



MINISTRY OF EDUCATION AND SPORTS



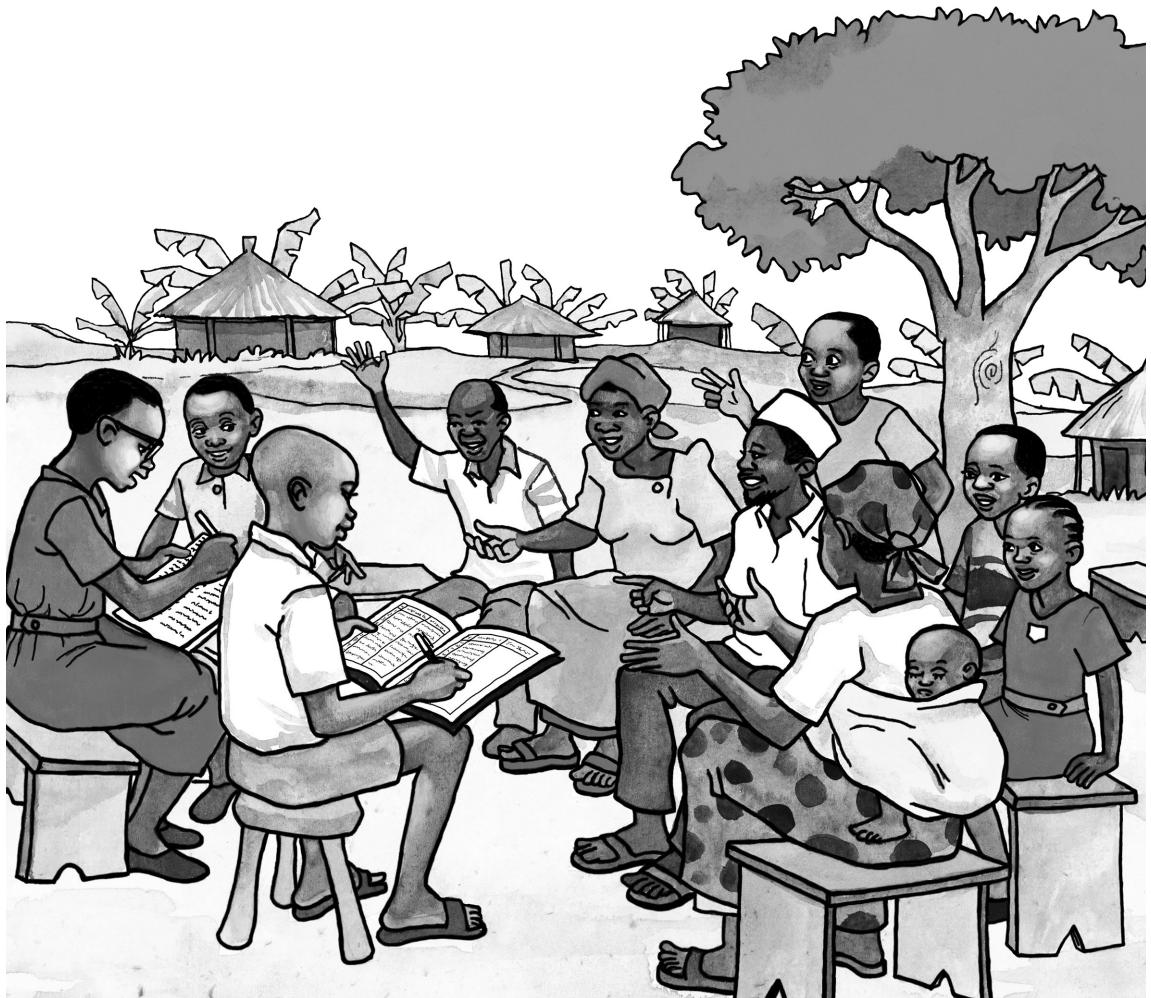
Primary
4

Teacher's Guide

English

I can read and write

Restricted
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only



A publication of the
Ministry of Education and Sports, Uganda
National Curriculum Development Centre

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Acknowledgements

The National Curriculum Development Centre wishes to acknowledge with sincere appreciation various parties whose efforts were very instrumental in the development of the Early Grade Reading materials which are now available to support the implementation of the Thematic Curriculum and the Transition Curriculum in Uganda primary schools.

Special gratitude goes to the United States Agency for International Development (USAID) for funding the USAID/Uganda School Health and Reading Program implemented by RTI International which has enabled the development of the materials. Our thanks also go to the Ministry of Education and Sports (MoES) for providing technical support and guidance, which has contributed to the smooth implementation of the Program.

We wish to recognise the contribution of the team of writers, editors and illustrators who worked tirelessly on the development of the materials in the local languages and English.

Special thanks go to the consultants from SIL LEAD for their expertise and technical guidance, which guided the work on the orthographies and material development.

Last but not least, we wish to acknowledge all those behind the scene who formed part of the team that worked hard to finalise the work on materials developed by the different writing panels.



DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE

Foreword

Reading ability and its long term consequence of learning effectiveness is a leading issue in the current quality education debate. Government of Uganda recognises that learning to read and write effectively is a good reason for children to stay in school, and fundamental not only to their completion of the basic education cycle but also to their future personal, academic and social success. However, research in the two decades before 2010 constantly revealed that Uganda's children are unable to read in both their mother tongue and English. These revelations constitute a threat that universalisation of basic education without systematic reading instruction will not offer Uganda's children the benefit of literacy.

To make schooling more beneficial for the participants of the Universal Primary Education program, leaders need to champion interventions focused on quality instruction. The United States Agency for International Development (USAID) and Government of Uganda have through a cooperative agreement, supported the USAID/Uganda School Health and Reading Program (SHRP) in the implementation of a tested early grade reading methodology across the first four years of primary school. The program is being implemented to deliver high quality technical assistance and material inputs to strengthen the education system's capacity to improve the mother tongue and English reading abilities of children. This target will be attained through the production of materials in 12 local languages and English and training of teachers to develop the foundational skills of:

- a) Phonemic Awareness;
- b) Alphabetic Principle;
- c) Vocabulary;
- d) Fluency, and
- e) Comprehension.

The system's investment will result, ultimately in the development of primers and teacher guides and training of teachers. District/Municipal Education Officers, District/Municipal Inspectors of Schools, Principals, college tutors and early grade teachers are all key stakeholders in the intervention. Their implementation efforts will determine the impact of the intervention that will be measured when the Program conducts its local language and English Early Grade Reading Assessment (EGRA) in the intervention districts.

The intervention could not have come at a better time; the nation and her development partners are waiting to witness the change as the children of Uganda reap the benefits! We must all therefore support the school level implementation to maximise the benefit or these materials.



Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)
Minister of Education and Sports

Primary 4

Teacher's Guide

Introduction

The Ministry of Education and Sports Early Grade Reading Model

Young learners in Uganda want and need to become successful readers and writers. The School Health and Reading Program is designed to help make that happen. The Program, in partnership with the Ministry of Education and Sports (MoES), the National Curriculum Development Centre (NCDC) and local language boards, developed the following literacy model. You, as a classroom teacher, are key to this model's success. The literacy model is built on the following principles:

First, the model is research-based and aligns with other successful literacy models from around the world.

Second, the model uses the foundational components of literacy to help learners achieve literacy competences. The five literacy components – phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension – are described in the next section. They align with the MoES reading, writing, speaking and listening competences.

Third, the model supports the MoES transition policy from local language to English in Primary 4. Learners are taught and practise new content in both their local language and English, especially through the writing workshop model. Learners are taught to recognise common features of text types and text structures, and apply reading comprehension strategies to help them read and interpret new and difficult texts in a variety of academic subjects.

Fourth, the model supports the idea that literacy skills developed in one language help a learner gain literacy skills in a second language. This is similar to the concept of working from the known to the unknown. In other words, the model helps children first learn new concepts in the language they know best so that can use them in the language they are still learning.

Fifth, the model recognises that learners must have well-developed reading and writing behaviours in their local language before transferring these behaviours to reading and writing in English. In practise, this means that Primary 4 learners will read and write English using similar approaches introduced in local language in Primary 3. This allows learners to grasp the concepts first in their mother tongue the previous academic year, than apply them to learning the same concepts in English when they reach Primary 4.

Sixth, the model values explicit and systematic instruction. Systematic instruction means that skill development begins with simple foundational skills before adding more complex skills. The order for teaching learners new skills is planned so that all of the important skills are taught first. Explicit instruction means that information is clearly described and modelled by you, the teacher. Then, learners' practise their new skills as you support them.

Above all, the School Health and Reading Program model is designed to help your learners. By following this model you will provide your learners with the foundational skills they need to be successful readers and writers.

The Foundation: The Five Components of Literacy Instruction

Experts agree that there are five components to always include in successful literacy instruction. To help learners become independent readers and writers, you need to teach these components explicitly and systematically.

Explicit means that you model.

Systematic means your instruction moves from easier to more difficult skills, without skipping any important ones.

The five components are:

1. Phonemic Awareness
2. Alphabetic Principle (Phonics)
3. Fluency
4. Vocabulary
5. Comprehension

Phonemic Awareness

What: Phonemic awareness is the ability to identify, change around and break apart sounds that make up words. In Primary 4, learners should have learned all the sounds of their local language and English and be able to identify and manipulate morphemes and word parts to read and create new words.

Why: Learners need to become aware of sounds (phonemes) to help their reading and spelling.

How: Phonemic awareness can be developed through rhymes, songs and working with individual letters. A learner who has phonemic awareness can identify that the words 'map' and 'mother' both begin with the same sound, /m/.

Alphabetic Principle (Phonics)

What: Successful reading requires an understanding of the alphabetic principle - that letters (or groups of letters) represent sounds in words. Phonics is the method for teaching learners how to relate printed letters and sounds.

Why: Phonics instruction gives your learners the skills to be able to sound out (decode) and spell (encode) words that you did not tell them directly.

How: You can help your learners by reinforcing the teaching of individual letters, letter patterns and syllables that your learners are having trouble with in the Primary 4 classroom. You also want to give them lots of chances to blend (put together) and segment (take apart) letters. Learners who have been taught phonics can read and spell unfamiliar words such as 'swirl' even if they don't know the word's meaning.

Introduction

Fluency

What: Fluency is the ability to read different types of text with speed, accuracy and expression.

Why: It helps your learners make meaning from text. It also helps them become aware of sentence structures, which helps their writing.

How: The more learners interact with text the more likely it is that they will become fluent readers. A combination of echo, choral, partner, whisper and silent reading helps your learners become more fluent (see box below). A fluent reader changes their voice and pace to match the words and punctuation.

Echo Reading: Used when a new text is first introduced. The teacher reads first and then the class reads.

Choral Reading: Everyone reads the text together. The teacher's voice helps the learners.

Partner Reading: Several learners read the text together.

Whisper Reading: Beginning readers are not ready to read silently. But they can 'whisper read' (quietly and softly read) the text.

Silent Reading: The learner reads the text silently. Throughout Primary 4, learners will increasingly build their skills to read text silently.

Vocabulary

What: Vocabulary helps learners understand what they hear and read. Vocabulary also helps learners speak and write.

Why: Learners need a big vocabulary so that they can understand what they read and in order to express themselves.

How: You can teach vocabulary both directly and indirectly. Lessons using total physical response (TPR), pictures and read alouds provide opportunities for learners to hear and use words. Your classroom should be a language-rich environment, with lots of text displayed for learners to read. In Primary 4, learners' word recognition strategies are expanded as they learn and apply key skills to read and understand new words, including context clues, organisational text features and glossaries. A learner who has been taught vocabulary understands more of what they hear and read. Learners can also use new vocabulary in their writing.

Comprehension

What: Comprehension is the ability to understand and take meaning from text. There are two main types. Literal comprehension is the ability to recall facts from the text (like the colour of a character's shirt, or what happened in the story). Inferential comprehension requires the reader to understand information that is not stated directly in the text (like how they thought a character felt, or what they would have done if they were a character in the story).

Why: It is the main goal of reading.

How: Comprehension should be taught to even the youngest learners. It is taught before, during and after reading. A learner who has been taught comprehension skills can make predictions about a story, check their understanding of the story along the way and evaluate the text after they read.

Major Methods in the Early Grade Reading Model

Several major methods of teaching underlie the instructional model used in the School Health and Reading Program.

- Collaborative Learning
- Continuous Assessment
- I Do, We Do, You Do
- Multisensory Instruction
- Oral Language
- Scaffolding

Collaborative Learning

Collaborative means working together. It provides opportunities for learners to work with their classmates for regular, short periods during literacy lessons. It forms part of the 'I Do, We You, You Do' sequence either before or after working on a task. Collaborative learning strengthens learning, as it increases learners' chances to practise new information with others. It also helps manage the reality of large class sizes.

Continuous Assessment

Continuous assessment activities are built into the daily teaching lessons. The lessons progress from 'I Do' to 'You Do' tasks. The 'You Do' tasks are tasks that learners should be able to perform on their own, since they will have been doing similar activities throughout the topic and week. This provides an opportunity for you to assess and record the developing competences of learners as they complete assigned tasks.

Introduction

I Do, We Do, You Do

The gradual release method is known informally as ‘I Do, We Do, You Do.’ Learners first see the teacher perform a task alone. Next, learners perform the task with the teacher and the rest of the class. Finally, learners do the task alone. This model is followed for most of the learning activities, as indicated in the How to Teach section of this Teacher’s Guide. The method supports learning as it builds learners’ confidence in carrying out new tasks.

Multisensory

Instruction that is multisensory includes activities that involve learners in using two or more senses to gain new information. It includes guiding learners to use seeing, hearing, speaking and moving. Multisensory instruction is used throughout the lessons. Instruction that connects the visual, auditory, kinaesthetic and tactile senses (VAKT) has long been used for those with learning difficulties; it is now understood that it benefits all learners.

