraph to support an opinion or claims with clear reasons.	Communication and Collaboration
B3.5.2.1.3: Identify and use the apostrophe to show possession	Self-Development Personal Development and Leadership.

TEACHING STRATEGIES

Oral Language

Teaching and Learning strategies.

Role play, Drawing Modelling.

Teaching and Learning Resources:

Places in the classroom and on the compound, learners' curriculum materials.

Reading

Teaching and Learning Strategies

Modelling, Repetition, Look-and-say Picture description, Prediction, Modelling, Reading aloud, Pair reading, Leading questions.

Teaching and Learning Resources:

Word Cards, Internet, shelves (cards folded into shelves)

Pictures, learner's curriculum materials

Writing

Teaching and Learning Strategies:

Demonstration, Repetition Drill and Transformation Drill, Pair Work, Brainstorming

Teaching and Learning Resources

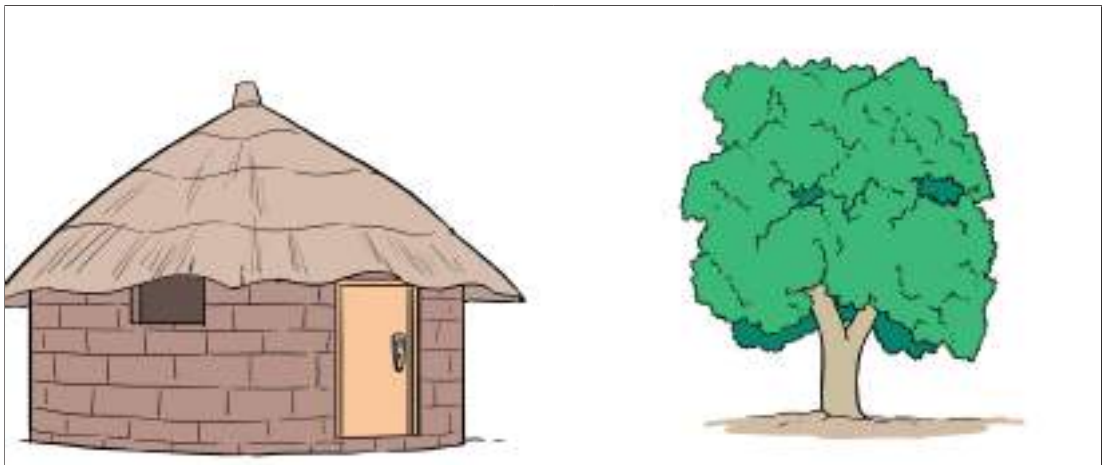
Classroom objects, Learner's curriculum materials

TEACHING AND LEARNING ACTIVITIES**STRAND 1: ORAL LANGUAGE****Sub-strand 9: Giving and Responding to instructions and directions****A. Give and Respond to Commands, Instructions and Directions.**

Let learners role-play their Section Leaders or group leaders, giving them commands and instructions in pairs.

Tell them you are going to give them instructions that they should respond to by drawing. Tell them you are not going to repeat it so they must pay attention. Give them this instruction.

Draw a hut (Show them a picture of a hut with only the outlines). Draw a tall tree on the left side of the hut. Draw a chair under the tree.



After this, invite learners individually to respond to instructions. e.g. "Kwotey, go and close the door." To another learner, give this instruction; "Take this book to Madam Edinam." Have learners give each other simple instructions.

Giving Directions

Model giving directions with one learner. Give directions to the learner to a place on the school compound.

E.g. Get out of the classroom. Go straight to the end of the school park. Turn left and walk a

few metres. Look on your right, you will see the school canteen.

Put learners into pairs to give directions to the school library and the headmistress's office.

STRAND 4: WRITING

Sub-strand 13: Persuasive Writing/Argumentative Writing

A3. Writing. LB page 227

Supporting an opinion or a claim.

Let learners sing a song about food.

Ask them to say the food they like best.

Let them name the ingredients used in preparing the food. Tell the class to choose two favourite food in their locality. Put the class into two and call each group leader to ballot to choose one food. Explain to learners that they are going to speak for the food they have chosen as against the other types of food chosen by their opponent.

Let learners quickly brainstorm to generate ideas about why their favourite food is better than the other food. Direct their argument on the basis of the following:

- The taste or how delicious it is.
- The availability of the ingredients used in preparing it.
- The nutritional value
- The ease or difficulty in preparing it.
- How long it takes to prepare it.
- The cost involved.

After learners have put their ideas together call the speakers from each group to speak for their choice of food.

STRAND 2: READING**Sub-strand 6: Vocabulary****B1. Phonics LB pages 227 - 228**

Level – appropriate sight words.

(You may go to the internet to get Dolch Basic sight words or Fry Basic sight words. Dolch Basic sight words have been graded so you can choose the appropriate list for this class).

‘Basic sight words’ has a variety of different meanings. When it is applied to early reading instructions, it particularly refers to the set of about 100 words that keep re-appearing on almost any page of text. E.g. who, the, he, were, does, their, me, be.

Another definition simply states that sight words are words we teach our young readers to know by heart. They are a collection of words that a child should learn to recognise without sounding out the letters. Like the first definition, sight words are also called high frequency words.

done	fire
English	quickly
finally	became

brought	clear
inside	strong
note	water

You may introduce one sight word a day or more words in a day to be revised each day. You may introduce the words on word cards. You can also use Fry’s technique of introducing sight words.

Write the words you are introducing on cards and put them on shelves. Use the look-and-say method to teach the words. These steps may help.

- Say the word about two or three times.
- Put the word on the board and have learners say it or read it after you.

Have individuals repeat it then put it on the shelf. Do so until all the words have been covered.

Write a sentence using the words learned. “show, fast, myself, small, clean, sleep”

Let learners repeat after you and tell them to read it by themselves as a class and individually.

Do word recognition activities to have learners recognise the words. Have learners write the words into their books. Let learners form sentences with the words learnt.

STRAND 2; READING

Sub-strand 7: Comprehension

B2 and B3 Reading Comprehension

Topic: Friends In the Forest

LB page 228 - 229

Before Reading

Have learners talk about animals gathered on page 212 and suggest why they have gathered at one place. Let them identify and learn the names of wild animals. Teach the meanings and pronunciation of the key words at B2.

Learners should predict what the story will be about.

B3. While Reading

Read aloud the first paragraph once to learners as they listen. Ask them to read the same paragraph after you once. They are now to go into their groups to read the passage labeled B3 on page 216.

After Reading

C. LB pages 230 – 231

Discuss the questions in Section C with the whole class. Let each group discuss the action of the hunter, the king of the animals and the action of the animals. Use leading questions to help learners make their own judgement about the different characters in the story.

Have them answer the questions, first orally and then in their exercise books.

D1. Vocabulary Consolidation LB page 231**Using key Vocabulary**

Go over the pronunciation of the words and their meanings. Encourage learners to form sentences with the words orally. Ask individual learners to form their own sentences in writing.

STRAND 5: USING WRITING CONVENTION**Sub-strand: Using Punctuations****E.1. Punctuation: Using the Apostrophe (to show possession).**

LB pages 231 - 232

Revise the previous lesson on the apostrophe to indicate possession. Write sentences for learners to put the apostrophe at the correct place and read the sentence to the class.

- | | | |
|--------------------------------|---|-------------------------------|
| 1. This is my aunt dress. | - | This is my aunt's. |
| 2. This is the teacher marker. | - | This is the teacher's marker. |
| 3. That is Esi bag. | - | This is Esi's bag. |

Let some of the learners come to the board and write their sentences. Let the whole class read the sentences.

Have learners practise saying the structure using a language drill. Write sentences to indicate possession in a different way and let learners say it in the normal way.

E.g. This pencil is for Birago.

This is Birago's pencil.

Use different objects to have learners say the possessive structure correctly. Have learners working in pairs write and say at least two sentences each to each other. E.g.

Learners A: Kwame's dog bit him.

Learners B: I took Addai's pencil.

STRAND 5: USING WRITING CONVERSATIONS**Sub-strand 2: Using Punctuations****E2: Writing – Paragraph Writing**

Explain the activity at E2 on page 220 and ask learners to do it individually. They should underline the possessive.

Let learners use the apostrophe in sentences of their own.

F. STRAND 6: EXTENSIVE READING

Teaching and Learning Strategies. Ask learners to read silently and after that have them retell their colleagues what they have read about.

Ask those who listened to the audio to retell their stories or whatever they found.

Diagnostic test

Select the sight words learned in Unit 28. Call learners individually to pronounce them. (Call learners to your table).