Oral Language: Vocabulary

The ability to read words and texts easily comes from well-developed oral language skills. Developing a good vocabulary helps learners when they start to read the more complex texts found in their textbooks. In Primary 4 learners are exposed to a wide range of basic and interpersonal vocabulary, as well as academic words and concepts that will help them interpret and understand new and challenging texts in a range of academic subjects. Vocabulary exercises focus on providing learners with a range of word identification, word attack and word analysis skills for interpreting and comprehending basic interpersonal vocabulary, academic vocabulary and sight words. They also apply these skills when creating personal and class dictionaries. Teachers are encouraged to first introduce key literacy concepts in local language to help learners connect the strategies to their English lessons, gradually reducing local language explanations as the year progresses.

Scaffolding

This method directly supports the idea of moving from the known to the unknown. With scaffolding, learners gain new information that builds from their present understanding. In practice, instead of just hearing the correct answer, learners are guided to reach the correct answer. Learners should be supported with scaffolding through corrective feedback. For example, the learner who incorrectly reads the word ‘boy’ as ‘ball’ is told, “You have the first sound right. Let’s look at the rest of the word.” Or, the learner who points to a red pen and says, ‘blue pen’ is told, “You are correct, it is a pen. But it is red, not blue.”

The Ministry of Education and Sports' Early Grade Reading Program and the MoES Transition Year Curriculum

Overview of the Transition Year

Primary 4 is a transition year in several ways. The curriculum changes from:

- A thematic approach to separate subjects.
- Themes to topics.
- Using local language as the medium of instruction to using English as the medium of instruction. The goal is to reduce the amount of local language used throughout the school year so that learners effectively make the transition to learning English by Primary 5.

The literacy model helps learners prepare for the transition. This includes the following similarities between local language and English, including:

- Alignment of competences.
- Practising the same reading and text comprehension strategies.
- Using the same text types and organisers.

Transition Year Curriculum

The goal of the Primary 4 English literacy model is to help learners successfully make the transition from local language to English language instruction in the classroom. The methodology for the Primary 4 English materials supports the idea that literacy skills developed in one language help a learner gain literacy skills in a second language. The model is aligned with the Primary 3 and 4 local language materials, which have introduced text types and structures for reading, writing and analysis. By applying similar strategies in both groups of literacy lessons, children will learn and reinforce new concepts first in their mother tongue and then apply them to English, which they are still learning. The principles outlined below guided the development of the Primary 4 English materials.

Rich Text Experience

In Primary 4, learners need exposure to a wide variety of text types, or genres, to help them gradually make the transition from ‘learning to read’ to ‘reading to learn’. Primary 4 introduces various types of writing that learners interact with through reading comprehension exercises, grammatical structures, vocabulary identification and analysis tasks, phonics exercises and writing assignments that become progressively more challenging as the year goes on. The activities vary throughout the year, allowing learners extensive practise applying a core set of reading and text comprehension strategies to multiple types of writing. Plenty of repetition is provided with these key concepts to allow learners to master specific skills and strategies and apply them to their learning. The Primary 4 English materials also introduce learners to a wide range of text styles, fonts, information graphics and design layouts to promote literacy across a range of subjects, disciplines and information types. The type of materials used in the Primary 4 English classroom this transition year will help learners to develop the skills they need to read academic textbooks common in upper primary classrooms, and give them the skills to learn, interpret and apply new comprehension strategies successfully within academic subject areas.

Introduction

Transition to English

The Primary 4 English materials present a clear linkage with the instructional practices applied in the local language reading lessons in Primary 3 and 4, complementing, reinforcing and connecting the materials through the application of important core literacy skills and activities. These literacy skills, which were defined and practised initially in the local language materials in Primary 3, have already introduced key concepts to learners and are integrated into the English language materials in Primary 4. These include text types, literacy terms and concepts, reading comprehension strategies, text structures and key vocabulary, which are applied weekly in the reading and writing lessons.

An explicit weekly ‘transition’ lesson is also incorporated into the Primary 4 English instructional design, allowing learners to more deeply explore and apply their new reading comprehension strategies and knowledge of text types and text structures to a variety of subject-based texts studied in the upper primary curricula. Learners engage with transition lesson texts over multiple weeks to promote in depth analysis of text features and allow learning activities to connect and extend across longer units of study. The transition lesson texts are focused on academic content from the other subject areas in Primary 4 to allow learners a chance to apply their new reading strategies across the curricula.

Reading Comprehension Strategies

The Primary 4 English materials explicitly focus on applying a core set of reading comprehension strategies to various texts, including: activating prior knowledge by relating to personal experience, or predicting what will happen in a text; asking questions while reading; visualising or ‘painting a picture in your mind’ of what is being read; monitoring or checking for understanding while reading; drawing inferences; and summarising or retelling. Comprehension activities help learners interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text. Comprehension also enhances language and vocabulary knowledge.

Evidence shows that skilled learners use a variety of comprehension strategies simultaneously. They know how to apply specific strategies to aid their comprehension, particularly with regard to challenging texts and new information. Learners who struggle with comprehension possess poor text analysis strategies and use them in a limited way. They are usually unaware of what independent readers can do alone and need to be shown how and when to apply key comprehension strategies to understand a text. Providing learners with explicit instruction in comprehension strategies is an effective way to help them overcome difficulties in understanding texts. The more explicit the comprehension strategy and instruction, the higher the likelihood that a learner will make significant gains in comprehension. As learners become more competent and confident of their comprehension skills, the less support they require from the teacher.

Text Structures

Text structures are the patterns of organisational features used within paragraphs and in longer texts that are common across all literature. Examples of text structures used in the Primary 4 English curriculum include: problem and solution, descriptions, cause-and-effect relationships, categorising, sequencing and compare and contrast. Learners are also introduced to other important organisational text features to aid their comprehension, including: table of contents; chapter and section labels; headings and subheadings; photographs and illustrations, including captions; information graphics (charts, tables, maps, diagrams); glossaries; and indexes and references.

Research in literacy has shown that an understanding of various text structures and their purposes enhances learners' ability to comprehend what they read and gain meaning from a text. In addition, knowledge of text structures has proven to improve both memory and writing skills. Good readers use awareness of text structures to understand key points of the text. When they are asked to recall what they have read, their summaries reflect the text's organisation. Less experienced readers, on the other hand, have difficulty prioritising and organising information in a text. Through various comprehension exercises in the Primary 4 English curriculum, learners are taught how to identify common text features and signal words in the text to help them understand the text's structure.

Graphic Organisers

Graphic organisers are tools that help learners analyse, summarise and evaluate texts, as well as plan and execute writing. Use of graphic organisers and writing templates in the Primary 4 English materials helps learners identify relationships between and along ideas, to organise information, to identify how facts relate to main ideas and to retain information. Graphic organisers guide learners' thinking as they create a visual map or diagram of their reading or writing. Graphic organisers are some of the most effective visual learning strategies for learners and can be applied across the curricula to improve learning and understanding of different academic subjects.

Topics and Sub-topics

In Primary 4, English classes expand to seven lessons per week. Content is divided into eight topics according to the National Curriculum Development Centre's Primary 4 curriculum. Each topic covers several sub-topics over one to three weeks. Each week, learners practise different core literacy skills through explicit instruction in the reading, writing and transition lessons tied to the topic and sub-topic. Vocabulary is introduced through the text and is tied to the weekly topic and sub-topic. Finally, texts illustrate key messages and concepts about the sub-topic through the information presented.

<p>Term 1</p> <p>Topic 1: Describing People and Objects Sub-topic 1A: Describing People Sub-topic 1B: Describing Objects</p> <p>Topic 2: Giving Directions Sub-topic 2A: Directing People to Places</p> <p>Topic 3: What I Like and How I Feel Sub-topic 3A: What I Like Sub-topic 3B: How I Feel</p>	<p>Term 2</p> <p>Topic 4: Behaviour Sub-topic 4A: Good Behaviour Sub-topic 4B: Bad Behaviour</p> <p>Topic 5: Shopping Sub-topic 5A: Buying and Selling</p> <p>Topic 6: Time Sub-topic 6A: Past Simple Tense Sub-topic 6B: Past Continuous Tense</p>	<p>Term 3</p> <p>Topic 7: Expression of the Future Sub-topic 7A: Expression of the Future Sub-topic 7B: Keeping a Diary Sub-topic 7C: Using Study Time</p> <p>Topic 8: Democracy Sub-topic 8A: Games and Sports Sub-topic 8B: Music, Dance and Drama Sub-topic 8C: Elections</p>
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Introduction

Lesson Structure

Each week, learners attend seven English literacy lessons: three reading lessons, three writing lessons and one transition lesson. In addition, there is one library lesson. The reading lessons consist of before, during and after reading activities modelled after the reading lessons in Primary 3 English and local language. The writing lessons consist of text structure analysis, phonics and word building exercises, grammar and sentence structures, as well as writing tasks within the writing workshop model (see below). Transition lessons build learners' competences in text analysis and response through application of graphic organisers to evaluate text structures and use of reading comprehension strategies to aid understanding of new academic texts. The library lesson provides an opportunity for independent study for learners operating at a proficient reading level, and an opportunity to re-read weekly stories for instructional readers who need to continue polishing their literacy skills. Returning to texts to re-read and discuss them is an excellent way for struggling readers to develop their literacy skills.

Writing Workshop

In Primary 4 learners participate in a five-step writing workshop model to develop a piece of writing from the planning to publishing stage. The writing workshop model, originally introduced in Primary 3 local language literacy lessons and continuing into Primary 4 English, follows a five-step process: planning, drafting, revising, editing and publishing, which is executed over five weeks each term, exposing learners to two types of texts per term through two 5-week cycles. Throughout the year, learners are provided with an opportunity to develop pieces of writing mirroring the text types and text structures they study in their reading and transition lessons. Learners are provided with multiple opportunities for class, pair and independent work as they develop their own writing through the various stages of the writing workshop model. Writing mini-lessons integrated within the workshop steps allow learners to develop key skills in areas like plot development, character descriptions, argumentative writing, expository text development, referencing and supporting facts, etc.

Suggested Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:10	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:10-9:50	Local Language	English (Reading Lesson 2)	Local Language	English (Reading Lesson 3)	Local Language
9:50-10:30	English (Reading Lesson 1)	English (Writing Lesson 1)	English (Transition Lesson)	English (Writing Lesson 2)	English (Writing Lesson 3)
10:30-11:00	Break	Break	Break	Break	Break
11:00-11:40	Science	Science	Science	Science	Science
11:40-12:20	SST	SST	SST	SST	SST
12:20-1:00	RE	Mathematics	RE	Mathematics	RE
1:00-2:00	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-2:40	Library	SST Revision	RE Revision	Mathematics Revision	Science Revision

The Assessment Model

Assessment in the Ministry of Education and Sports' Early Grade Reading model follows the MoES guidelines for competency-based assessment. A competency-based model focuses on assessing specific skills through classroom demonstrations by individuals or small groups of learners. A competency-based assessment activity should answer the question, "What can my learners do?"

The model provides a list of literacy competences to be taught for each literacy lesson. These are found at the top of the first page of each How to Teach lesson template. Here is a sample How to Teach template with the competences circled:

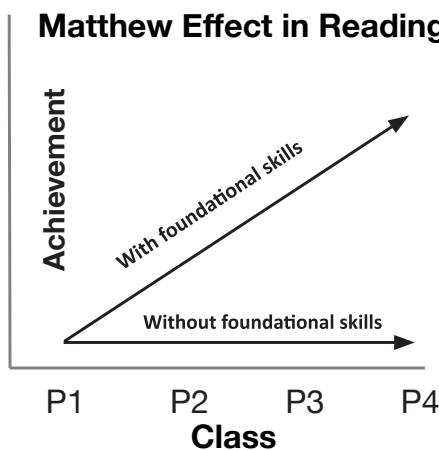
How to Teach English – Reading Lessons 1 and 2		
Competences	Step-by-Step Teacher's Activity	Extra Guidance
<p>The learner:</p> <ul style="list-style-type: none"> Identifies the text type and text structure of a story. Uses the story title, illustration and prior knowledge to make predictions. Identifies the vocabulary and sight words found in a story. Listens to a story read aloud with increasing comprehension. Reads a story with increasing fluency and comprehension. Identifies whether his/her predictions were correct. Answers comprehension and guiding questions correctly. 	<p>Step 1: Getting Ready (2 minutes)</p> <p>a. Selected learners distribute the pupil books.</p> <p>Step 2: Before Reading Activities (10 minutes)</p> <p>a. Identify and explain the text type and definition from the Weekly Lesson Support section of the teacher's guide.</p> <p>b. Identify the text structures and explain the definition using the Weekly Lesson Support section of the teacher's guide.</p> <p>Guiding Question (2 minutes)</p> <p>c. Read the guiding question from the pupil book. Ask learners to look in the story for answers to the guiding question as they read.</p> <p>Prediction Question (4 minutes)</p> <p>d. Read the title of the story.</p> <p>e. Ask learners to look at the illustration and share their observations.</p> <p>f. Read the prediction question from the pupil book.</p> <p>g. Ask learners to make a prediction about the story.</p>	<p>Step 3: Vocabulary (5 minutes)</p> <p>a. Read the four vocabulary words listed in the pupil book. Have learners follow along as you read.</p> <p>b. Ask learners to repeat the vocabulary words after you as you read them a second time.</p> <p>c. Read the sight words listed in the pupil book. Have learners follow along as you read.</p> <p>d. Ask learners to repeat the sight words after you as you read them a second time.</p> <p>e. As a class, find the words in the story. Call on different learners to tell you where the words are.</p> <p>f. Tell learners to pay special attention to these words as they read and listen to the story.</p> <p>Teacher Tip: Using the Chalkboard</p> <p>If you have a chalkboard in your classroom, write the four vocabulary and two sight words on it for this part of the lesson. Use the chalkboard when reading the words in steps (a) and (c).</p> <p>Step 4: During Reading Activities (10 minutes)</p> <p>a. Read the story aloud while learners listen. Learners follow along, finger-pointing to the text in the pupil book.</p> <p>b. Learners choral read the story with you.</p> <p>c. Learners read the story in pairs as you move around the room giving feedback.</p>
How to Teach English – Reading Lessons 1 and 2		

The MoES organises literacy competences into four areas: **reading, writing, listening and speaking**.

The MoES Early Grade Reading model builds on the MoES competences by integrating the five foundational components of literacy instruction into the competences. For example, the writing competence, 'practices spelling words correctly' is also an alphabetic principle competence, and 'identifies vocabulary words found in a story' is a reading competence that also develops learners' vocabulary.

Introduction

The MoES also recognises that the best way to assess learners' literacy attainment is through continuous daily assessment. Learners can easily fall behind, especially in the early stages of learning to read and write. Research shows that young learners who don't acquire a strong foundation in reading and writing early on find it very difficult to catch up later. This is sometimes called 'The Matthew Effect' referring to the text in the Book of Matthew that says in effect that 'the rich get richer and the poor get poorer.'



It's the same with literacy. Learners who master the foundational skills of reading early on will continue to make positive academic gains, while the learners who lag behind in literacy skills in the early years just grow further behind as their schooling continues. Therefore, it's VERY important that teachers monitor learners' performance closely in early primary and modify their teaching to make sure as many learners as possible acquire the foundational literacy skills required to become successful readers.

The Ministry of Education and Sports Early Grade Reading model encourages continuous assessment by building assessment activities into every lesson template.

It is also important for teachers to keep records of the continuous assessment data they gather every day. To aid teachers with this, the MoES has developed a **Continuous Assessment Monitoring Form**, or CAM Form, for short. In Primary 4 teachers are given two CAM Forms, one for reading lessons and one for writing lessons. Both the English and local language literacy competences for assessment are listed on each CAM Form. On the opposite page is an overview of the CAM Form with some of the features explained. On the following pages are large format samples of both CAM Forms for easy reading.

An Overview of the P4 Continuous Assessment Monitoring Form (CAM)

		LOCAL LANGUAGE AND ENGLISH READING LESSONS					ENGLISH LIBRARY LESSON					ENGLISH TRANSITION LESSON									
No.	Name	Before Reading					During Reading					After Reading					Oral Language and Vocabulary				
		Uses title, illustrations, context and prior knowledge to make predictions.					Reads new words fluently by combining meaningful word parts.					Answers text-based questions, using parts of the text as evidence.					Reports on a topic or text, tells or recounts a story with appropriate facts and relevant, descriptive details, speaking clearly and at an appropriate speed.				
		Identifies text types using text format, title, illustrations and identifying features.					Uses text structures* and story elements to understand and talk about a text.					Answers evaluative questions using own knowledge, values and experiences.**					Asks and answers questions to demonstrate understanding of a text.				
		During Reading					Uses appropriate reading comprehension strategies* to understand a text.					Answers inferential questions using information from the text and personal experience and knowledge.					Constructs meaningful, complete sentences using new vocabulary words and the appropriate language-specific rules of grammar and conventions.				
		Reads different text types with grade-level fluency and proficiency.					Knows and uses word analysis skills to decode and understand words.					Identifies the main idea or theme of a text and summarises the key details and ideas.					Engages effectively in a range of collaborative discussions, building on others' ideas and clearly expressing own ideas, taking turns listening and speaking.				
		After Reading					Answers text-based questions, using parts of the text as evidence.					Engages in self-selected or assigned group and individual reading or writing activities.					Reads and comprehends different academic and informative texts.				
		Reports on a topic or text, tells or recounts a story with appropriate facts and relevant, descriptive details, speaking clearly and at an appropriate speed.					Answers evaluative questions using own knowledge, values and experiences.**					Engages in self-selected or assigned group and individual reading or writing activities.					Reads grade-level texts aloud or silently with accuracy and fluency.				
		Asks and answers questions to demonstrate understanding of a text.					Constructs meaningful, complete sentences using new vocabulary words and the appropriate language-specific rules of grammar and conventions.					Reads and comprehends different academic and informative texts.									
		Identifies the main idea or theme of a text and summarises the key details and ideas.					Engages effectively in a range of collaborative discussions, building on others' ideas and clearly expressing own ideas, taking turns listening and speaking.					Uses organisational text features like glossaries, headings, charts, tables and graphs to find information in a text.									
		Engages effectively in a range of collaborative discussions, building on others' ideas and clearly expressing own ideas, taking turns listening and speaking.					Uses appropriate graphic organisers to accurately analyse a texts' structure.					Uses context clues and word relationships*** to determine the meaning of words.									
		Engages in self-selected or assigned group and individual reading or writing activities.					Engages in self-selected or assigned group and individual reading or writing activities.					Engages in self-selected or assigned group and individual reading or writing activities.									

Note: This column is for assigning a number to your learners. You will need to photocopy several pages of this document to accommodate all of your learners.

Note: This is the column for writing your learners' names.

Note: Bold lines divide the rows into groups of 5. This helps you select the 5 learners to assess for each lesson.

*Text structures include: problem/solution, descriptions, cause/effect, categorising, sequencing, compare/contrast, organisational features.

**Reading comprehension strategies include: activating prior knowledge, predicting, asking questions, visualising, checking for understanding, inferences, summarising.

***Word relationships include: synonyms/antonyms, simile/metaphor, affix/root, word families, figurative language, linking and reference words.

Introduction

Using the CAM Form

You should keep your CAM Forms with your prep book. At the beginning of each lesson select five learners you plan to assess. The CAM Form is designed so that learners' names are in groups of five to make it easy for you to identify the learners to assess. Select five learners to assess for each literacy lesson throughout the week.

If you assess five learners every lesson, this is equal to 35 learners per week or 140 learners per month. Ideally, you should assess all of your learners at least twice for each competence during the term. But it's most important that you follow up with learners who are not achieving the competences.

The CAM Form uses a 3-level marking system. Here are the three levels and the symbols used to represent them on the CAM Form:

Level 3: The learner's performance exceeds the competence. Symbol: 

Level 2: The learner's performance meets the competence. Symbol: 

Level 1: The learner's performance does not yet meet the competence. Symbol: 

The first time a learner is assessed he or she may not perform the competence adequately and therefore receive a . Later in the term this learner may have improved and now performs the competence adequately. You can add a second  to the mark so that it now represents that the learner is competent (). If by chance you observe this learner again and the learner is now performing the competence exceedingly well you can add a final  to form the triangle ().

Some learners will demonstrate a competence the first time you assess them. That is not a problem. Give them a  immediately. Some outstanding learners may even earn a three-sided triangle the first time you assess them. The point is that you want the majority of your learners to attain at least a Level 2 mark () by the end of the academic year for all of the competences on the CAM Form.

It may be difficult to record directly on the CAM Form during the lesson. Instead, you may want to keep records on a small sheet of paper or do your entire recording during the break time or after school. The important thing is to use the CAM Form every day.

End-of-Term Assessment

Continuous assessment is the most important form of classroom assessment. But, teachers can also benefit from doing end-of-term assessments of their learners. Summative assessments provide a snapshot of the whole class at a particular point in time. Therefore, the School Health and Reading Program also provides teachers with a set of summative assessments in reading, writing, listening and speaking that can be administered at the end of each term. See Week 12 in the Weekly Lesson Support section for more information.

P4 CONTINUOUS ASSESSMENT MONITORING FORM: Reading Lessons

No.	Name	LOCAL LANGUAGE AND ENGLISH READING LESSONS
		Before Reading
		Uses title, illustrations, context and prior knowledge to make predictions.
		Reads new words fluently by combining meaningful word parts.
		Identifies text types using text format, title, illustrations and identifying features.
		During Reading
		Reads different text types with grade-level fluency and proficiency.
		Uses text structures* and story elements to understand and talk about a text.
		Uses appropriate reading comprehension strategies** to understand a text.
		Knows and uses word analysis skills to decode and understand words.
		After Reading
		Answers text-based questions, using parts of the text as evidence.
		Answers evaluative questions using own knowledge, values and experiences.
		Answers inferential questions using information from the text and personal experience and knowledge.
		Identifies the main idea or theme of a text and summarises the key details and ideas.
		Oral Language and Vocabulary
		Reports on a topic or text, tells or recounts a story with appropriate facts and relevant, descriptive details, speaking clearly and at an appropriate speed.
		Reads and spells new words correctly.
		Asks and answers questions to demonstrate understanding of a text.
		Constructs meaningful, complete sentences using new vocabulary words and the appropriate language-specific rules of grammar and conventions.
		Engages effectively in a range of collaborative discussions, building on others' ideas and clearly expressing own ideas, taking turns listening and speaking.
		ENGLISH LIBRARY LESSON
		Engages in self-selected or assigned group and individual reading or writing activities.
		Reads grade-level texts aloud or silently with accuracy and fluency.
		ENGLISH TRANSITION LESSON
		Reads and comprehends different academic and informative texts.
		Uses organisational text features like glossaries, headings, charts, tables and graphs to find information in a text.
		Uses appropriate graphic organisers to accurately analyse a texts' structure.
		Uses context clues and word relationships*** to determine the meaning of words.

P4 CONTINUOUS ASSESSMENT MONITORING FORM: Writing Lessons

No.	Name	
		GENERAL
		Composes texts with increasing fluency.
		Writes a variety of texts using key identifying features and structures.
		Writes with focus and purpose over longer and shorter time frames.
		Executes the steps in the writing process according to the writing task.
		Uses grade-appropriate grammar when writing.
		Uses language-specific conventions like capitalisation, punctuation and spelling.
		Uses descriptive words and phrases.
		Uses planning and assessment tools to revise and edit own and others' writing.
		Uses appropriate linking words and phrases to connect sentences and paragraphs.
		Reads own writing with appropriate expression, speed and confidence.
		NARRATIVE
		Writes real or imagined stories with well-defined settings, events and characters.
		Identifies a problem to be solved and tells a story with a clear series of events.
		Uses dialogue and descriptions of actions, thoughts and feelings to develop events or show the responses of characters to situations.
		Marks the sequence of events by using appropriate verb tenses and time-specific vocabulary words.
		Provides a solution to the problem and/or a conclusion to the text.
		INFORMATIVE
		Presents a main idea and explains or develops it with 2-3 supporting ideas.
		Develops and explains a topic with facts, definitions and details.
		Provides a concluding statement or section in thematic reports.
		Answers the 'who, what, when, where, why and how' questions in a news story.
		Writes directions in sequential order in a 'how to' report.
		PERSUASIVE
		Introduces the topic, states an opinion and lists reasons for the opinion.
		Provides relevant reasons that support the opinion.
		Provides a concluding statement or section.
		Uses strong visual images in a persuasive poster.
		POETIC
		Experiments with rhythm, rhyme, repetition, imagery or alliteration when writing poetry.
		Writes different kinds of poetry using original ideas and descriptive vocabulary.
		Identifies the ideas and emotions expressed in poetic writing correctly.

Primary 4 English Literacy Competences

The table below outlines the literacy competences learners are expected to demonstrate in Primary 4 English. The table indicates the type of competence (listening, speaking, reading and writing) and the term in which the competence is assessed. Competences are grouped by the five components of literacy instruction (phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension) so you can see how the abilities learners demonstrate in the continuous assessment activities link to the development of these key literacy skills.

Type of Competence	Term		
	1	2	3
Phonemic Awareness Competences			
<i>The ability to hear and use sounds in spoken language, including words, syllables and individual letter sounds with increasing complexity. Phonemic awareness is a listening and speaking skill.</i>			
Correctly pronounces vocabulary and sight words.	Listening		
	Speaking		
Identifies and combines the onset and rime in spoken words.	Listening		
	Speaking		
Builds new words using letters, onsets and rimes in common word families.	Listening		
	Speaking		
Alphabetic Principle Competences			
<i>The ability to recognise the letters and sounds in words. It also means using knowledge of sounds to read, spell or write words.</i>			
Uses meaningful word segments to create new words.	Reading		
	Speaking		
	Writing		
Correctly reads, pronounces and spells vocabulary and sight words.	Reading		
	Speaking		
	Writing		
Uses writing conventions and grammar to read and construct meaningful sentences.	Reading		
	Writing		

Introduction

Fluency Competences

In reading, the ability to read text with good speed, accuracy and expression. In writing, the ability to write a text with clarity and creativity. Oral language skills focus on the ability to speak confidently, with expression and age-appropriate grammar.

Reads various text types aloud with increasing fluency and comprehension.	Speaking			
	Reading			
Identifies and uses grammatical features of the language correctly.	Speaking			
	Reading			
Constructs meaningful sentences using common sentence structures of the language.	Speaking			
	Reading			
	Writing			
Writes various types of texts with fluency and creativity.	Writing			
Reads aloud own written texts in small and large groups.	Writing			
	Speaking			
Speaks clearly and expresses oneself with clarity.	Listening			
	Speaking			
Acts out a dialogue or role-play using vocabulary words, grammar and sentence structures.	Listening			
	Speaking			

Vocabulary Competences

The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus largely on expressive vocabulary. Listening and reading skills focus largely on receptive vocabulary.