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 230**

1. The forest was near Anansekrom.
2. Monkeys, lions, giraffes and many more.
3. The hunter needed meat to prepare dishes for his guest. He needed meat for his daughter's naming ceremony.

4. d. the animals were in danger.
5. c. unite and fight against men.
6. b. to trap any hunter.
7. He fell into the trap.
8. "In unity lies strength."
9. He used the meat of the animals he killed to prepare food.
10. They all came together and were united.
11. b. to help one another.
12. It is good to be united, etc.
13. Any reasonable answer is acceptable.

E1. LB pages 231 - 231.

1. My grandmother's cock crowed this morning.
2. Our grandfather's clock still hangs in the hall.
3. I think this is your baby's bib.
4. Have you swept the dog's kennel?
5. My sister will be here soon.
6. When we visited the chief's palace we saw the chief's stool.
7. I read many children's stories.
8. Is there a children's library in this town?
9. My father's brother is my uncle.
10. Can't you see the baby's date of birth on the birth certificate?

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 3, Pages 232 – 241**Workbook (WB) Pages 186 – 189***LEARNING INDICATORS AND CORE COMPETENCIES**

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
ORAL LANGUAGE	
B3.1.7.1.2: recognise and relate the sequence of events in a story.	Communication and Collaboration Cultural Identity and Global Citizen Listening and Speaking
READING	
understand and use many of the frequently occurring words and chunks in the language. B3.2.7.2.4: read level-appropriate texts independently. B3.2.7.2.4: recognise more than two hundred high frequency words with automaticity. B3.6.1.1.1: Read a variety of age and level-appropriate books and summarise them. B3.2.6.1.4: Use dictionaries, glossaries and internet to clarify word meanings.	Communication and Collaboration Personal Development and Leadership

WRITING	
B3.4.14.1.1 Write pictures of events using simple sentences.	Communication and Collaboration Self-Development Personal Development and Leadership.

Teaching Strategies**Oral Language****Teaching and Learning Strategies**

Picture Description, Demonstration and explanation, Listening, Discussion, Re-telling

Teaching and Learning resources:

pictures, non-print text from internet.

Reading**Teaching Strategies:**

Language Games, Modelling, Drilling.

Picture description, silent reading, discussions, scanning, formation of sentences.

Teaching and Learning Resources:

Word Cards, a box.

library books, Non-print text on internet.

Pictures, glossary of the Learner's Book 3, picture dictionary/dictionary

Writing**Teaching and Learning Strategies:**

Modelling, Discussion, Drawing

Teaching and Learning Resources:

Teacher's model.

Teaching and Learning Activities

STRAND 1: ORAL LANGUAGE

Sub-strand 4: Story Telling

A2 and A3 Story Telling

Lion and His Fear.

LB page 235 - 237

There was once a lion who feared nothing except the crowing of cocks. A chill would go down his spine whenever he heard a cock crowing. One day he confessed his fear to the elephant.

The elephant was greatly amused. He laughed and laughed; he could not control his laughter. "How can the crowing of a cock hurt you?" he asked the lion. "come to think of that!" Not quite long afterwards, a mosquito began circling the elephant's head. The elephant was frightened terribly. "If it gets into my ear I am doomed!"

The elephant shrieked and started flailing at the insect with his trunk. Now it was the lion's turn to feel amused. The lion also laughed and laughed. He was surprised to see such a tiny insect frighten a huge animal like the elephant.

Before Listening: Pre-Presentation

Lead learners to talk about a lion, an elephant, a crow and a mosquito. Let them predict what the story will be about.

Teach the pronunciation and meanings of the key words in the story. E.g.

Spine amused shrieked flailing confessed

Presentation

Sit learners in an informal semi-circle formation and have them sing a song or two. Let them recall episodes and characters from stories they had heard recently.

Introduce the title and have them talk about the lion, the crow, the elephant and the mosquito. Let them guess what the story is likely to be like and what may happen among these animals.

Presentation

Present the story by telling it vividly with demonstration, imitation, etc. to make the story alive.

Post Presentation

Discuss the questions with learners. Have them re-tell the story.

Put learners into groups to identify the sequence of events in the story:

How the story began, the middle and the end, that is, the cause and effects.

Let learners identify the moral lesson in the story.

STRAND 2: READING**Sub-strand 6: Vocabulary****B1. LB page 237**

Revise the frequently used words through the lucky dip game. You may introduce New Fry or Dolch's sight words. Select both content words and structural words.

E.g.

Introduce these sight words one after the other on flash cards: food, plants, school, red, run, write, wash, always, good, every, near, it, was, she, hard. Have learners pronounce them and use them in sentences.

STRAND 2: READING**Sub-strand 7: Comprehension****B2 and B3 Reading Comprehension****Topic: A visit to the Library**

LB page 237 – 238

Before Reading

Let learners talk about the pictures on pages 235- 236. Let learners try to tell a story from the pictures.

Let them predict some of the words they are going to come across in the passage. Demonstrate to learners how they can find the meaning of a word from the glossary at the end of the book. Tell them the words are arranged in alphabetical order.

On the other hand if they cannot attack the word they should use their knowledge of phonics; syllables, word affixations, that is, prefixes and suffixes (structural analysis). Concerning meaning, they can fall on the structure of the words as well. They can also consult a picture dictionary or normal dictionary.

Write a few pre-reading questions on the board to guide learners as they read.

While Reading

Learners read the passage silently independently to find answers to the pre-reading questions. Discuss the pre-reading questions with learners. Let them read again. Find answers to inferential questions. They must also identify at least ten sight words in the passage.

After Reading

Discuss the inferential questions and personal response questions as a whole class. List the sight words that they can get from the passage on the board. Remember that the words factual and inferential are technical terms which are not for the Basic Three child. Rather show them examples of such questions.

Let them answer the comprehension questions in their exercise books.

As homework let learners use ten of the words to write sentences.

D1. Vocabulary Consolidation – Spelling. LB page 239

Have learners identify the words and look for their correct spelling.

They may use word cards of the key and other vocabulary items of the unit to identify the words.

D2. Vocabulary – Meaning. LB page 240

Discuss the exercise with the class and instruct learners to do it independently.

D3. LB page 240 – Word Puzzle

Explain the word puzzle game and demonstrate it. For example, they must do their search across and downwards.

Let learners identify ten words from the word puzzle in pairs.

STRAND 4: WRITING**Sub-strand 14: Informative Writing****E. LB page 241**

Writing Picture Events

Provide learners with your own pictures with two sentences under each. Choose a theme, for example, “A Speech Day”. Illustrate the main events and write sentences under them.

Draw the gathering of parents and guests. Then draw a guest giving a speech. Draw another picture of a student receiving a prize.

Discuss with learners the themes that learners can focus on.

E.g. a festival, a birthday party, sports drama. Encourage learners that simply draw just the outline. If they can represent the idea with match-stick figure drawing, it will be accepted.

If they are short of words they can contact their colleagues or their teacher. They should be encouraged to refer to their picture dictionary or the ordinary dictionary for spelling etc.

After they have finished, let them share their work with another person.

Extensive Reading

Have learners read their books for some time and let them re-tell or summarise what they have read. Those who listened to the audio should do likewise.

Workbook Exercises

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

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

As they work, be available to offer encouragement and assistance where necessary. It is also important to provide feedback on learners' performance and consider remediation should the need arise.

Answers to Unit 29

A3. LB pages 236 - 237

1. A lion, mosquito, elephant and cock
2. Lion told Elephant that he feared the crowing of a cock.
3. Elephant was surprised to hear that a cock's crow could frighten Lion.
4. Only Lion can say why, or the reason.

A learner may say it is not stated in the story. Accept that. The question may also be subjected to a lively debate with the teacher using his/her own discretion.

5. a mosquito
6. This is an opinion question so accept learners' opinions.
7. Elephant laughed at Lion for fearing the crowing of a cock.
- 8 - 9. Accept reasonable responses.

C. LB page 239

1. Ama was going to borrow books.
2. Kwesi
3. They read the books and borrowed storybooks.
4. They saw learners and the librarian
5. Some of the learners were borrowing books. / Some were returning books/ Some were doing their homework.
6. Yes
7. They were able to do the homework.
8. You can get books to help you do your homework.

You can also read books to improve your language. /You can learn about anything.