Correctly read and pronounce the vocabulary words and identify them by sight.	Listening			
	Speaking			
	Reading			
Use vocabulary words to write meaningful sentences.	Reading			
	Writing			
Identifies and combines meaningful word parts to build words and understand their meanings.	Listening			
	Speaking			
	Reading			
	Writing			
Identifies new vocabulary words and uses context clues, word analysis strategies, glossaries and knowledge of word families to understand their meanings.	Reading			
	Writing			

Understands and uses common linking and signal words correctly.	Reading			
	Writing			
Identifies words by their part of speech (verb, noun, adjective, adverb).	Reading			
	Writing			

Comprehension Competences

In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful text. Listening and speaking skills focus on the ability to make predictions about a text before reading and talk meaningfully about a text after reading.

Before Reading or Writing

Identifies the text type and text structure according to their key elements.	Reading			
	Speaking			
	Listening			
Uses the story title, illustration, context and prior knowledge to make predictions before reading a text.	Listening			
	Speaking			
	Reading			
Identifies and discusses vocabulary and sight words to prepare for reading a text.	Listening			
	Speaking			
	Reading			
Identifies the organisational features of an academic text, including the subject of the text, text type and text structure.	Reading			
Identifies the key elements of a text type, selects a topic and uses an organiser to plan for writing.	Writing			

During Reading or Writing

Listens attentively to texts read by the teacher and other learners with increasing comprehension.	Listening			
Reads a text aloud with increasing fluency and comprehension.	Reading			
Takes turns in speaking and listening.	Listening			
	Speaking			
Stops and thinks while reading a text to get a deeper understanding of the text, and asks questions while reading or listening.	Reading			
	Listening			
Makes a mental picture of what is being read or heard.	Reading			
	Listening			

Introduction

Makes connections to prior knowledge and personal experiences.	Reading			
	Listening			
Applies knowledge of the writing step, writing tips and mini-lessons to produce a piece of creative writing independently.	Writing			
	Reading			
Shares writing with a partner and in small groups and makes revisions based on feedback.	Writing			
	Listening			
	Speaking			
Makes revisions and edits to writing drafts.	Writing			
<i>After Reading or Writing</i>				
Identifies whether predictions were correct.	Listening			
	Speaking			
	Reading			
Answers literal, evaluative and inferential questions correctly.	Listening			
	Speaking			
	Reading			
Answers guiding questions correctly.	Listening			
	Speaking			
	Reading			
Applies understanding of text structures and reading comprehension strategies to understand a text read or heard.	Reading			
	Writing			
	Listening			
	Speaking			
Demonstrates knowledge of the text structure by completing a graphic organiser.	Writing			
Summarises main ideas from the story related to the text structure.	Reading			
	Writing			
	Speaking			
Understands and interprets information in charts, tables, graphs, illustrations, photographs and diagrams.	Reading			
	Listening			
Gives and receives appropriate feedback for writing.	Writing			
	Listening			
	Speaking			

Special Educational Needs and Inclusion

What are Special Educational Needs?

Many different skills are needed to learn to read and write. It is important not to assume that learners are failing to acquire literacy skills because they do not wish to understand. Some have Special Educational Needs (SEN), barriers that prevent them from participating meaningfully in education. They might face physical challenges because of limitations to their hearing, sight or mobility or they might have difficulties in completing schoolwork, communicating with others, making friends or behaving appropriately.

Identifying Learners with Special Educational Needs

Learners who are described as 'slow learners' or those who repeat grades might have SEN and are likely to need extra help. In completing the Continuous Assessment Monitoring Form, it becomes clear which learners are failing to achieve expected competences. The teacher must consider what is preventing them from doing so.

- Does the learner have any noticeable difficulties?
- Can they see the chalkboard and the writing in the pupil books?
- Can they hear the teacher?

If a learner has a missing limb, poor vision or impaired hearing, it does not mean that they are less capable than their peers, but it might mean that the teacher has to help them to access lesson content and the pupil book.

Supporting Learners with Special Educational Needs

- Do not ignore learners who seem to be failing. Try to find out what they can do.
- Think about the sitting arrangement. If a learner has difficulties seeing or hearing, place them near the front or at the back.
- Use simplified language. Speak calmly, kindly and patiently in a clear voice.
- Use local language to clarify instructions, where necessary.
- Do not expect everyone to complete the same amount of work. For some learners writing one word is an achievement.
- Sit them next to a capable learner who can help them to find pages, point to words or explain what they have to do.
- Give extra time for thinking and for completing work.
- Repeat and revisit the basics as often as possible.

Supporting Learners During Literacy Lessons

Good classroom practise will benefit learners with SEN:

- Use instructional materials - flashcards, real objects, pictures, puppets, large drawings.
- Draw pictures of key words on the chalkboard or on a chart.
- Use rhymes, puzzles and games to revise new sounds and words.

Introduction

Adaptations to teaching will be needed:

- Create an atmosphere where all learners are willing to try and do not fear being laughed at if they answer incorrectly.
- Ask questions to check that the learner has understood and is not just copying their friends.
- Encourage a more able learner to help a partner when they have finished their own work.
- Train a capable learner to work with a small group to re-read stories or complete activities.

The same scaffolding principle is used in reading as in the ‘I do, We do, You do’ methodology - ‘Read to, Read with, Read alone’.

In Primary 4 learners will be engaging with more complex texts, and many learners with SEN are likely to have difficulties. With support they will make progress, but they are likely to advance more slowly than their peers.

Blending and Segmenting

Their phonemic awareness should be extending, demonstrating an increasing confidence in identifying sounds, combinations of sounds and morphemes. They should read, spell and write more words.

Reading

They should read and understand more complex texts improving their speed, accuracy and expression.

Writing

They should recognise and use basic grammar, writing increasingly difficult sentences that convey meaning.

Oral Language and Vocabulary

They should use a wider vocabulary in their speech and writing.

Remedial Activities

- Regularly repeat the vocabulary, songs and rhymes used in P1, P2 and P3.
- Encourage learners to read P1, P2 and P3 stories to improve their fluency.
- Read and re-read new texts until they are understood.
- Ask fluent learners to read to the less fluent.
- Encourage learners to think about books and stories. Ask them to design a new cover for a book, illustrate phrases, label pictures or write sentences to go with a picture. Get them to write questions, draw what happened, draw a cartoon, explain what they liked or did not like about a text, or draw pictures to show what they think characters might look like.
- Encourage learners to look at words and sentences. Fill in missing words from a sentence, sequence sentences in the correct order, sort words where the letters have been written in the wrong order.
- Point out punctuation. Read texts aloud, emphasising what happens if punctuation is ignored.
- Read in a group with others.
- Write and illustrate extended stories or books for younger children, either alone or in a group.

Primary 4

English Teacher's Guide

How to Teach

Introduction

English in Primary 4 focuses on the reading and writing skills needed to successfully transition from local language instruction in lower primary to English instruction in upper primary. Attention is also given to oral language development through vocabulary, sentence structures and read alouds. Learners demonstrate their receptive (listening and reading) and expressive (speaking and writing) language skills by working together with other learners. Weekly content is related to the topic and sub-topic. Learners decode words, spell, read different text types and develop English grammar through reading and writing exercises. The variety of text types expose learners to different styles of writing. The text structures and reading comprehension strategies assist learners in understanding the way these texts are organised. Collectively, these lessons set learners up for reading success in Primary 4 and beyond!

English lessons are taught in 40-minute blocks that scaffold instruction from Monday to Friday. The lessons have been designed to build upon each other and reinforce skills taught in Primary 3 English and Primary 3 local language. They compliment the Primary 4 local language curriculum. The table below gives an overview of the content of the weekly English lessons.

Lesson	Lesson Description
Reading Lesson 1	In this lesson, learners read part one of a text and do before, during and after reading activities.
Reading Lesson 2	In this lesson, learners read part two of a text and do before, during and after reading activities.
Reading Lesson 3	In this lesson, learners demonstrate their competences through a series of tests: spelling, word families, grammar, sentence structures and text summaries.
Writing Lesson 1	In this lesson, learners use the Reading Lesson 1 and 2 texts to analyse a text structure using a graphic organiser.
Writing Lesson 2	In this lesson, learners complete the writing process step of the week (planning, drafting, revising, editing or publishing).
Writing Lesson 3	In this lesson, learners develop their writing skills through word families, word building, grammar and structures activities. Learners also work on a class dictionary to further develop their vocabulary skills.
Transition Lessons 1-4	In these lessons, learners study an academic text over the course of four weeks, following the reading and writing models they have practised in the reading and writing lessons. Each week, learners focus on a different activity: vocabulary development, reading comprehension, information graphic analysis and analysing text using graphic organisers.

How to Teach English – Reading Lessons 1 and 2

Competences

The learner:

- Identifies the text type and text structure.
- Uses the title, illustration and prior knowledge to make predictions.
- Identifies the vocabulary and sight words found in a text.
- Listens to a text read aloud with increasing comprehension.
- Reads a text with increasing fluency and comprehension.
- Identifies whether his/her predictions were correct.
- Answers comprehension and guiding questions correctly.

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Getting Ready Sound Activities/ Game (2 minutes)</p> <ul style="list-style-type: none"> Identify a game that you can play to teach and model the letter sounds in the vocabulary word (Depending on the level of the learners, select 1 or 2 of the vocabulary words on Day 1, teach the other on Day 3). Identify and sound out the letter sounds. Blend the sounds to form syllables Blend syllables to form words. Use the I do, We do, You Do Read the vocabulary word (s) 	<p>Create a routine for distributing the books that involves your learners.</p> <p>The vocabulary dictates the sound activity to be done. In P4, the sound Activity/ game for the day should introduce and pay attention to the difficult/challenging sounds, blends and sound combinations. In term 1 start with the familiar sounds of the alphabet and gradually introduce the difficult one such as x, h, w, p, b, g, sh, ch, y, th</p> <p>Note: Different languages have different rules for word formation, but many Bantu languages are syllabic. It is therefore important for children to master the way syllables are formed in their languages as this quickens their reading ability in these languages and ultimately makes them better able to learn to read in English. Remember: A syllable is a word or a part of a word with a single vowel sound; It is a unit of sound and NOT spelling of a word. A syllable must therefore have a vowel sound. Note that the defining factor is sound not letter.</p>

How to Teach English – Reading Lessons 1 and 2

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 2: Vocabulary (5 minutes)</p> <ul style="list-style-type: none"> a. Identify an activity/ game that will support learners understanding of the vocabulary b. Read the vocabulary words listed in the pupil book. Have learners follow along as you read. c. Ask learners to read the vocabulary words with you as you read them a second time. d. Create sentences using the vocabulary words e. As a class, ask learners to identify sentences with words in the story text f. Call on different learners to tell you where the words are. g. Tell learners to pay special attention to these words as they read and listen to the text. 	<p>Vocabulary helps your learners understand what they hear and read. Learners use their prior knowledge, examine the illustration and preview 2 vocabulary and 1 sight word to get an idea about the text.</p> <p>Using Local Language</p> <p>You may need to use the local language word to explain the new English word to learners. When learners are familiar with a vocabulary word in their first language, that knowledge will help them to learn the word in English. When modelling using vocabulary in a sentence and asking learners to use vocabulary in their own sentence, you should use a simple and short sentence. Note that even though definitions are provided in your teacher's guide, use other activities outlined below to develop vocabulary. Only use the given definitions if none of the activities can help in understanding the meaning of words.</p> <p>Examples of activities: demonstration, illustration/draw and show actual or real objects, modelling</p>

Teaching Tip: Using the Chalkboard

If you have a chalkboard in your classroom, write the four vocabulary and two sight words on it for this part of the lesson. Use the chalkboard when reading the words in steps (a) and (c).

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Before Reading Activities (10 minutes)</p> <p>Text Type (2 minutes)</p> <ul style="list-style-type: none"> a. Identify the text type and explain the definition using the Weekly Lesson Support section of the teacher's guide. <p>Text Structure (2 minutes)</p> <ul style="list-style-type: none"> b. Identify the text structure and explain the definition using the Weekly Lesson Support section of the teacher's guide. <p>Guiding Question (2 minutes)</p> <ul style="list-style-type: none"> c. Read the guiding question from the pupil book. Ask learners to look in the story for answers to the guiding question as they read. 	<p>Language Use</p> <p>When you explain this information to learners, you may need to use local language in the beginning to ensure they understand. Learners have been studying these text types and text structures in local language literacy lessons in Primary 3 and 4. This will help them transfer their existing understanding of the text types and text structures into English. When you give an explanation in local language, make sure that you follow it with the same information in English.</p>

How to Teach English – Reading Lessons 1 and 2

Step-by-Step Teacher's Activity	Extra Guidance
<p>Prediction (guess) Question (4 minutes)</p> <ul style="list-style-type: none"> d. Read the title of the text. e. Ask learners to look at the illustration and share their observations. f. Read the prediction (guess) question from the pupil book. g. Ask learners what do you think will happen in the story?. 	<p><u>Guiding and Prediction Questions</u></p> <p>Asking guiding and prediction questions are important reading comprehension skills. They help learners actively engage in the reading process and allow them to monitor their own comprehension as they read. Make sure you give different learners a chance to ask and answer guiding and prediction questions.</p>
<p>Step 4: During Reading Activities (10 minutes)</p> <ul style="list-style-type: none"> a. Read the text aloud while learners listen. Learners follow along, finger-pointing to the text in the pupil book. b. Learners choral read the text with you. c. Learners read the text in pairs as you move around the room giving feedback. 	<p><u>Reading Aloud</u></p> <p>When reading aloud read slowly, clearly and with expression. It is important that you model good oral reading skills for your learners and make the story reading process fun and engaging.</p>
<p>Step 5: After Reading Activities (13 minutes)</p> <p>Prediction Question (2 minutes)</p> <ul style="list-style-type: none"> a. Confirm whether learner's predictions were correct or not. Ask learners - where your guesses correct? <p>Guiding Question (3 minutes)</p> <ul style="list-style-type: none"> b. Ask learners to answer the guiding question. <p>Comprehension Question (5 minutes)</p> <ul style="list-style-type: none"> c. Ask learners the three comprehension questions in the pupil book. <p>Vocabulary (3 minutes)</p> <ul style="list-style-type: none"> d. Define the four vocabulary words. e. Create sentences using the four vocabulary words. Example sentences are found in the Weekly Lesson Support section of the teacher's guide. <p><u>CAM Form:</u> Mark learners' performance in the after reading activities using the CAM Form.</p>	<p>You can come up with other comprehension questions besides the ones provided in the Pupil Books</p> <p><u>Question Types</u></p> <ul style="list-style-type: none"> • <i>Literal:</i> 'In the text' questions ask learners to recall information found directly in the text. • <i>Evaluative:</i> 'In my mind' questions ask learners to decide how they feel about a text and if they agree with it. • <i>Inferential:</i> 'Between the lines' questions ask learners to use their knowledge to provide explanations and make predictions about a story using information not found directly in the text. <p><u>Using Local Language</u></p> <p>You may need to use the local language word to explain the new English word to learners. When learners are familiar with a vocabulary word in their first language, that knowledge will help them to learn the word in English.</p>

How to Teach English – Reading Lesson 3

Competences

The learner:

- Builds words using a common word family.
- Spells new words correctly.
- Identifies and uses grammatical features of the language correctly.
- Constructs meaningful sentences using common sentence structures of the language.

Step-by-Step Teacher's Activity

Step 1: Spelling Test (10 minutes)

- a. Ask learners to turn to a clean sheet of paper in their exercise book.
- b. Say the first spelling word aloud slowly from the list in the Weekly Lesson Support section. Repeat the word 2-3 times. Tell learners to write the word on their paper.
- c. Repeat with the other spelling words.
- d. When most learners have finished, write the words on the chalkboard and tell learners to check their work and make corrections.
- e. Move around the room assessing learners' spelling and handwriting.

CAM Form: Mark learners' performance using the CAM Form.

Step 2: Word Families/Word Parts (8 minutes)

- a. Write the word building table from the Weekly Lesson Support section on the chalkboard.
- b. Ask learners to build as many words as they can using the word family. Have them write the words they build in their exercise books under their spelling test.
- c. When most learners have finished, write the words on the chalkboard and tell learners to check their work and make corrections.
- d. Move around the room assessing learners' word lists and handwriting.

CAM Form: Mark learners' performance using the CAM Form.

Step 3: Grammar Test (5 minutes)

- a. Write the two sentences for the grammar test from the Weekly Lesson Support section on the chalkboard.
- b. Ask learners to complete the sentences using the grammar rule for the week. Have them write the answers in their exercise books under their word families test.
- c. When most learners are finished, write the answers on the chalkboard and tell learners to check their work and make corrections.
- d. Move around the room assessing learners' answers and handwriting.

CAM Form: Mark learners' performance using the CAM Form.

How to Teach English – Reading Lesson 3

Step-by-Step Teacher's Activity

Step 4: Structures Test (5 minutes)

- a. Write the two sentences for the structures test from the Weekly Lesson Support section on the chalkboard.
- b. Ask learners to complete the sentences using the structure rule for the week. Have them write the answers in their exercise books under their grammar test.
- c. When most learners have finished, write the answers on the chalkboard and tell learners to check their work and make corrections.
- d. Move around the room assessing learners' answers and handwriting.

CAM Form: Mark learners' performance using the CAM Form.

Step 5: Text Summary Test (10 minutes)

- a. Read the story test aloud

- a. Model summarising the text. In term 1 explain that when we summarise, we look out for the main idea(s) in the story, characters and what they do or what happens to them. Teacher should then model summarising before asking learners to do the same.

- a. Ask learners to summarise the main idea.

CAM Form: Mark learners' performance using the CAM Form.

Extra Guidance

Note the answers to the grammar exercise are only guidance to the teachers. Learners can give as many as they can as long as they are grammatically correct and meaningful. For the class dictionary, teacher models one word and then asks learners to find more words.

How to Teach English – Writing Lesson 1

Competences

The learner:

- Identifies the text structure.
- Demonstrates knowledge of the text structure by completing a graphic organiser.
- Summarises main ideas from the text related to the text structure.

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) a. Selected learners distribute the pupil books.	Create a routine for distributing the books that involves your learners.
Step 2: Text Structure (5 minutes) a. Identify the text structure and definition for the week from the pupil book. b. Explain how writers use the text structure in their writing using the information in the Overview section in the pupil book.	<u>Language Use</u> When you explain this information to learners, you may need to use local language in the beginning to ensure they understand. Learners have been studying these text types and text structures in local language literacy lessons in Primary 3 and 4. This will help them transfer their existing understanding of the text types and text structures into English. When you give an explanation in local language, make sure that you follow it with the same information in English. <u>Using Graphic Organisers</u> Learners have also been introduced to the idea of graphic organisers in their local language lessons in Primary 4. Make sure you help them make the connection between their writing activities in Primary 4 English and local language.
Step 3: Introducing the Graphic Organiser (10 minutes) a. Introduce the graphic organiser in the pupil book. b. Review each box/circle of the graphic organiser. Read and explain the guiding information in each box/circle.	

Teaching Tip: Using the Chalkboard

If you have a chalkboard in your classroom, draw the organiser on it. Point to each box/circle as you explain it.

How to Teach English –Writing Lesson 1

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Completing the Graphic Organiser (23 minutes)</p> <ul style="list-style-type: none">a. As a class, complete the graphic organiser. The answers for each box/circle in the organiser are provided in the Weekly Lesson Support section of the teacher's guide.b. To complete the organiser, ask learners the question in each box/circle. Help learners to return to the text to find the answers.c. Guide learners to fill in the boxes/circles in the organiser in the same order that you introduced them in the step above. <p><i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, draw the organiser on it. Point to each box/circle as you explain it and fill in the answers as you identify them with learners.</p>	<p><u>Completing Graphic Organisers</u> Encourage learners to return to the text to find the correct answers. Help them use context clues, or clues from the story, to find the answers.</p> <p>All of the organisers can be completed using only the information provided in the text. Help learners re-read difficult parts of the text when necessary to find the correct information.</p> <p><u>Language Use</u> Use local language as needed to explain an idea or word that is new to learners. Then, tell them the English words that have the same meaning as the local language words they are familiar with.</p>

How to Teach English – Writing Lesson 2

Competences

The learner:

- Identifies the creative writing step for the week.
- Identifies the type of writing for the week and its key elements as outlined in the writing organiser.
- Applies knowledge of the writing step, writing tips and mini-lessons to produce a piece of creative writing independently.

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) a. Selected learners distribute the pupil books.	Create a routine for distributing the books that involves your learners.
Step 2: Text Structure (8 minutes) a. Introduce and explain the writing step for the week using the Overview section in the pupil book. b. Discuss the type of writing learners are practising and the topic they are writing about. c. Review the specific steps listed in the pupil book that learners must follow to complete the writing process step in this lesson.	<u>The Creative Writing Process</u> The creative writing process has five steps: planning, drafting, revising, editing and publishing. Learners will focus on writing two texts per term, following a five-week writing process each time to develop their text. Remind learners of the writing step they will focus on in this lesson.
Step 3: Writing Step Practise (30 minutes) Follow the steps outlined in the pupil book to help learners complete the writing process activity for the week. The writing process is a five step process over a five week period (planning - one week, drafting - one week, revising - one week, editing - one week, publishing - one week). You are expected to model every step and then guide learners to try out the step and process. Each step has a distinct product for both the teacher and the learner and you should model the process by which they come up with that product. 1. Plan your text by completing the writing organiser- It is good for you to go step by step with the learners as you fill the organiser. The ideas should be simple, clear and meaningful. (Sometimes the writing organiser lacks some elements that are in the assessment tool; these should be harmonised. The organiser may also lack some elements that are essential to a type of writing, these should be incorporated). Ensure that learners have filled out their writing organisers. 2. Draft text (story, poem, play, dialogue etc.) Use ideas in the organiser; use ideas to make a draft. Ensure that learners also make a draft. Make sure that your draft has sufficient activities for the stages of revising, editing, and do not make too many mistakes. 3. Revise text - Use assessment tool to check their text and then improve it. Then guide learners to revise their copy. 4. Edit text - Put emphasis on the mini-lesson, punctuation, capitalisation and spellings. Even though the weekly lesson support provides a different mini lesson each week, teachers should emphasise correct punctuation, spelling and capitalisation	<u>Practising the Steps</u> The complete creative writing process for each text type learners will write in Primary 4 is included as an appendix in this teacher's guide. Review it before beginning the writing process for each text type throughout the year. Example writing organisers and mini-lesson examples are provided in the Weekly Lesson Support section of the teacher's guide. Simple steps for learners to follow are included in the pupil book each week.

How to Teach English – Writing Lesson 3

Competences

The learner:

- Identifies and combines the onset and rime to read new words.
- Identifies and builds new words using letters, onsets and rimes.
- Applies common English grammar rules to construct meaningful sentences.
- Creates a class dictionary using new and challenging words.
- Practises using new sentence structures when talking to a partner.

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) <ol style="list-style-type: none"> Selected learners distribute the pupil books. 	Create a routine for distributing the books that involves your learners.
Step 2: Word Families (8 minutes) <ol style="list-style-type: none"> Point to the word family in the pupil book and read it aloud. Point to the first decodable word that uses the word family. While learners listen, sound out the onset of the word. Read the rime. If the word is written on the chalkboard, underline the rime as you read it. Read the word again to learners. Read the word together with learners. Repeat steps (b) to (e) with the other decodable words. <p><i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, write the word family and word building list from the pupil book on it. Point to the words as you read them in these steps.</p>	<u>Teaching Word Families</u> Use the word list in the pupil book for this activity. Extra tips are provided in the Teaching Tips for Writing Lesson 3 table. Teaching word families, also known as the analogy strategy, shows learners how to break the syllables in a word into the onset and rime, as shown below for the word family -ing. bring = br / ing onset (letters before vowel) = br (starting with the vowel) = ing Examples of other words with this rime: fling, ring, sting, string, thing, wing

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Word Building (8 minutes)</p> <ul style="list-style-type: none"> a. Direct learners' attention to the letter grid in the pupil book. Tell them that they will use it to spell and read words. Review the sounds in the letter grid. b. Say the first spelling word from the decodable list in the pupil book. c. Think aloud as you point to the boxes in the chart to build the word. d. Say the first spelling word from the word list in the pupil book. Say the word. Together with learners, identify the onset and rime. e. Confirm with learners that the letters you used were in the letter grid. Have learners write the word in their exercise books. f. Repeat steps (b) to (e) with the other words in the list. <p><i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, write the letter grid from the pupil book on it. Point to the letters as you build words in this step.</p>	<p><u>Spelling Words</u></p> <p>This activity builds learners' confidence in spelling, as all of the letters that are needed to spell the words are in the grid. Remind learners that they have done similar activities in their local language literacy lessons.</p>
<p>Step 4: Grammar (6 minutes)</p> <ul style="list-style-type: none"> a. Explain the grammar rule using the information in the Weekly Lesson Support section. b. Apply the grammar rule to the sentences in the pupil book. c. Think aloud as you complete the first sentence, while learners watch and listen. d. Complete the second sentence together with learners. e. Instruct learners to complete the third and fourth sentences on their own or with a partner. They should write their answers in their exercise books. 	<p><u>Grammar Exercises</u></p> <p>This weekly activity focuses on a basic grammar rule. The practise will help learners improve their writing and reading skills. Follow the 'I do, We do, You do' method in this step. Extra tips are provided in the Teaching Tips for Writing Lesson 3 table.</p>

How to Teach English – Writing Lesson 3

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 5: Class Dictionary (8 minutes)</p> <ul style="list-style-type: none"> a. Select three of the vocabulary words from the text that were new or challenging for learners. b. Using context clues from the text, help learners identify a definition for the first word and write it in their exercise books. Remind learners about the definition for the word that the class discussed during the reading lessons. c. Create a sentence using the word with learners. d. Instruct learners to write their own sentence using the word in their exercise books. e. Repeat steps (b) to (d) with the other two words. 	<p><u>Creating a Class Dictionary</u></p> <p>This activity helps learners remember and use English words that are new to them. By creating a class dictionary, they can reference new words and use them while speaking and writing. Choose words to add to the dictionary that learners will use often.</p>
<p>Step 6: Structures (8 minutes)</p> <ul style="list-style-type: none"> a. Tell learners it is time to practise speaking English, using their new English words and sentences. b. While learners watch, say the first sentence structure. Read the example provided in the pupil book. c. Have learners read the structure and example with you. d. Have learners create their own sentences with a partner using the structure and other vocabulary words. e. Repeat steps (b) to (d) with the second structure. <p><i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, draw a picture to help explain the sentence structure. You can also act out the structure if possible, or necessary.</p>	<p><u>Teaching Structures</u></p> <p>Oral language skills are needed for good reading development. An awareness of all levels of a language, including syntax (the arrangement of words in a sentence), phonological awareness and vocabulary all help learners to become successful readers.</p> <p>Teaching and practising sentence structures is one way to develop these skills. Extra tips are provided in the Teaching Tips for Writing Lesson 3 table.</p>

How to Teach English – Transition Lessons 1 and 2

Competences

The learner:

- Identifies the organisational features of an academic text, including the subject of the text, text type and text structure.
- Listens to an academic text read aloud with increasing comprehension.
- Reads an academic text with increasing fluency and comprehension.
- Answers comprehension questions correctly about the text.
- Applies word analysis strategies to decode unfamiliar academic words.