9. Yes/No

11. Examples of sight words in the passage are;
where, are, you, to, hurrying, I, am, going, the, library etc.

D1. LB page 239

- | | |
|-------------|--------------|
| 1. library | 6. companion |
| 2. company | 7. home |
| 3. borrow | 8. shelves |
| 4. books | 9. hurry |
| 5. homework | 10. school |

D2. Word Puzzle

1. library
2. shop/market
3. school
4. church/mosque
5. hospital

D3. Word puzzle

LB page 240

Down

librarian

borrow

story

shelves

returning

reading

homework

library

(Any ten of the words)

Across

search

over

books

stem

need

for

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?

*Learners Book 3, (Pages 242 - 245)**Work Book 3, Pages 190 – 195***LEARNING INDICATORS AND CORE COMPETENCIES**

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to:	
ORAL LANGUAGE	
B3.1.4.1.1: Respond to and ask questions based on stories heard.	Communication and Collaboration
B3.1.4.1.2: Tell parallel stories.	Cultural Identity and Global Citizenship
READING	
Understand and use many of the frequently occurring words and chunks in the language.	Communication and Collaboration
Reading Comprehension	Personal Development and Leadership
B3.2.6.1.3: Understand and use many of the frequently occurring words and chunks in the language.	
B3.6.1.1.1: Read a variety of age and level-appropriate books and summarise them.	Communication and Collaboration Reading
B3.2.7.1.3: Re-tell level-appropriate text in own language/words, explain and illustrate it.	Personal Development

WRITING	
B3.5.10.1.1: Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking; Personal Development and Leadership.

TEACHING AND LEARNING STRATEGIES

Oral Language

Teaching Strategies:

Picture Description, making predictions Re-telling, parallel writing, Discussion, listening

Teaching and Learning Resources

Pictures

Reading

Phonics

Teaching and Learning Strategies

Drilling, Language Game, formation of sentences, game playing.

Teaching and Learning Resources:

Word Cards

Reading and Comprehension

Teaching Strategies

Picture description, making predictions, Model reading, Silent Reading, Pair Work, Discussion, Re-telling.

Teaching and Learning Resources:

Picture

Writing

Teaching and Learning Strategies,
Look-cover-write-check strategy, filling-blanks

Teaching and Learning Resources

Word Cards

STRAND 1: ORAL LANGUAGE

Sub-strand 4: Story Telling

A: Story Telling

LB. page 243

Story: The Kittens and the Little Mice

Once upon a time, some kittens and their mother lived near some little mice and their mother. When their mother was away, the mice went to play with the kittens in their House. The Kittens did the same.

One day Puzzy Cat returned from her hunt. She found that all the food in the house was gone. Her Kittens told her that their friends, the little mice, came to play with them. Being hungry, both they and the little mice ate the food. Puzzy cat was furious to hear that. “What! You left our meat to go just like that? Don’t you know they are our chief meat? Tomorrow go and call them to play here. I will hide myself. When they are playing I will pounce on them and finish them. Then, we shall have a delicious dinner. “Okay”, agreed the kittens.

When Mother Mice heard her little mice had been playing with the kittens she warned them. “Never set your feet in their house again! Don’t you know that they are our greatest enemies? All of you would be as good as dead if Puzzy Cat met you in her house.”

The next morning the kittens came to call the little mice to play with them. Then the little mice said, “If your mother advised you, we have equally been advised.

Teaching and Learning Activities

Story Telling

LB page 243

Extensive Reading

Teaching and Learning Strategies:

Summary and sharing of text read or listened to

Teaching and Learning Resources

Library books, non-print text on internet

Test Yourself LB pages 242 - 254

The Kitten and the Mice

Pre-Presentation

Ask learners to sing one folk song.

Let them talk about the picture on page 230. Let learners talk about cats and mice. Let them use what they have said about the animals to do their predictions. Teach the meanings of **furious**.

Presentation

Let learners sit in the Community Circle Time type horseshoe. Read the story twice while learners listen. In the second reading, pause to ask learners whether their predictions have come true.

Post-Presentation

Encourage learners to ask questions on the passage. Let the learners re-tell the story. Lead them to tell it sequentially.

Ask learners to go into their groups to plan parallel stories. Explain to them that a parallel story is a story similar to the story they have heard or read. They should change the names for example, “Kittens” can be changed with crows and little mice to chickens. They should find, a predator and a prey. Just like cats being predators and mice, being preys to cats.

Each group will tell their story to the class.

STRAND 2: READING

Sub-strand 6: Vocabulary

B1. Phonics

Lb Page 244

Phonics: Content and Functional Words

Turn upside down the word cards bearing the listed words in Section B1: children, school, little, playing, church, drink, walking, always, every, come, there, then, work.

A learner picks a word card and reads. If the learner gets it correct, his/her group gets five points. Thereafter, let learners repeat the words for the day, after you. Do word recognition activities.

Encourage learners to form sentences with these words orally and in writing:

Important	country	family	
Grandfather	headteacher	mouth	
Will	can	are	down

❖ If there is still time learners play the word domino game.

STRAND 2: READING

Sub-strand 7: Comprehension

B3. LB page 244 - 245

Before Reading

Have learners talk about the picture, and the title of the passage, “Why the Crow’s Feathers are Black”. They should use the title to predict what they are going to read about. Enquire from learners whether they can pronounce and explain the meanings of the key words in B2:

merrily trembling fluttered word-worm bough.

Teach the pronunciation and meaning of the key words listed.

While Reading

Do a model reading of the first half of the story and as you read, pause for learners to confirm or otherwise, their predictions. Before learners read in pairs, read through the questions in Section ‘C’ and explain to them. They should then read and answer the questions.

C. After Reading

LB page 246

Discuss the questions orally with the whole class. Have learners re-tell the story in a chain form with each learner telling a bit of the story in sequential order.

Together with the learners, identify the main events in the story.

- The yellow bird's feather is among the green leaves was like a sunshine.
- Crow captures the yellow bird.
- Wood-worm burns the nest of crow.
- Yellow Bird flies away.
- Crow's feathers turn black.

Let learners draw pictures to illustrate the main ideas.

The illustrations must be displayed for others to appreciate

D1. LB page 246

Revise the pronunciation of the key words. Read the phrases in the B column and explain the meanings to learners. Explain the activity to learners and instruct them to do the work individually.

D2. LB Page 246

Explain the activity and do one example with the class eliciting the correct past form of 'look' from learners. Ask learners to do the activity individually.

D3. LB page 247

Explain to learners that sight words are words that they know without having to find and use a strategy to pronounce or use them in speaking or writing. Again they are words which need to be learned as a whole word because one cannot sound the individual letters that form the words to pronounce it correctly.

Give examples like she, you, like, school, play, come, father, write, read, pronounce; are all words which are well known to them.

Let learners, in pairs, find twenty sight words from the reading passage.

STRAND 5: USING WRITING CONVENTION

Sub-strand 10: Spelling

E. Vocabulary Consolidation – Spelling.

LB page 248

Take learners through the pronunciation of the given words. Then, have them take turns to pick a word card, pronounce the word and spell it. In their groups, let learners use the 'look-cover-write-check strategy to learn the spellings of those words.

Encourage learners to form one sentence each, orally and then in writing. E1. Page 234

E2. LB page 248

Write same words on the board if this exercise is done on another day.

heard	seized	beautiful
feather	bound	around
made	said	

Revise the pronunciation of the words and explain the exercise to learners.

Do one example with the class and let them do it individually.

F. STRAND 6: EXTENSIVE READING

Let learners be seated in a horse-shoe formation. Let learners tell the class what they have read or heard from their last reading or listening. First of all they should tell the class the title of the book or text, the writer, the illustrator, the main character, and summarise the main events.

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 246

1. White.
2. He was a thief.
3. The yellow feathers of the yellow bird.
4. The crow seized it.
5. Up on a tree.
6. A wood-worm
7. No, He was a thief
8. False
9. True

D1. LB page 246

A **B**

merrily – happily

trembling – shaking

fluttered – flapped the wings rapidly

bough – large branch of a tree

wood-worm – a larva of a wood-borer

D2. LB page 247

Look – looked

Whisper – whispered

Gather – gathered

Start – started

Like – liked

Happen – happened

Help – helped

Manage – managed

E1. LB page 248

- | | |
|--------------|-----------|
| 1. feathers | 5. bound |
| 2. said | 6. heard |
| 3. around | 7. seized |
| 4. beautiful | 8. made |

E2. LB page 248

1. feathers
2. reported
3. around
4. beautiful
5. heard
6. seized
7. made

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

Unit 1 (Back to School), page 1

A1.