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) a. Selected learners distribute the pupil books.	Create a routine for distributing the books that involves your learners.
Step 2: Before Reading Activities: Preview Transition Text (8 minutes) a. Review the list of organisational text features in the pupil book. b. Preview the transition text and identify and discuss the organisational text features from the list. c. Ask learners to identify the text type and subject learning area based upon their preview of the transition text. d. Identify and discuss the text structure used in the transition text.	<u>Previewing a Text</u> 'Preview' means to view or inspect something before. When you preview the organisational text features in this step, do not focus on the content of the text, but rather how it is structured and displayed to the reader. Help learners identify important features based upon how they are presented and styled on the page. The information needed to answer steps (c) and (d) is located in the pupil book.
Step 3: During Reading Activities (10 minutes) a. Read the text aloud while learners listen. Learners follow along, finger-pointing to the text in the pupil book. <ul style="list-style-type: none"><u>Lesson 1:</u> Read the first chapter of the text.<u>Lesson 2:</u> Read the second chapter of the text. b. Learners choral read the text with you. c. Learners read the text in pairs as you move around the room giving feedback.	<u>Reading Aloud</u> When reading aloud, read slowly, clearly and with expression. It is important that you model good oral reading skills for your learners and make the story reading process fun and engaging.

How to Teach English – Transition Lessons 1 and 2

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: After Reading Activities (20 minutes)</p> <p>Comprehension Questions (10 minutes)</p> <p>a. Ask learners the three comprehension questions in the pupil book.</p> <p>Vocabulary Analysis (10 minutes)</p> <p>b. Model completing the vocabulary analysis graphic organiser using the example completed organiser in the Weekly Lesson Support section.</p> <p>c. Instruct learners to complete one or two vocabulary analysis graphic organisers in their exercise books using new or difficult words from the text.</p> <p><i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, write the vocabulary analysis graphic organiser from the pupil book on it. Fill in the organiser with your example word as you model the process in step (b).</p>	<p>Question Types</p> <ul style="list-style-type: none"> • <i>Literal</i>: ‘In the text’ questions ask learners to recall information found directly in the text. • <i>Evaluative</i>: ‘In my mind’ questions ask learners to decide how they feel about a text and if they agree with it. • <i>Inferential</i>: ‘Between the lines’ questions ask learners to use their knowledge to provide explanations and make predictions about a story using information not found directly in the text. <p>Using Local Language</p> <p>You may need to use the local language word to explain the new English word to learners. When learners are familiar with a vocabulary word in their first language, that knowledge will help them to learn the word in English.</p>

How to Teach English – Transition Lesson 3

Competences

The learner:

- Applies reading comprehension strategies to understand and interpret an academic text.
- Reads an academic text with increasing fluency and comprehension by applying re-reading strategies.
- Correctly answers comprehension questions about information graphics, such as maps, tables and graphs, provided in the text.

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) a. Selected learners distribute the pupil books.	Create a routine for distributing the books that involves your learners.
Step 2: Reading Comprehension Strategy Overview (8 minutes) a. Identify the reading comprehension strategy and definition for the week using the information in the Overview section in the pupil book. b. Review and discuss the Key Questions Good Readers Ask section in the pupil book.	<u>Language Use</u> When you explain this information to learners, you may need to use local language in the beginning to ensure they understand. This will help them make the connection to the same words in English.
Step 3: Introduce the Reading Comprehension Strategy Chart (8 minutes) a. Introduce the reading comprehension strategy chart in the pupil book. b. Review each box of the chart. Read and explain the guiding information in each box. <i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, draw the chart on it. Point to each box as you explain it.	<u>Reading Comprehension Strategies</u> Reading comprehension is the most important goal of reading. Learners need help applying key reading comprehension strategies to a range of texts to become fluent and capable readers. In this step, ensure learners clearly understand the reading comprehension strategy for the week and how to apply it using the chart.

How to Teach English – Transition Lesson 3

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Completing the Reading Comprehension Strategy Chart (12 minutes)</p> <ul style="list-style-type: none"> a. As a class, complete the reading comprehension strategy chart. An example chart is provided in the Weekly Lesson Support section of the teacher's guide. b. To complete the chart, ask learners the question in each box. Help learners to return to the text to find the answers. Re-read relevant parts of the text as needed. c. Guide learners to fill in the boxes in the chart in the same order that you introduced them in the step above. <p><i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, draw the chart on it. Point to each box as you explain it and fill in the answers as you identify them with learners.</p>	<p><u>Completing Reading Comprehension Strategy Charts</u></p> <p>Encourage learners to return to the text to find the correct answers. Help them use context clues, or clues from the text, to find the answers.</p> <p>All of the charts can be completed using only the information provided in the text. Help learners to re-read difficult parts of the text when necessary to find the correct information.</p> <p><u>Language Use</u></p> <p>Use local language as needed to explain an idea or word that is new to learners. Then, tell them the English words that have the same meaning as the local language words they are familiar with.</p>
<p>Step 5: Comprehension Questions for Information Graphics (10 minutes)</p> <ul style="list-style-type: none"> a. Review and discuss the text and information graphic (e.g. the map, chart, table or graph) that relate to the comprehension questions in the pupil book. b. Ask learners the three comprehension questions in the pupil book. 	<p><u>'Reading' Information Graphics</u></p> <p>Information graphics include maps, charts, tables and graphs. They are used to communicate information in a visual way. It is important for learners to understand how to read and interpret information presented in different formats to become fluent and competent readers, especially when reading more difficult academic texts. Practising 'reading' these types of graphics will help them achieve this.</p>

How to Teach English – Transition Lesson 4

Competences

The learner:

- Applies reading comprehension strategies to understand and interpret an academic text.
- Identifies the text structure of an academic text.
- Demonstrates knowledge of the text structure by completing a graphic organiser summarising main ideas from the text related to the text structure.

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (2 minutes) a. Selected learners distribute the pupil books.	Create a routine for distributing the books that involves your learners.
Step 2: Text Structure (5 minutes) a. Identify the text structure and definition for the week from the Overview section in the pupil book.	<u>Language Use</u> When you explain this information to learners, you may need to use local language in the beginning to ensure they understand. This will help them make the connection to the same words in English.
Step 3: Introducing the Graphic Organiser (10 minutes) a. Introduce the graphic organiser in the pupil book. b. Review each box/circle of the graphic organiser. Read and explain the guiding information in each box/circle. <i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, draw the organiser on it. Point to each box/circle as you explain it.	<u>Using Graphic Organisers</u> Learners have also been introduced to the idea of graphic organisers in their English writing lessons and local language literacy lessons in Primary 4. Make sure you help them make the connection between their writing activities in Primary 4 English and local language.

How to Teach English – Transition Lesson 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Completing the Graphic Organiser (23 minutes)</p> <ol style="list-style-type: none">As a class, complete the graphic organiser. The answers for each box/circle in the organiser are provided in the Weekly Lesson Support section of the teacher's guide.To complete the organiser, ask learners the question in each box/circle. Help learners to return to the story to find the answers.Guide learners to fill in the boxes/circles in the organiser in the same order that you introduced them in the step above. <p><i>Teaching Tip: Using the Chalkboard</i> If you have a chalkboard in your classroom, draw the organiser on it. Point to each box/circle as you explain it and fill in the answers as you identify them with learners.</p>	<p><u>Completing Graphic Organisers</u> Encourage learners to return to the text to find the correct answers. Help them use context clues, or clues from the story, to find the answers.</p> <p>All of the organisers can be completed using only the information provided in the text. Help learners to re-read difficult parts of the text when necessary to find the correct information.</p> <p><u>Language Use</u> Use local language as needed to explain an idea or word that is new to learners. Then, tell them the English words that have the same meaning as the local language words they are familiar with.</p>

How to Teach - Library Lesson

Competences

The learner:

- Listens attentively to the teacher to determine the pair or independent study options available during the library lesson.
- Selects tasks to work on during the library lesson.
- Works with a partner or independently on reading and writing tasks.
- Shares what he/she accomplished during the library lesson.

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Introducing the Library Lesson (10 minutes)</p> <p>a. Give learners 3-4 options to work on during the library lesson. Options include:</p> <ul style="list-style-type: none">• Working on their writing assignment as well as any other outstanding work from other lessons.• Going to the school library (if you have one) to select a book for pleasure reading.• Re-reading texts from the pupil book.• Revising graphic organisers from the week. <p>b. Write the options on the chalkboard. Encourage learners to ask questions.</p> <p>c. Ask 3-4 learners to share what they have decided to work on during this lesson.</p>	<p><u>The Importance of Sharing</u></p> <p>It is important to ask several learners to share what they will do during the library lesson. This encourages all learners to mentally prepare their plan for the lesson. It also gives you an idea of how well learners in your classroom can direct their own studies.</p>
<p>Step 2: Supervising the Library Lesson (5 minutes)</p> <p>a. Move around the room checking learners to ensure they begin working on a task.</p> <p>b. Help learners who are struggling to identify a task to work on.</p>	<p><u>Helping Learners Select Tasks</u></p> <p>Be patient with your learners. In Term 1 you may find you need to use more than five minutes to supervise the class and help individual learners. As the year progresses, more and more learners will become used to self-directed learning and you can reduce the time needed for this step.</p>

How to Teach English – Library Lesson

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Independent Work and Individual Assessment (20 minutes)</p> <ul style="list-style-type: none"> a. When learners are all working quietly, call the first learner to your desk for individual assessment. b. Have the learner read a selected text from the pupil book to check their reading fluency. c. Ask the learner to retell the main ideas from what they have read, or ask the learner a few comprehension questions. d. Have learners share their writing for the week. Discuss any challenges they are having. e. End the session with a word of encouragement. f. Call the next learner for assessment. 	<p><u>Assessing Learners</u></p> <p>Create a system for selecting learners for individual assessment to ensure that all learners meet with you at least once per term during this lesson. Ideally, you should be able to meet individually with 10 learners per week during this lesson. Your class size determines how frequently you will be able to meet with each learner.</p>
<p>Step 4: Concluding the Library Lesson (5 minutes)</p> <ul style="list-style-type: none"> a. Tell learners they have 5 minutes to finish up their independent work. b. Move around the room observing learners as they complete their work. Ask them individually to tell you what they accomplished. c. Tell learners to put their work down. Ask 2-3 learners to share aloud what they accomplished during the library lesson. d. Praise learners for their hard work during the lesson. 	<p><u>The Importance of Concluding</u></p> <p>This step is important. It gives you more information on how well learners are using their time during the lesson. Because learners know you are going to call on them at the end of the lesson to be accountable to the class for how they used their time, it motivates them to be productive throughout the lesson.</p>

Primary 4

Teacher's Guide

Term 1

Reading Lesson 1

Week 1 Reading Lessons

Text Type: Fiction Story

A made-up story that is created from the writer's imagination.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this story?

Lesson 1: short, thin, brown, smart, kind, lame

Lesson 2: fun, clean, safe, good

Comprehension Questions

1. Rebecca and Lukiya always walk to school together.
2. Yes, I think it is nice to help friends because it makes them happy. It makes you feel good, too.
3. Rebecca and Lukiya are both nine years old. They are both in Primary 4. They are both short and thin.

Vocabulary Definitions and Sentences

short (short): not long, not tall (*adjective*)

- George is short.

thin (thin): not wide or fat (*adjective*)

- Angella is thin.

smart (smart): well dressed; looking nice (*adjective*)

- Madam looks smart today in her new dress.

kind (kind): friendly, helpful, nice (*adjective*)

- Helping old people is kind.

Reading Lesson 2

Comprehension Questions

1. Lukiya likes hiding behind trees.
2. I think Rebecca is a good friend because she likes to help Lukiya. She helps Lukiya carry her school bag.
3. This story teaches us that it is important to be a good friend.

Vocabulary Definitions and Sentences

seek (seek): to try to find; to look for (*verb*)

- Parents seek news about the new school.

safe (safe): providing protection from danger; careful (*adjective*)

- In our home we are safe from the rain.

environment (en-vi-ron-ment): all of the things and settings that are around us (*noun*)

- The library is a quiet environment for studying.

play (play): something that you do because you enjoy it; something fun (*verb*)

- I love to play netball.

Reading Lesson 3

Spelling Test

- kind
- seek
- near
- after
- badge
- edge

Week 1 Reading Lessons

Text Summary

This is a story about two friends, Rebecca and Lukiya. It describes them and what they like to do together.

Words Families Test

r	l	dge
i	o	b

- ridge
- lodge
- bridge

Grammar Test

1. Susan ___ at home.
✓ Susan studies at home.
2. Pupils ___ to perform dances.
✓ Pupils love to perform dances.

Structures Test

1. How are chickens different than cocks?
✓ Chickens are female, but cocks are male.
2. How are teachers similar to pupils?
✓ They are both found in the classroom.