1. Learners of the school
2. the learners
3. in the school

A2. Page 2

1. The family of Mr. Dompe
2. at home
3. They are watching television
4. They feel happy

B. Accept any word that has the sound 'bl'

C. Page 3

Questions on Passage -pages 2 - 3

1. the children's father
2. to dry them
3. P.2 , Mrs. Mensah
4. They have not started school.
5. Mrs. Mensah was their last teacher.
6. Collect her new blouse
7. They ran to the room to get their uniforms sandals and socks
8. Their next teacher
9. b. a female dressmaker

D1. Pages 3 - 4

- | | |
|------------|-------------|
| 1. uniform | 6. family |
| 2. sandals | 7. father |
| 3. school | 8. room |
| 4. bags | 9. tomorrow |
| 5. books | 10. mother |

D2. page 4

Word puzzle

1. programmes
2. sandals
3. seamstress
4. father
5. mother
6. pencils

Unit 2 (My Family)

C. Workbook pages 6 - 7

1. four brothers
2. two sisters
3. Mr. Kwame Dzomatsi Atiegar and Mrs. Janet Ama Atiegar
4. Setors aunt
5. Their grandmother
6. No one
7. A trader buys and sells things
8. Aunt Sara lives with Setors family

D1. Workbook pages 7 - 8

Word Puzzle :

- | Across | Downwards |
|----------------|-----------|
| 1. grandmother | 7. Mother |
| 2. brother | 8. Father |
| 3. family | |
| 4. aunt | |
| 5. grandmother | |
| 6. sister | |

D2. Page 8

- | | |
|-----------|------------|
| 1. mother | 3. sister |
| 2. father | 4. brother |

D2. Page 9

1. a teacher
2. a priest
3. air hostess
4. a farmer
5. a lawyer
6. a doctor

Unit 3 (Breaktime at School)

B. Workbook page 13

- | | | |
|-------------|-----------|----------|
| 1. plant | 2. Plane | 3. Plate |
| 4. Plantain | 5. Plough | 6. plus |

Accept any word that has the sound 'pl' in it

C. Workbook page 13 and 14

1. Asonkro Roman Catholic Basic School
2. They play, eat in the canteen , they also learn to use the computer others go to the library to play computer game
3. on the play
At the library
At the computer lab
Some of them are outside
4. Some of the learners are playing computer games
Others learn to use the computer
5. Yes
- 6 All that the learners do are important

D1 Workbook pages 14-15

A computer is a machine or an equipment that helps us to work fast and efficiently

A canteen is a place in the school where learners have their meals.

Games- physical activities or exercises that make people happy

Different- various , assorted , not the same.

Library – a place where books are kept .
People read books borrow books there.

D2. Workbook page 15

- | | |
|-----------|------------|
| 1. attend | 2. outside |
|-----------|------------|

- | | |
|--------------|--------------|
| 3. different | 7. groundnut |
| 4. running | 8. filled |
| 5. canteen | 9. computer |
| 6. jollof | |

Unit 4 (Save Energy)

C1. Workbook Page 19

1. The Basic 3 teacher
2. The teacher was ill
3. During break time
4. The Basic 3 learners
5. The headmistress was in the classroom
6. They used it to listen to a story
7. Expensive
8. turned on

C2. Workbook page 20

2. Miss Ofori was unhappy about what she saw.
3. There was a desktop computer on the teachers table.
4. Miss Ofori sat down and waited for the learners to return
5. They were surprised to see the head mistress
6. You were on break and the ceiling fans were on.
7. We must use power wisely even in our homes.
8. We promise to use power wisely

D1. Workbook page 21

1. **computer**
2. **surprised**
3. **ceiling**
4. **classroom**
5. **basic**
6. **power**
7. **desktop**
8. **prefect**
9. **switched**
10. **headteacher**

E. Workbook page 23

1. learners
2. fans
3. lights
4. teachers
5. computer
6. are
7. learners
8. are

Unit 5 (Staying Healthy)

B. Workbook page 25

- | | | |
|-------|-------|-------|
| Crow | claw | club |
| Cloth | cross | crane |

C. Page 25-26

1. Kafui
2. The nurse injected her
3. Kafui
4. A nurse
5. Because the injection was painful
6. a disease
7. shouted
8. eat well , drink more water , sleep in a treated mosquito net.
9. So that Kafui will be healthy.

D1. Page 26

- | | |
|-----------|-------------|
| 1. Sick | 5. hospital |
| 2. Doctor | 6. daughter |
| 3. Treat | 7. yes |
| 4. Fine | 8. quick |

D2. Page 27

1. malaria - a disease caused by mosquitoes
2. doctor – he/ she treats people who are sick.
3. rest – stop working
4. always – all the time
5. nurse – one who helps to treat people
6. recover – become well again
7. medicines – we take them when we are ill
8. aunt – your mothers sister

Unit 6 (A Visit to the Library)

B. pages 28 - 29

Shirt shell shoes
shorts brush

C. Workbook pages 29 - 30

1. in Ama's friends' school library
2. books are arranged on them
3. false
4. a story book
5. so that she can easily identify the book she is looking for
6. false
7. at home
8. likes
9. school work we do at home

D1. Pages 30 - 31

1. arranged
2. borrows
3. computer
4. enjoys
5. envy
6. heaven
7. homework
8. journey
9. librarian
10. library
11. neatly
12. shelves

D2. Page 31

- | | |
|--------------|-------------|
| 1. library | 7. borrows |
| 2. librarian | 8. enjoys |
| 3. computer | 9. homework |
| 4. arranged | 10. journey |
| 5. neatly | 11. heaven |
| 6. shelves | 12. envy |

D3. Page 31

- Neatly
Shelves
Envy
Computer
Borrow
Library
Homework
Journey

Unit 7 (Respecting Ourselves and Others)**B. Learners Workbook page 35**

- chain
- chalk
- church
- chicks
- chopbox

C. page 36

- Akua and Monica
- They like to help people

- They helped elderly people

They run errands

They never quarreled

They never fought

- A respectful person is obedient.
- False

D1. Page 37

- | | |
|---------|----------|
| 1. bed | 9. in |
| 2. debt | 10. it |
| 3. nod | 11. nib |
| 4. tend | 12. nob |
| 5. dent | 13. tide |
| 6. not | 14. tied |
| 7. need | 15. |
| 8. teen | |

D2. Page 38

- | | |
|-------------|-------------|
| 1. quarrel | 5. errand |
| 2. luggage | 6. gifts |
| 3. couple | 7. toffees |
| 4. obedient | 8. biscuits |

D3. Page 38**Word Puzzle**Down

- errand
- polite

Across

- respectful
obedient

- | | |
|------------|----------|
| 3. toffee | quarrel |
| 4. couple | biscuits |
| 5. luggage | |
| 6. gift | |

UNIT 8 Hardwork Pays

C. Page 43 – 44

1. The farm is very big.
2. Sunday
3. They want to rest.

They may want to attend church service.

4. Opanyin Dodo works hard himself.
5. The crops are well cared for.

They don't allow weeds to grow in the farm.

6. Opanyin Dodo has a lot of money.
7. They work hard.

They have money.

8. He wants to get a lot of money.

He wants to employ other people.

He is a hardworking man.

D1. Page 45

1. Sunday
2. Tuesday
3. Thursday
4. Monday

D2. Page 46

1. nearby – not far away
2. tractor – vehicle that works on the farm.
3. operator – one who drives a tractor.
4. farm hands – people who work on the farm
5. attend – got to
6. plantation – a large farm on which farm crop is grown.
7. rich – having a lot of money
8. throughout – all over

E. Pages 46 - 47

1. The boys are washing their father's car
2. The girls are helping
3. Our teacher is working very hard.
4. Esi is helping me to do my homework
5. The bus is leaving very early
6. The workers are doing their very best
7. He is cleaning and polishing his shoes
8. Too many accidents are happening on the road.

Unit 9 (Unity is Strength)

C. Workbook page 49

1. hand , leg , eye
2. to look for mangoes
3. the best will be suitable for eating

The best will last for some few days

4. Each one of them wanted more mangoes

than the rest

5. They quickly ran home.

6. If we want more we lose all

Everyone's effort is important

We should not be selfish and greedy (any reasonable response is acceptable)

7.as soon as

8. a quarrel

D1. Page 50

1. outskirts

6. basket

2. mangoes

7. without

3. sufficiently

8. argument

4. immediately

9. quarrel

5. quickly

10. empty

E1. Page 51

1. Three friends , eye , hand and leg went to look for mangoes.

2. They got many fine mangoes and sat to share them .

3. So they argued and quarreled

4. Suddenly a lion came and they ran away

6. They had no mangoes to eat.

Unit 10 (Computers)

B. Workbook page 53

Priest plane

Plus plot

Prince print

Plate

Present

Price

C. Pages 52 - 53

1. The teachers and learners prayed and sang.

They sang the National Anthem and recited the National Pledge

2. introduce a new teacher

3. computers ,

4. a boy in Basic Primary 3

5. many computers

6. learn many things

7. said

8. shouted happily

9. Yes. They cheered and welcomed the ICT teacher.

D1. Page 54

1. computer

5. machine

2. national

6. cheer

3. information

7. pledge

4. anthem

8. assembly

D2. Page 54

Machine

recite

have

D3. Page 55

1. computer
2. recite, National anthem
3. cheer
4. headmaster
5. machine
6. and communication technology
7. lab
8. monitor , keyboard , mouse (any one of them)

Unit 11 (Healthy Living)

C. Page 58

1. Mr and Mrs Amankwa were neighbors of Mr. and Mrs. Bawa.
2. Mr Bawa and his family.
3. They kept their surroundings clean
4. Mr Amankwa and his family
5. They did not keep their personal bodies clean.
6. does not fall sick
7. who live near you?

D1. Page 59

Word puzzle

Down

Doctor
Hospital
Sick
nurse
bed

Across

injection
patient
ward
treat

D2. Page 60

Neighbors
Them
Selves

E1. Pages 60-61

1. Work
2. live
3. sleeps , works
4. like
5. know

E2. Pages 61 - 62

1. I **slept** early and **woke** up early too.
2. I first did my homework , then I played .
3. our parents bought our school needs for us.
4. Efuas mother sold vegetables in the market.
5. The sheep ate grass and the dogs fed on meat and bones .
6. We shared things with our friends so they enjoyed our company.
7. Evans gave us money anytime we were in need.
8. Courage left home early so he got to work early.
9. Students paid their fees at the start of each term.
10. They left early but always arrived late.

Unit 12 (At the market)

B. Page 64

1. frog
2. flower
3. flag
4. frame
5. fly

C. Pages 65 - 66

1. Schools were on vacation
2. She was ill
3. False
4. They were helping people carry their things for money.
5. C
6. There were many people selling food stuffs. There were many buyers fleets of vehicles went to that market.

D1. Page 66

Vacation – holidays

Market -- a place where things are bought and sold

Several – more than two or three but not many

Popular – known and liked by many people

Family – father , mother and children

Classmate – a person you are in the same class with

Onion – a kind of vegetable

Aunt – your fathers or mothers sister

D2. Page 67

Happy – sad

Big – small

Many – few

Early – late

Friend – enemy

Sell – buy

Popular – unpopular

Came – went

E. Pages 67 - 68

1. Grandma told us interesting stories.
2. Uncle Fred visited us at weekends.
3. She went to the market only on market days.
4. When rain fell, farmers were happy.
5. Was the jollof rice at the canteen?
6. Evans trained very hard do he played well.
7. Our teacher praised us when we did well.
8. We went home as soon as we closed.
9. Our farmers kept us alive.
10. Regina came on Fridays and left Monday at dawn.

Unit 13 (The Burning Bush)

C1. Workbook page 73

1. He wanted to use the torch in his work .
2. The torch rolled and fell down on the dry leaves.
3. They tried to put out the fire.
4. Because of the strong wind which blew it.
5. The time before daybreak.
6. fire

C2. Pages 73 - 74

1. The fire started where the felled palms were lying.
2. Immediately the palm wine tapper left the place to take his knife.
3. The torch
4. Yes, because a strong wind was blowing.
5. The people in the village
6. They tried to put the fire out.
7. The fire burnt the whole village and farms around it.

D1. Pages 74 -75

- | | |
|-------------|-------------|
| 1. burning | 8. Tapper |
| 2. nearer | 9. Knife |
| 3. school | 10. Servant |
| 4. everyone | 11. Village |
| 5. palmwine | 12. tapper |

- | | |
|---------|-------------|
| 6. fire | 13. Torch |
| 7. dawn | 14. Tap |
| | 15. careful |

D2. Page 75

Customers

- | | | | |
|-----------|------|-------|-------|
| 1. custom | rest | must | stem |
| 2. to | rot | tom | store |
| 3. come | some | mess | |
| 4. cost | muse | cut | |
| 5. met | most | storm | |

E1. Page 75

Buy – bought

Keep – kept

Come – came

Take – took

Sell – sold

Song – sang

go – went

Unit 14 (Domestic Animals and Birds)

B. Workbook Page 79

1. glass
2. globe
3. grapes
4. gloves
5. grass

C. Page 80

1. animals and birds
2. to give them food
3. the cat
4. rear
5. Ama took good care of the animals
Papa Gidi can get income when he sells them
He can also have their meat and eggs
6. favourite
7. Ama did not take it to school
8. The cat will distract the attention of the learners. It is also against school rules.

D1. Page 81

Word Puzzle

Down

Goat

Sheep

dog

cow

turkey

Across

cat

chicken

guinea fowls

D2. Page 82

Domestic – wild

Bought – sold

Good -- bad

Often – seldom

Bring – send

Always – never

E3. Page 85

- | | |
|-------------|------------------|
| 1. young | 6. fat |
| 2. big | 7. plump |
| 3. domestic | 8. sad |
| 4. good | 9. green |
| 5. favorite | 10. hard working |

Unit 15 (Kumi the Good Driver)

C1. Workbook page 87

1. Mr. Kumi drives carefully

He respects passengers and cares for them.

He respects his passengers

(Accept any good thing said about Mr Kumi)

- | | |
|--------------|----------|
| 2. a – false | c. false |
| b – true | d. true |
3. to make sure that his car is in good condition.
 4. He washes the bus
He dusts the seats
He cleans the windscreen
He checks and cleans the engine
 5. He obeys laws , rules and regulations

C2. Page 88

1. x

2. ✓

3.
4.
5.
6.

C3. pages 88 - 89

1. Mr. Kumi drives his mini bus from place to place .
2. He does not sleep behind the steering wheel.
3. He does not disobey road signs.
4. Many people board his vehicles because he drives carefully .
5. He does not disobey road wardens.

D1. Page 89

- | | |
|---------------|------------|
| 1. passengers | 6. seats |
| 2. mini | 7. road |
| 3. vehicle | 8. traffic |
| 4. driver | 9. always |
| 5. car | 10. engine |

D2. Page 89

Luggage – the load or things we travel with.
 Passenger – a person who travels on vehicle.
 Board – travel by
 Traffic – vehicles on the road
 Dusts – removes dust
 Mechanic – a person who works on engines

Neat – clean

Disobey – to go against rules

E2. Page 90

Simple Present Tense

Mr Kumi was a driver. He drove his mini bus from place to place . Many people liked to board his vehicle because he always drove carefully. They enjoyed boarding his vehicle because he respected and cared for them.

Unit 16 (Respect for Elders)

B1. Workbook Page 93

1 – 8 (Accept any word that has the consonant blend ‘sn’ in it)

C. Workbook page 94

1. he did not ask for permission
2. Kwame ran out to urinate.
3. Kwame
4. Kwame was sick.
5. Kwame showed respect.

D1. Learner’s Workbook page 95

- | | |
|-------------|-------------|
| 1. back | 6. received |
| 2. mother | 7. go |
| 3. finished | |
| 4. answered | |
| 5. present | |

D2. Learner's Workbook pages 95 – 97

2. a. to distract attention
3. b. came back
4. c. It is a place in the school where we urinate.
5. c. seeking official excuse from school or work.
6. a. to do or say something again.
7. b. to draw air into the body and bring out air from the body.
8. a. a flat brown or white paper container (usually rectangular) that we put a letter inside.
9. c. to honour somebody.

E1. Learner's Workbook pages 97 - 98

- | | |
|------------------|-------------------|
| 1. time (x) | 6. frequency (✓) |
| 2. frequency (✓) | 7. time (x) |
| 3. time (x) | 8. time (x) |
| 4. frequency (✓) | 9. frequency (✓) |
| 5. frequency (✓) | 10. frequency (✓) |

Unit17 (The Clothes We Wear)

A: Pages 100 – 101

1. b. a festival
- Events in the community
2. funerals
 3. wedding

4. naming ceremony
5. communal labour
6. birthday party

Events outside the community

1. football x
7. farming x
8. fishing x
9. swimming x

B1. Page 101

Sounds in the name of objects /e/

Accept any word or name that contains the /e/ sound.

C1. Pages 104 - 105

1. Teddy bear
2. turn around, touch the ground, go upstairs, say a prayer, turn out the light, say goodnight.
3. 1 stanza (one)
4. Teddy bear
5. around – ground
upstairs – prayers
light – goodnight
7. Rhymes make you happy.
Rhymes make you do actions.