Writing Lesson 1

Answers: Descriptions Organiser

Acts	<ul style="list-style-type: none">Lukiya: walks to school with Rebecca, helps herself up when she falls down, hides behind treesRebecca: walks to school with Lukiya, carries her bag, hides in the classroom
Looks	<ul style="list-style-type: none">Lukiya: short, thinRebecca: short, thin, brown
Feels	<ul style="list-style-type: none">Lukiya: independent (she likes to do things by herself)Rebecca: helpful (happy to help her friend)
Someone I know like this	<ul style="list-style-type: none">Lukiya: give an example of a person who has a disability but likes to do things for himself/herselfRebecca: give an example of a helpful person in the school and how the person is helpful

Writing Lesson 2

Writing Workshop Overview

Planning	<ul style="list-style-type: none">getting ready to write
Drafting	<ul style="list-style-type: none">getting your ideas written down
Revising	<ul style="list-style-type: none">making your writing better
Editing	<ul style="list-style-type: none">correcting your writing
Publishing	<ul style="list-style-type: none">sharing your writing

Writing Lesson 3

Grammar Answers

- She likes to sing.
- He walks to school.
- He rides a boda boda.
- She loves to dance.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • biodiversity
Sentence with the word	<ul style="list-style-type: none"> • Murchison Falls National Park has a lot of biodiversity.
Part of speech	<ul style="list-style-type: none"> • noun
Context clue	<ul style="list-style-type: none"> • Many different animals and plants live there.
My own sentence	<ul style="list-style-type: none"> • There is biodiversity in conservation areas.
My own definition	<ul style="list-style-type: none"> • lots of different plants and animals living together
My picture	<ul style="list-style-type: none"> • <i>Draw a picture of a flower, a bee and a bird on the chalkboard.</i>

Comprehension Questions

1. Where is Murchison Falls National Park located?
 It is located in northwestern Uganda. It is located in 2 districts, Buliisa District in western Uganda and in Nwoya District in northern Uganda.
2. Why is Murchison Falls National Park a conservation area?
 Murchison Falls National Park is a conservation area because it is the home of many different animals and plants.
3. Why do you think the writer wrote this text?
 I think the writer wrote this text to tell people about Murchison Falls National Park and teach them about protecting animals.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • two letters before the –e ending make the vowel sound short
Grammar	<ul style="list-style-type: none"> • add –s to present tense verbs when using he, she, it
Structures	<ul style="list-style-type: none"> • comparison uses the words ‘than’ or ‘from’ (different from, longer than) * • similar uses the word ‘to’ (similar to)

* ‘than’ and ‘from’ can be used interchangeably

Reading Lesson 1

Week 2 Reading Lessons

Text Type: Real Life Story

A true story about something that happened to the writer. It is usually told in the first person.

Text Structure: Compare and Contrast

When you compare two things you show how they are alike. When you contrast two things you show how they are different. In compare and contrast writing, writers explain what is the same and different about two or more people, places, events or ideas.

Guiding Question

What compare and contrast words are used in this story?

Lesson 1: some similarities, many differences, both, but

Lesson 2: different than, as much as, but

Comprehension Questions

1. Linda and Isaac are in Primary 4.
2. My brother and I are both tall. My brother has dark skin. I have brown skin.
3. Isaac is brown and fat. Dora is dark and thin. Isaac is talkative. Dora is quiet.

Vocabulary Definitions and Sentences

siblings (sib-lings): sisters or brothers (*noun*)

- Fred has two siblings, one brother and one sister.

tall (tall): bigger than the average height (*adjective*)

- Ritah is a tall girl.

beautiful (beau-ti-ful): very nice to look at, usually for females and things (*adjective*)

- My mother is wearing a beautiful dress.

handsome (hand-some): very nice to look at, usually for males (*adjective*)

- John is a handsome man.

Reading Lesson 2

Comprehension Questions

1. Isaac wants to be a lawyer when he grows up. Dora wants to be a doctor when she grows up.
2. Some of my friends at school are talkative and some of my friends at school are quiet.
3. I think Dora will make a good doctor because she is helpful and kind.

Vocabulary Definitions and Sentences

talkative (talk-a-tive): someone who talks a lot (*adjective*)

- Goretti is talkative in class.

problem-solving (prob-lem solv-ing): finding solutions to problems (*noun*)

- Abdul is good at problem-solving in maths class.

favourite (fa-vour-ite): something that you like the most (*adjective*)

- Dianah's favourite class is English.

famous (fa-mous): someone or something that is very well-known (*adjective*)

- Kiprotich is a famous runner.

Reading Lesson 3

Spelling Test

- famous
- some
- handsome
- page
- much
- stage

Week 2 Reading Lessons

Text Summary

This is a story about Linda's friends, Isaac and Dora. It describes their similarities and differences.

Words Families Test

r	a	ge
c	t	s

- rage
- sage
- age
- stage
- cage

Grammar Test

1. Susan is ____.
✓ Susan is kind.
2. The ____ boy is good at science.
✓ The quiet boy is good at science.

Structures Test

1. ____ is bigger than ____.
✓ Kenya is bigger than Uganda.
2. ____ is the smallest of the ____.
✓ Kizito is the smallest of the class.

Writing Lesson 1

Answers: Venn Diagram

How are they different? (left circle)	Isaac <ul style="list-style-type: none"> • brown, fat, 10 years old, Primary 4, talkative, likes problem-solving, likes maths, wants to be a lawyer
How are they similar? (middle circle)	Isaac and Dora <ul style="list-style-type: none"> • same family (brother and sister), tall, nice looking, hard-working, do well in school
How are they different? (right circle)	Dora <ul style="list-style-type: none"> • tall, dark, thin, 12 years old, Primary 5, active, quiet, helps others, wants to be a doctor

Writing Lesson 2

Example Writing Organiser: Real Life Story

Title	<ul style="list-style-type: none"> • My brother and I go to buy vegetables
Character(s)	<ul style="list-style-type: none"> • “Where are the tomatoes?” I asked. • “I have no tomatoes,” she replied.
Point of View (Whose voice is telling the story)	<ul style="list-style-type: none"> • I am writing about myself going to the market
Setting	<ul style="list-style-type: none"> • The market on a Saturday morning
Problem	<ul style="list-style-type: none"> • Mother sent me to buy vegetables, but there are no tomatoes in the market.
Action: Beginning	<ul style="list-style-type: none"> • We are at home. My mother gives my brother and me a shopping list and some money to buy vegetables in the market.
Action: Middle	<ul style="list-style-type: none"> • My brother and I move around the market buying vegetables. We buy everything on the list, but there are no tomatoes.
Action: Ending	<ul style="list-style-type: none"> • My brother and I go to my auntie’s home to get some tomatoes. We bring everything home to mother.

Writing Lesson 3

Grammar Answers

1. The tall girl walked to school with her little brother.
2. The patient teacher told his P1 pupils to listen.
3. My fat mother makes good food.
4. Grandfather is old, but he can still play football.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> illegal
Sentence with the word	<ul style="list-style-type: none"> Poaching in conservation areas is illegal.
Part of speech	<ul style="list-style-type: none"> adjective
Context clue	<ul style="list-style-type: none"> Poachers are a very big problem for the animals in Murchison Falls National Park.
My own sentence	<ul style="list-style-type: none"> It is illegal to kill elephants.
My own definition	<ul style="list-style-type: none"> something that is not allowed
My picture	<ul style="list-style-type: none"> <i>Draw a picture of a spear with a 'X' through it on the chalkboard.</i>

Comprehension Questions

- What animals live in Murchison Falls National Park?
 Elephants and giraffes live in Murchison Falls National Park. You can find 109 species of mammals and 476 species of birds in Murchison Falls National Park.
- Why is poaching a problem?
 Poaching is a problem because it is illegal. Poachers kill endangered species, like elephants.
- What can you do to protect animals in Uganda?
 I can tell people about poachers. I can support the UWA.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> one letter before the -e ending makes the vowel sound long
Grammar	<ul style="list-style-type: none"> adjectives are words that describe nouns (person, place or thing)
Structures	<ul style="list-style-type: none"> comparatives compare two or more nouns superlatives say which is the biggest, best etc. of a group

Reading Lesson 1

Week 3 Reading Lessons

Text Type: Skit

A short play that has dialogue and action between two or more characters.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this skit?

Lesson 1: smiling, short, fat, tall, thin, polite, good, ugly

Lesson 2: traditional, great, nice, old

Comprehension Questions

1. Isa and Aunt Fatuma will buy exercise books, a ruler, a rubber, sugar, soap and salt.
2. The shopkeepers in our market are friendly.
3. The fishmonger is polite because he always says ‘thank you’.

Vocabulary Definitions and Sentences

smiling (smil-ing): a happy expression on the face where the mouth turns up and the eyes get brighter (*verb*)

- My English teacher is always smiling in class.

polite (po-lite): showing good manners or being kind to others (*adjective*)

- Solomon is polite when he talks to his friends.

good (good): doing the right thing; having positive qualities (*adjective*)

- The netball coach is a good lady.

ugly (ug-ly): unpleasant to look at; not attractive (*adjective*)

- The shirt looks ugly because it is very dirty.

Reading Lesson 2

Comprehension Questions

1. The man was selling flutes and drums.
2. I like many kinds of traditional music.
3. Playing traditional music helps conserve our traditional culture because it helps us remember our culture and history.

Vocabulary Definitions and Sentences

instruments (in-stru-ments): a tool used for making music; a tool used for doing special work (*noun*)

- The piano and the guitar are two musical instruments.

traditional music (tra-di-tion-al mu-sic): cultural songs and music that are shared from elders and parents to children (*noun*)

- Different tribes in Uganda have their own traditional music.

conserve (con-serve): to keep safe from loss, waste or damage (*verb*)

- Please conserve water so that we will have enough to drink.

community (com-mu-ni-ty): a group of people; an area where a group of people live (*noun*)

- My family and I live in a nice community.

Reading Lesson 3

Spelling Test

- polite
- instruments
- know
- there
- bulge
- hinge

Words Families Test

m	a	rge
l	u	e

- large
- merge
- urge

Grammar Test

1. Felix is ___ than George.
✓ Felix is shorter than George.
2. Our school is ___ than the other school.
✓ Our school is newer than the other school.

Structures Test

1. What does our classroom look like?
✓ It is big and square.
2. Who does your aunt look like?
✓ My aunt looks like my mother.

Week 3 Reading Lessons

Text Summary

This is a skit about Aunt Fatuma and Isa. It describes their trip to the market to buy different things for school and home.

Writing Lesson 1

Answers: Place Descriptions

Who	<ul style="list-style-type: none">• Isa, Aunt Fatuma, Mrs Opio, Mzee Luta, fishmonger, man selling musical instruments
What	<ul style="list-style-type: none">• People are buying and selling at the market.
Where	<ul style="list-style-type: none">• The market is located in town.
When	<ul style="list-style-type: none">• You go to the market when you need to buy things.
Why	<ul style="list-style-type: none">• You go to the market to buy things that you need for home and school.
How	<ul style="list-style-type: none">• In my market, people also use money to pay for items like fish, rulers, exercise books and sugar.

Writing Lesson 2

Example Writing Organiser: Real Life Story

Title	<ul style="list-style-type: none">• My brother and I go to buy vegetables
Character(s)	<ul style="list-style-type: none">• “Where are the tomatoes?” I asked.• “I have no tomatoes,” she replied.
Point of View	<ul style="list-style-type: none">• I am going to the market to buy vegetables.
Setting	<ul style="list-style-type: none">• The market on a Saturday morning
Problem	<ul style="list-style-type: none">• Mother sent me to buy vegetables, but there were no tomatoes.
Action: Beginning	<ul style="list-style-type: none">• We are at home. My mother gives my brother and me a shopping list and some money to buy vegetables in the market.
Action: Middle	<ul style="list-style-type: none">• My brother and I move around the market buying vegetables. We buy everything on the list, but there are no tomatoes.
Action: Ending	<ul style="list-style-type: none">• My brother and I go to my auntie’s home to get some tomatoes. We bring everything home to mother.

Writing Lesson 3

Grammar Answers

1. Juma is taller than James.
2. Sarah works harder in class.
3. Teacher Florence is louder than Teacher Salima.
4. My sister is younger than me.

Transition Lesson

Example Answers: Visualisation Chart

I see...	I hear...	I feel...	I smell...	I taste...
<ul style="list-style-type: none"> Nile River Murchison Falls birds and animals 	<ul style="list-style-type: none"> water falling birds singing 	<ul style="list-style-type: none"> water from the waterfall and the Nile River 	<ul style="list-style-type: none"> flowers dirt animals 	<ul style="list-style-type: none"> fresh water

Comprehension: Reading Maps

- What does this map show?
✓ It shows the location of Murchison Falls National Park in northwestern Uganda.
- What districts is Murchison Falls in?
✓ It is in Buliisa District in western Uganda and in Nwoya District in northern Uganda.
- Why does a map have a compass showing north, west, east and south?
✓ A map has a compass to help the reader understand the location of different places and things.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> two letters before the -e ending makes the vowel sound short
Grammar	<ul style="list-style-type: none"> comparatives show the differences or similarities between nouns (person, place or thing)
Structures	<ul style="list-style-type: none"> what someone looks like describes his or her appearance who someone looks likes connects his or her appearance to another person's

Reading Lesson 1

Week 4 Reading Lessons

Text Type: News Story

A factual report about a real life event.

It usually focuses on things that are happening in the community.

Text Structure: Compare and Contrast

When you compare two things you show how they are alike. When you contrast two things you show how they are different. In compare and contrast writing, writers explain what is the same and different about two or more people, places, events or ideas.

Guiding Question

What compare and contrast words are used in this story?

Lesson 1:
differences from,
compared to

Lesson 2:
compared,
similarities, same,
both

Comprehension Questions

1. The walls of the old classroom block were dirty and spoilt.
2. I would rather go to class in the new classroom block because it is easier to learn in a clean environment.
3. The headmistress talked to the newspaper so that the community would know about the new school building.

Vocabulary Definitions and Sentences

new (new): something that has recently arrived or recently been made (*adjective*)

- Angella brought a new book to class.

differences (dif-fer-ences): being unlike something else (*noun*)

- There are many differences between a turkey and an elephant.

spoilt (spoilt): damaged or ruined; unable to be used (*adjective*)

- The radio was spoilt after it was left out in the rain.

old (old): having lasted for many years; not new (*adjective*)

- The building is very old.

Reading Lesson 2

Comprehension Questions

1. The headmistress kept the same blackboards because blackboards are good for teachers.
2. I think a newspaper reporter wrote this story.
3. The pupils are excited about the new classroom block because now they will have a better learning environment.