C2. Page 105

1. stanzas

2. rhythm
3. Yes
4. Yes
5. No
6. action verse
7. To make you active and happy

D1. Learner's Workbook page 106

- | | |
|-----------|-------------|
| 1. dress | 5. trousers |
| 2. shorts | 6. Kente |
| 3. smock | 7. shirt |
| 4. coat | 8. frock |

D2. Learner's Workbook page 107

Accept any ten sentences

E.g. Mana wants to buy a pair of shoes.

Unit 18 The Dembo Festival

A. Pages 109 - 110

2. Good afternoon
3. Good evening
4. Good night
5. Merry Christmas
6. Happy New Year
7. Happy birthday
8. Happy Eid-ul-Fitr
9. Congratulations
10. Congratulations

11. Happy Independence Day

12. Afenhyiapa

B1. Page 111

C:

- | | |
|-------------|-------------|
| 1. Mercy ✓ | 7. wet x |
| 2. word ✓ | 8. firm ✓ |
| 3. worm ✓ | 9. perm ✓ |
| 4. test x | 10. shelf x |
| 5. church ✓ | 11. pearl ✓ |
| 6. best x | |

C. Pages 111 - 112

1. c. it brings development.
2. b. the paramount chief
3. b. eat and drink
4. a. a week
5. c. nearby

D. Page 112

1. citizens/natives
2. respect/honour
3. celebrate
4. funds
5. memorable/remarkable
6. interesting/exciting
7. united
8. countries

E. Page 113

E.g. We read sometimes.

They cook sometimes.

(Accept any eight sentences)

Unit 19 Eat Healthy Food

A2. Pages 114 – 115

Carbohydrate

Plantain ✓

Cocoyam ✓

Potatoes ✓

Protective Foods

meat x

cabbage ✓

tomatoes ✓

watermelon ✓

Fats and oils

margarine ✓

Frytol ✓

cheese ✓

rice x

Proteins

meat ✓

millet x

fish ✓

snails ✓

B1. Learner's Workbook page 115

1. the pen has not got the 'ee' sound

3. piece

4. seat

5. feet

6. cheek

7. keep

8. peace

C. Page 116

1. The food prepared at home is prepared under hygienic conditions.

2. canteen

3. lose all the vitamins

4. has all the six food groups.

5. meal eaten in the afternoon

D2. Page 117

1. carbohydrates

7. balanced

2. protein

8. vegetable

3. canteen

9. healthy

4. important

10. dirt

5. fruits

11. kitchen

6. disease

12. serve

E2. Learner's Workbook page 118 – 119

1. The people were dancing.

2. The women were cooking.

3. The boys were playing football.

4. The man was driving.

5. The boy was fetching water.

6. The boy was washing the plates.

Unit 20 (Test Yourself)

B1. Learner's Workbook page 120 – 121

1. re-charge 2.unhappy

B2. Learner's Workbook page 122

1. c. in the evening
2. a. three places
3. at home, Madam Afrakoma's shop
4. There was no light.
5. The lights were off.
6. Christabel and Jane lose their Five Cedis
A Bad Evening for Christabel and Jane
7. a. has a shop

C1. Learner's Workbook page 123

1. finished – ended
2. favourite – what we like best
3. shop – where things are bought and sold.
4. cartoon – a T.V. programme
5. homework – the school work we take home.
6. started – began

C2. Learner's Workbook page 123

Opposites

- | | |
|--------------------|--------------------|
| dirty – clean | back – front |
| deep – shallow | friend – enemy |
| went off – came on | buy – sell |
| soon – later | mother – father |
| closed – opened | started – finished |

D. Learner's Workbook page 124

- | | |
|--------------|--------------|
| 1. affect | 7. Hospital |
| 2. buy | 8. Junction |
| 3. canteen | 9. Mechanic |
| 4. disturb | 10. Plantain |
| 5. exercise | 11. Urinate |
| 6. favourite | 12. Vacation |

E1. Page 125

Adverb of time

1. in June
2. throughout the night
3. yesterday
4. on 15th September
5. at 3 o'clock
6. at 6.00 pm
7. at 8.00 pm
8. at dawn

E2. Pages 125 - 126

1. We left early so we returned early.
2. When it was twelve noon, we had lunch.
3. Papa Bronya helped the poor and the helpless.
4. We work when it was time to work.
5. The dogs barked at strangers.
6. Janet did her work carefully.
7. The early bird caught the worm.
8. Asamoah Gyan gave good passes and

shot hard at goal.

9. We missed the chance to go to Secondary School when we failed to work hard.
10. This bus stopped at every bus stop and picked passengers.

Unit 21 Love for Our Country

A. Page 127

- | | |
|----------|----------|
| 1. Yes | 8. True |
| 2. Yes | 9. False |
| 3. No | 10. True |
| 4. False | 11. Yes |
| 5. False | 12. Yes |
| 6. True | 13. Yes |
| 7. True | |

C. Page 129

1. a. not true
b. Yes
c. Yes
2. a. not true
b. Yes
c. Yes
3. a. pride
b. laziness
4. a. continue to learn seriously
5. a. successful

D. Word search (Page 130)

Down words

freedom
honesty
strong
humility

Across

fearless
homeland
oppressor
bless

E1. Pages 130 - 131

- | | |
|------------|----------|
| 1. into | 6. at |
| 2. through | 7. in |
| 3. into | 8. at |
| 4. in | 9. since |
| 5. at | 10. to |

E2. The National Anthem

God bless our homeland, Ghana. And make
our nation great and strong, Bold to defend
forever, The cause of freedom and of right.
Fill our hearts with true humility;
Make us cherish fearless honesty
And help us to resist oppressors rule,
With all our will and might forever more.

Unit 22 The Climate and You - 1

A. Page 134

Four activities

1. doing actions

C. Pages 135 - 136

- | | |
|----------|-----------|
| 1. Yes | 6. False |
| 2. False | 7. Yes |
| 3. False | 8. False |
| 4. Yes | 9. Yes |
| 5. False | 10. False |

D1. Page 136

Synonyms

enjoy	love
grandparents	grandmother and grandfather
unhappy	sad
pain	suffering
traps	snare
sometimes	occasionally
motorcycle	motorbike
promised	pledge

D2. Page 137

- | | |
|--------------|------------|
| 1. sometimes | 5. Easter |
| 2. exactly | 6. mangoes |
| 3. promised | 7. enjoy |
| 4. rains | 8. pain |

D3. Pages 137 – 139

1. c. land of my birth
2. a. guard

3. b. the state of being free
4. c. any basic right or freedom any human being is entitled to.
5. oppose
6. a. somebody who suppresses people under them.

E1. Page 139

1. long
2. tall
3. longer
4. tall or short
5. broad

Unit 23 Ghana Our Motherland

B2. Page 144

- | | | |
|--------------|-------------|----------|
| 1. Ghana | 2. Accra | 3. Ghana |
| 4. Ghanaians | 5. Friendly | 6. Ghana |
| 7. Sixteen | 8. Ethnic | |
| 9. Ghanaians | 10. Coast | |

C. Pages 144 - 145

1. Ghanaians
2. False
3. Gold, diamond, bauxite, manganese
4. True
5. Germany in 2006
6. Four
7. Black stars, Kotoko, Hearts of Oak, Great

Olympics, Hearts of Lions (Any 2)

8. a peaceful

D1. Page 145

- | | |
|-------------|--------------|
| 1. Capital | 7. Diamond |
| 2. Regions | 8. Village |
| 3. Tribes | 9. Gold |
| 4. Ethnic | 10. Friendly |
| 5. Precious | 11. Peace |
| 6. Diamond | 12. Coffee |

D2. Page 146

Different – same

Together – apart

Peace – war

Exciting – boring

Hardworking – lazy

Beautiful – ugly

Proud of – ashamed of

Love – hatred

E1. Page 146

- | | |
|--------------|---------|
| 1. adjective | 4. noun |
| 2. verb | 5. noun |
| 3. noun | 6. verb |

Unit 24 The Climate and You - 2

B. Page 150

- Any word that has the sound /ɔi/ must be accepted.
- rejoice
- employ
- foiled
- hoist
- cloy
- joy
- choice
- destroy

C. Pages 150 - 151

- Grandpa and Grandma were sad.
- It was the rainstorms that blew off the flowers.
- When mangoes flower, they need a period of dryness.
- T.O. means a “Technical Officer”.
- Miss Opoku comes from the Ministry of Food and Agriculture.
- Planting tree

D1. Agriculture – farming (Page 151)

Agriculture – farming

Counsel – advise

Welcome – a greeting to show that you are being received or accepted.

Rainstorm – a storm that comes with heavy rainfall.

Develop – make it grow

Windbreak – shelter belt

Flower – blossom

Borehole – a deep hole for water

D2. Page 152

without

branches question

period mangoes

weather develop

reason water

exactly happened

D3. Page 153

1. harvest 5. heavy

2. weather 6. growing

3. fruits 7. leaves

4. expect 8. sometimes

D4. Page 153

1. grandparents

2. rainstorms

3. flowered

4. advise

5. farm

E1. Page 154

1. by 7. by

2. to 8. by

3. over 9. down

4. by 10. into

5. across 11. by on

6. out of 12. through

Unit 25 At Play

A. Pages 156 - 157

1. Is it going to rain soon?

2. Has Esi bought a new bike?

3. Is the headmaster in the office?

4. Does our school driver drive carefully?

5. Has Oko gone to the farm?

6. Do we usually close at two O'clock?

7. Do Monkey's like bananas?

8. Does the match begin at 4:00pm?

9. Has the old man lost his way?

10. Do I go to church on Sundays?

B2. Page 159

1. Amina 2. farmers

3. trader 4. respectable

5. attend 6. are

7. girls 8. boys

9. sweep 10. school

11. Oware 12. ampe

13. best 14. team

15. Academy

C1. Pages 159 - 160

1. Mr. & Mrs. Toro
2. Not mentioned
3. So that there will be no germs.
It will make the school neat.
4. In the dry season
5. So that the seedlings will not die.
6. Games make the children strong.
7. Amina
8. Amina plays so well.
9. Assembly means a gathering of learners and teachers.

C2. Learner's Workbook page 161

Opposite

before – after

dry – wet

harvesting – planting

best – worst

play – work

well – badly

D1. Pages 161 - 162

- | | |
|----------------------|-----------------------|
| 1. <u>tidy</u> | 9. <u>seedlings</u> |
| 2. <u>respectful</u> | 10. <u>harvesting</u> |
| 3. <u>assembly</u> | 11. <u>compound</u> |
| 4. <u>attend</u> | 12. <u>season</u> |
| 5. <u>regularly</u> | 13. <u>player</u> |
| 6. <u>midfield</u> | 14. <u>nickname</u> |
| 7. <u>netball</u> | 15. <u>thirsty</u> |

D2. Page 162

Match the words on the left with the group of words that explain it. Learner's workbook page 104

Tidy – clean

Midfielder – a player who plays in the middle part of the playing field.

Nickname – a familiar name for a person or a place (often shortened version of a person's given name)

Mate – a fellow member of a team/school or class.

Harvesting – gathering of mature crops

Respectful – full of respect

Academy – an educational institution

Seedlings – young plants or trees grown from a seed.

E1. Page 163

1. Gyenin plays football but his brother plays basketball.
2. Oforu was at the station but he could not board the bus.
3. He pushed Esi and she fell down.
4. She fell down and broke her leg.
5. We played hard so we won the game.
6. The people chased the thief and caught him.
7. Shall we rest or continue to work?

8. We were first so we were happy.
9. He is very rich but very humble.
10. We are late so hurry up.

Unit 26 Malaria

C. Pages 168 - 169

1. Aperedí
2. His surroundings were overgrown with weeds.
3. The doctor realised that the people in the village did not keep their surroundings clean but dirty.
4. So that all the people would be educated on the good ways of keeping their environment.
5. All the sick people in the village were treated.
6. They promised to keep their environment clean.
7. b. to be invited.

D. Pages 169 - 170

1. temperature
2. housefly
3. dirty
4. hospital
5. around

6. mosquitoes
7. malaria
8. doctor
9. clean
10. parents

E1. Pages 170 - 171

1. Mariama was talking to Mr Gyasi.
2. The school was building a better urinal.
3. The man was killing a snake.
4. She was cooking in the evening.
5. The man was playing the violin.
6. They were getting ready to go.
7. We are washing the clothes.
8. The boy was crying in the night.
9. We were gathering oranges.
10. The children were picking up pieces of paper around the school.
11. Mansah was pounding the fufu.
12. Esi was doing her homework.

Unit 27 Where are Our Forests

B1. Pages 173 - 174

Prefixes

- | | |
|----------------|----------------|
| 11. incorrect | 16. unreliable |
| 12. import | 17. illegal |
| 13. disability | 18. enforce |
| 14. preschool | 19. unborn |
| 15. discover | 20. enlarge |

Suffixes

- | | |
|-----------------|--------------|
| 1. harmful/less | 5. education |
| 2. comfortable | 6. national |
| 3. driver | 7. advisable |
| 4. planted | 8. fearful |

C. Page 174

1. The pond was in a forest.
2. Everything was green.
3. There was much food to eat.
4. Chainsaws came first.
5. Then came trucks.
6. Then came charcoal burners.

D1. Page 174

1 - 5 are compound words.

D2. Page 175

- | | |
|---------------|-----------|
| 1. mudfish | 5. trees |
| 2. friend | 6. drink |
| 3. everything | 7. trucks |
| 4. green | 8. lived |

Unit 28 United We Stand

A: Page 180

2. a. The poem/ the person speaking is saying that he should be given a home where he and his colleagues/friends will be happy.

- b. The animals need a home on the range.
- c. The animals are not happy.

“Where seldom is heard a discouraging word”

“And the skies are not cloudy all day”.

d. home – roams

heard – word

range – play

play – day

e. Title: Give us a home on the range

C. Pages 181 -182

1. The hunter
2. To get meat for the outdooring of his newly-born daughter.
3. They were killed.
4. b. quarrelled among themselves.
5. In order to kill the hunter.
6. When we get united we can achieve our aim.
7. We become strong when we are united.

D1. Page 182

1. Destroy – kill
2. decided – agreed
3. roam – go around
4. gathered – came together
5. searching – looking for

6. approaching – coming after/near
7. always – all the time
8. game – animal hunted for food

D2. Pages 182 - 183

Names of animals

- | | | |
|-------------|------------|-------------|
| 1. lion | 4. monkey | 7. deer |
| 2. tiger | 5. buffalo | 8. giraffe |
| 3. elephant | 6. zebra | 9. antelope |

D3. Page 183

Friends in the Forest

Arrange in logical order:

1. A hunter once lived in a village.
2. One day his wife gave birth to a new-born baby.
3. The hunter needed meat for the naming ceremony.
4. He took his gun and left for the bush.
5. As soon as he entered the forest, he saw three big animals.
6. He shot and killed the animals.
7. He became very happy.

E1. The Apostrophe (‘)

Pages 184 - 185

1. The bag is Nora’s. She left it here. Tell her not to use her brother’s bag again.
2. The child’s dress is dirty. It is her

mother’s responsibility to wash her child’s clothes.

3. The man’s daily wage is too small.
 4. Is your sister’s son in Primary One?
 5. This is the boy’s quarters and this is the girl’s room.
 6. Is it the prefect’s duty to sweep the school compound?
- It is everybody’s duty to sweep the school compound.
7. We have finished the day’s work.
 8. The week’s lessons are too many.

Unit 29 A Visit to The Library

Page 187

1. Ama
2. to read books to be able to do a homework.
3. i) other learners were returning books.
ii) other learners were borrowing books.
iii) some learners were doing their homework.
iv) some learners were reading.
4. She went to the shelves.
5. Kofi did not know where to get the books he needed.
6. The teacher was happy because the learners had done their homework.

7. Ama is a hardworking girl.

Ama likes to learn.

D1. Page 188

Words from word box

Across

librarian

borrow

read

shelves

returning

borrowing

Down

library

book

D2. Page 189

1. hurry – hurrying, hurried
2. visit – visitor, visitors, visited
3. search – research, searched, researched, researcher.
4. turn – return, turned, returned, returning
5. teach – teaching, teacher, re-teach
6. happy – unhappy, happier, happiest
7. quiet – quietly, quieter, quieten, quietest
8. friend – friendly, unfriendly, friendlier, friendliest
9. come – overcome, overcomer, coming
10. voice – voiceless, voiced, unvoiced
11. village – villager, villagers
12. danger – endanger, dangerous,

endangered, endangering

13. decided – undecided, decision, deciding, decided

14. hear – heard, unheard, hearing, hearer, hearers

15. hunt – hunted, hunting

Unit 30 (Why The Crow's Feathers Are Black)

B. Pages 190 - 191

Content and functional words

Content	Functional
crow	it
feathers	then
trees	the
hard	was
easy	is
beautiful	that
write	yet
eat	some
always	an
far	a
slowly	very
dance	are
sing	were
big	what
long	am
show	

C. Pages 191 - 192

1. Yoose and his pet live in a small but near a busy market place.

2. Yoose had no work to do to earn him income.
3. Because they walked too close to the palace.
4. The people had no work to do to earn income.
5. Yoose saw so much food to eat.
6. 6th and 7th questions border on opinion or personal response.

Accept any logical reason.

D1. Page 192

1. seized – grabbed
2. fluttered – flapped
3. trembling – shaking
4. whispered – words spoken in soft hushed tones.
5. wood worm – a larva of a woodborer

D2. Page 193

Words

1. trembling
2. whispered
3. gathered
4. shining
5. singing

6. seized
7. bound
8. bird
9. the
10. to

E1. Pages 193 - 194

- | | |
|-----------|----------------|
| 1. taller | 6. wide, short |
| 2. larger | 7. larger |
| 3. bigger | 8. short |
| 4. tall | 9. deep |
| 5. long | 10. far |

E2. Page 194

1. on
2. into
3. over
4. beside
5. behind
6. near
7. in front

APPENDIX 2

Strategy Terms

Read Aloud

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

Shared Reading

The teacher reads aloud to children from a big book which all the children can see. During reading, the teacher points to or slides his/her hand below the words so that the children can appreciate the print and invites the children to predict what will happen, elicit vocabulary or teach words that children may not know.

Paired Reading

Learners take turns reading aloud in pairs. The more able reader can help the less able reader.

Echo Reading

A strategy for teaching fluency. A skilled reader reads a text, a sentence or a phrase at a time as the learner tracks. The learners then echoes or repeats, imitating the skilled reader.

Choral/Chorus Reading

They are usually led by the teacher or other experienced reader. The purpose is to develop reading fluency.

Directed Reading Activity

A reading comprehension activity: the teacher guides learners' reading by asking questions which guide them to the key points in the text.

Community Circle Time

In this strategy, a short period of time is set aside for the teacher and learners to come together to interact in an informal manner. The normal classroom sitting arrangement is altered and the teacher and learners sit in a circle or semi-circle. Singing, Story Telling, Conversations, Presentations and other related activities lend themselves to the Community Circle Time strategy. By its informal nature, learners are encouraged to participate.

Think-Pair-Share

The strategy requires learners to think about a task/problem/question and share views with a partner. The pair may further share their viewpoints with the class.

T-Chart

The T-Chart is a graphic organiser used to guide students to make comparisons. The

strategy is used to assist learners to identify similarities and differences between texts read and to activate background knowledge.

KWL: Know-Want to Know-Learn

This strategy requires learners to think and recall what they already know about the topic they are about to learn, ask questions about it and find answers. The strategy helps to structure a lesson into logical steps.

Tracking

Tracking is the act of pointing to words or chunks of words as they are read during reading aloud. This enables beginners to keep track of what they are reading. It also promotes word recognition and to some extent prevents learners from merely memorizing and reciting texts.

Tracking also happens during shared reading when a group or the class reads from the same source such as the board or a ‘big’ book. In that case, the tracking is done by another person such as the teacher.

Language Drills

Language drills are repetitive oral language activities used to give learners practice in the use of specific language structures. They are used mainly during the practice stage of grammar lessons and the objective is to enable learners to gain accuracy in using the target structure.

Types of Language Drills

Examples of language drills are

- Repetition Drill
- Substitution Drill
- Substitution Table Drill
- Question and Answer Drill
- Conversion Drill
- Completion Drill

1. Repetition Drill

In a repetition drill, the learner is made to repeat a particular structure a number of times for its mastery. The item for repetition may be a model presented by the teacher or another learner. Repetition of a structure by the class, groups and individuals provides each learner several opportunities to listen to it and also several opportunities to practise it.

2. Substitution Drill

In a substitution drill, learners repeat practically the same structure with each learner, substituting a particular item in the structure with his/her own choice of word or phrase.

For example, in response to the question, “What did you eat yesterday?”, learners repeat the sentence structure SVOA Subject, Verb, Object, Adverb, substituting the object as in

Learner A: I ate fufu yesterday.

Learner B: I ate banku yesterday.

Learner A: I ate rice yesterday.

Learner b: I ate tuozafi yesterday.

3. Substitution Table Drill

A substitution table drill is virtually the same as a substitution drill. The difference is that in a substitution table drill, the sentences are built into a table and learners read sentences from the table. The table may be built on the board on a chart mounted on the board or in the textbook. Example:

Where	is	the book?
		the box of chalk?
		your sister?
		the clock?
		the ball?

4. Question and Answer Drill

This is a drill in which learners have to ask and answer questions repeatedly. The questions may come from one source (e.g. the teacher) and learners answer the questions. This may be done in pairs. Learners work in pairs. One asks the target type of question and the other answers. Roles are then reversed. Example:

Learner A: What did you do on Sunday?

Learner B: I read a story on Sunday.

Learner B: What did you do on Sunday?

Learner A: I did my homework on Sunday

Another takes over and it continues round the class.

5. Conversion Drill

A conversion drill involves changing/converting a particular structure from one form to another. For example, a sentence from the simple present to the simple past tense.

Example:

Learner A: I play football on Saturdays.

Learner B: I played football on Saturday.

Learner C: I iron my uniform on Sundays.

Learner D: I ironed my uniform on Sunday.

6. Completion Drill

In a completion drill, learners generally work in pairs. One begins a sentence and the other completes it. They then reverse roles. Another pair then take their turn. This continues until all learners have had opportunities to both begin and complete sentences.

The drill is used to provide oral practice of a new structure that has been nearly taught.

APPENDIX 3

Rhymes/Songs

Vulture

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:

- 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 19 – 20

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 55

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.

Learner’s Book, page 148

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 67

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 70

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.

LANGUAGE GAME:

Looking for My Friend.

Purpose:

To reinforce letter as well as word recognition in reading.

Materials:

Letter/Word cards depending on which of the two is the focus of the lesson.

Number of Players: Eight (8) to twenty (20) players depending on class size. (An even number is preferable).

How to Play:

The class forms a circle around the players. Half of the players are given lower case letter cards of the target letter while the other half receives the upper case counterparts of the same letter. The class then sings the action song “Looking for my friend”. As the song is sung the players dance around in circle looking for the counterpart of the letter they hold. At the end of the song each player embraces the player who has the counterpart of his/her letter. Players who cannot find their counterpart or pair up with a player having the wrong letter card fall out and the game continues until the winning pair or team is determined.

Note:

The game may be played with first lower or upper case in which it's the identification of the letter that is the focus but not recognition capital/upper case letters as distinct from the lower case/small letters.

Similarly, instead of letter cards, word cards may be used to teach/revise key vocabulary taught.

APPENDIX 4

Phonic (Chants)

Letters and their sounds lend themselves to chanting, and chants can be easily developed and used to cultivate learners' interest and enthusiasm in the learning of letters and their sounds.

Examples:

1. A chant to reinforce letter names and sounds.

Teacher: When I say /a/ (letter name)

Learners: We say /a/ (letter sound)

Teacher: When I say b (letter name)

Learners: We say /b/ (letter sound)

Teacher: When I say c (letter name)

Learners: We say /k/ (letter sound), etc.

Note: The class may be put into two groups to perform the chant and blend.

2. A chant to practise sound blending

Girls: When we say /m/-/a/-/t/

Boys: We say mat. /m/-/æ/-/t/

Girls: When we say /b/-/a/-/g/

Boys: We say bag.

Girls: When we say /h/-/æ/-/t/

Boys: We say hat, etc.

3. A chant to practise sound segmentation

Team/Groups

Tigers: When we say bed

Lions: We say /b/-/ε/-/d/

Tigers: When we say pet

Lions: We say /p/-/ε/-/t/

Tigers: When we say net

Lions: We say /n/-/e/-/t/

Rhyme: A Lion

A lion has a tail;

It has a big head,

And a very small waist,

And a very small waist,

And a very small waist

Moo...! Moo!

Moo...moo... says the cow.

Moo...moo...

Wow...! wow... says the dog.

Wow...wow....

Mee...! mee... says the sheep

Mee...mee....

Meao...! meao... says the cat

Meao...meao...

Cluck...! cluck... says the hen.

Cluck...cluck...

Quack...! quack... says the duck.

Quack...quack...

But when the lion says

grrr!... grrr...

We all run away.

We all run away.

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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