Vocabulary Definitions and Sentences

similarities (sim-i-lar-i-ties): related, resembling, alike (*noun*)

- There are some similarities between netball and football.

size (size): the length, height and weight of something (*noun*)

- The twins were the same size.

rectangular (rec-tan-gu-lar): having the shape of a rectangle with 4 sides and corners; 2 of the sides are longer (*adjective*)

- My table at home is rectangular.

short (short): lasting a small amount of time; small in size (*adjective*)

- The song on the radio was short.

Reading Lesson 3

Spelling Test

- spoilt
- size
- compared
- about
- bulge
- hinge

Words Families Test

p	i	nch
b	u	e

- pinch
- inch
- punch
- bunch
- bench

Week 4 Reading Lessons

Text Summary

This is a news story about the new Primary 4 classroom block at Central View Primary School in Kisoro District. The headmistress talks to reporters about the similarities and differences between the old classroom block and the new classroom block.

Grammar Test

1. Murchison Falls is the ___ conservation area.
 Murchison Falls National Park is the biggest conservation area.
2. Science class is the ____.
 Science class is the most fun.

Structures Test

1. Which is the biggest shop in the market?
 Madam Sylvia's shop is the biggest shop in the market.
2. Is the old Primary 4 building the worst?
 Yes, it is the worst.

Writing Lesson 1

Answers: Venn Diagram

How are they different? (left circle)	Old Classroom Block <ul style="list-style-type: none">• dirty, spoilt walls
How are they similar? (middle circle)	Old and New Classroom Blocks <ul style="list-style-type: none">• same school, blackboards, same size, rectangular
How are they different? (right circle)	New Classroom Block <ul style="list-style-type: none">• smooth walls, new yellow paint, more desks, more chairs, more space for pupils to work

Writing Lesson 2

Mini-Lesson: Direct and Indirect Speech

		<i>Add quotation marks</i>	<i>Add punctuation</i>
I Do	We need to run fast said James	“We need to run fast” said James	“We need to run fast!” said James.
We Do	What will we do the girls asked	“What will we do” the girls asked	“What will we do?” the girls asked.
You Do	I looked for them everywhere I said	“I looked for them everywhere” I said	“I looked for them everywhere,” I said.

Writing Lesson 3

Grammar Answers

1. That school is the best.
2. Kampala is the busiest place in Uganda.
3. The red ball is the worst.
4. This book is the most interesting.

Transition Lesson

Answers: Place Descriptions

Who	<ul style="list-style-type: none"> many different kinds of animals and plants endangered species, like elephants 109 species of mammals 476 species of birds UWA rangers
What	<ul style="list-style-type: none"> many different kinds of animals and plants endangered species, like elephants 109 species of mammals 476 species of birds
Where	<ul style="list-style-type: none"> northwestern Uganda Buliisa District and Nwoya District
When	<ul style="list-style-type: none"> any time
Why	<ul style="list-style-type: none"> to see all of the different plants and animals to visit the waterfall to help rangers protect the park
How	<ul style="list-style-type: none"> In the forest, you can see many different kinds of plants and animals. There are other national parks and conservation areas in Uganda like Queen Elizabeth National Park or Bwindi Impenetrable Forest.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> the –nch ending makes the vowel sound short
Grammar	<ul style="list-style-type: none"> superlatives show what is the most out of a group. superlatives use regular adjectives such as biggest, smallest etc. superlatives use irregular adjectives like most, best etc.
Structures	<ul style="list-style-type: none"> superlatives use words like the most, best, biggest, smallest, etc.

Reading Lesson 1

Week 5 Reading Lessons

Text Type: Thematic Report

A report that provides facts and information about a topic.

Text Structure: Categorising

A category is a group of things with the same qualities. In categorising writing, writers explain how two or more people, animals, places or things are alike and different by giving details about them. These details help the reader group the things being compared into categories like size, colour, likes, dislikes, etc.

Guiding Question

What categorising words are used in this report?

Lesson 1: similar, also

Lesson 2: similar, different, too, also, but

Comprehension Questions

1. Tomatoes and onions are round. They both have many vitamins. They can both be grown on a farm or in a garden.
2. Eggplants and green peppers are similar to tomatoes and onions.
3. I prefer onions because they add flavour to sauces.

Vocabulary Definitions and Sentences

common (com-mon): something that is usual or normal (*adjective*)

- Banana plantations are common in Uganda.

type (type): a group of things that share the same qualities; these qualities make them different from others (*noun*)

- Ants are a type of insect.

round (round): having a curved shape like a ball or circle (*adjective*)

- A pumpkin is round.

long (long): having more than usual length in distance or time (*adjective*)

- Her hair is long.

Reading Lesson 2

Comprehension Questions

1. An onion's cover feels smooth.
2. Onions have a sharp taste, are purple on the outside and hard on the inside. Tomatoes have a sweet taste, are red on the outside and are soft on the inside.
3. I cook tomatoes and onions together to make a sauce.

Vocabulary Definitions and Sentences

taste (taste): to have a certain flavour (*verb*)

- Candy has a very sweet taste.

smooth (smooth): not rough; even (*adjective*)

- The baby's skin was smooth.

soft (soft): easy to bend or to shape; not firm or hard (*adjective*)

- My mattress is soft.

hard (hard): not soft; solid; firm; tough (*adjective*)

- I fell on the hard ground.

Reading Lesson 3

Spelling Test

- common
- soft
- grown
- feel
- hutch
- botch

Week 5 Reading Lessons

Text Summary

This is a thematic report that categorises information about onions and tomatoes. It identifies how they are similar and different by giving details about them, like their size, shape and taste.

Words Families Test

c	a	tch
i	d	p

- catch
- patch
- pitch
- ditch

Grammar Test

1. Joels garden is big!
✓ Joel's garden is big!
2. The players uniforms are smart.
✓ The players' uniforms are smart.

Structures Test

1. Are the books yours?
✓ Yes, they are mine.
2. Whose bicycle is that?
✓ It is his.

Writing Lesson 1

Answers: Categorising Organiser

Big Category	<ul style="list-style-type: none">• food we grow
Sub-Category 1	<ul style="list-style-type: none">• tomatoes
Facts	<ul style="list-style-type: none">• fruit• red outside and red inside• grown in Uganda• sweet taste• smooth and soft
Sub-Category 2	<ul style="list-style-type: none">• onions
Facts	<ul style="list-style-type: none">• vegetable• purple outside and white inside• grown in Uganda• sharp taste• smooth and hard

Writing Lesson 2

Mini-Lesson: Capitalisation and Punctuation

		<i>Fix capitalisation</i>	<i>Add punctuation</i>
I Do	tom went to jinja	Tom went to Jinja	Tom went to Jinja.
We Do	does lucy like rice	Does Lucy like rice	Does Lucy like rice?
You Do	i am scared of spiders	I am scared of spiders	I am scared of spiders!

Writing Lesson 3

Grammar Answers

1. Ben's bicycle is red.
2. The pupils' classroom is new.
3. Grandfather's shop is famous!
4. Mr Okwir's crops are growing.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • lifespan
Sentence with the word	<ul style="list-style-type: none"> • Some crops have a short lifespan.
Part of speech	<ul style="list-style-type: none"> • noun
Context clue	<ul style="list-style-type: none"> • They live for one season and then die.
My own sentence	<ul style="list-style-type: none"> • People have a longer lifespan than crops.
My own definition	<ul style="list-style-type: none"> • how long it lives
My picture	<ul style="list-style-type: none"> • <i>Draw a timeline on the chalkboard showing years. Label 0 at the beginning and then 1 year, 2 years, 3 years. Put an 'x' at 0 to show when an annual crop sprouts. Put an 'x' at 1 year to show when it dies. Draw a line between the two x's to show its lifespan.</i>

Comprehension Questions

1. What kinds of crops is the text about?
 The text is about annual and perennial crops.
2. Why do farmers prefer annual crops?
 Farmers prefer annual crops because the seeds are cheaper and easier to care for. Farmers also prefer annual crops because they can improve their crops each year.
3. How are the two types of crops similar? How are they different?
 Annual and perennial crops are similar because they both grow in Uganda. They are different because perennial crops live longer than annual crops.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • the -tch ending makes the vowel sound short
Grammar	<ul style="list-style-type: none"> • when showing possession add 's to the owner (Ben's/James's) • If the owner is plural just add an ' (pupils')
Structures	<ul style="list-style-type: none"> • possessive pronouns (mine, yours, his, hers, its, theirs, ours)

Reading Lesson 1

Week 6 Reading Lessons

Text Type: How To Report

A step-by-step description of how to do or make something. It is written in numbered steps or paragraphs.

Text Structure: Sequencing

A sequence shows the steps in something or the order of events. Examples are: directions, instructions, stories and timelines. In sequencing writing, writers identify events in the order that they happened, or list the steps in a process.

Guiding Question

What sequencing words are used in this report?

Lesson 1: first, then, next, now

Lesson 2: first, then, now, when

Comprehension Questions

1. Sam and Jane's home is beside the shop.
2. The writer wants you learn how to get from Sam and Jane's home to the market.
3. Women sell bananas and oranges at the boda boda stage. They also sell bananas and oranges at the market.

Vocabulary Definitions and Sentences

map (map): a picture of a specific area or place (*noun*)

- The students pointed to Uganda on a map of Africa.

junction (junc-tion): a place where two or more paths or roads join each other (*noun*)

- At the junction Salima turned left.

corner (corner): the place where two paths or roads meet at an angle (*noun*)

- Stephen met his friend at the shop on the corner.

walk (walk): to move n order to get somewhere across a particular area or distance (*verb*)

- Walk 2 metres until you reach town.

Reading Lesson 2

Comprehension Questions

1. The market is 50 metres from the clinic.
2. Yes, the writer gave good directions because she described the different places where you have to turn or change direction.
3. I would follow the directions in reverse to get from the market to Sam and Jane's home.

Vocabulary Definitions and Sentences

close (close): nearby (*adjective*)

- The market is close to Aziz's house.

past (past): upto and beyond a particular place (*adverb*)

- Go past the market.

before (be-fore): earlier than; previous to (*preposition*)

- Monica always gets excited before a performance.

signpost (sign-post): a sign on a road showing directions (*noun*)

- Turn right at the signpost.

Reading Lesson 3

Spelling Test

- map
- left
- until
- beside
- around
- above

Words Families Test

a	w	o	f	e	i
be	g	c	r	s	n

- ago
- along
- across
- before
- below

Week 6 Reading Lessons

Text Summary

This is a how to report that gives step-by-step walking directions. It tells us how to get from Sam and Jane's home to the market.

Grammar Test

1. The market is ___ town.
✓ The market is near town.
2. Lily's school is ___ the post office.
✓ Lily's school is beside the post office.

Structures Test

1. Where is the bank?
✓ It is behind the clinic.
2. The ___ is in front of the ___.
✓ The shop is in front of the school.

Writing Lesson 1

Answers: Sequencing Organiser

First	What happens: walk to the junction Signal words: first, then
Then	What happens: walk down Kasule Road to the corner Signal word: next
Then	What happens: walk to the signpost for the clinic Signal word: first
Then	What happens: walk 50 metres from the clinic Signal word: then
Finally	What happens: cross the football pitch and go to the market Signal word: now

Writing Lesson 2

Publishing Tip: Giving Feedback

It is important that learners feel proud of their work and celebrate it. Giving positive, helpful feedback is an important skill that P4 learners should practise when sharing their stories. Remind learners to always say three things they like about a story before they make suggestions for improvement. Here are some examples of parts of a story learners can give positive feedback about.

Things I like	<ul style="list-style-type: none"> • characters, action, title • explanation of the problem • description of a place or characters • dialogue, things the characters said
Making writing better	<ul style="list-style-type: none"> • add more details or information • check spelling, punctuation or capitalisation • use the writing guidelines • check the writing organiser • organise ideas

Writing Lesson 3

Grammar Answers

1. The shop is near.
2. Kasoma's house is on the right.
3. Gulu is north of Kampala.
4. The hospital is far from town.

Transition Lesson

Vocabulary Analysis Example

Word	• produce
Sentence with the word	• In contrast, perennial crops produce for multiple years.
Part of speech	• verb
Context clue	• the seeds are not replanted
My own sentence	• The plant produced many tomatoes.
My own definition	• to make something
My picture	• <i>Draw a plant with some fruits on it on the chalkboard. Then add more fruits one by one to show the process of producing.</i>

Comprehension Questions

1. What type of crops are better for the environment?
✓ Perennial crops are better for the environment.
2. How can annual crops cause problems?
✓ Annual crops require farmers to till the land each year. This causes soil erosion.
3. What are the advantages and disadvantages of annual crops?
✓ The advantages of annual crops are: inexpensive, replant each year selecting best seeds, easy to care for, higher yield.
✓ The disadvantages of annual crops are: more harmful to the environment, less able to survive drought.

Teaching Tips for Writing Lesson 3

Word Families	• the syllable break comes after the onset ‘a’ (a-go) or ‘be’ (be-tween)
Grammar	• Use prepositions to give directions or identify locations.
Structures	• common prepositions include: near, far, by, close to, above, below, across from, beside, behind, between, before, after, next to, in front of

Reading Lesson 1

Week 7 Reading Lessons

Text Type: Biography

The true story of a person's life. It includes the most important events that happened.

Text Structure: Sequencing

A sequence shows the steps in something or the order of events. Examples are: directions, instructions, stories and timelines. In sequencing writing, writers identify events in the order that they happened, or list the steps in a process.

Guiding Question

What sequencing words are used in this report?

Lesson 1: then

Lesson 2: first, next, then, soon, today

Comprehension Questions

1. Phiona was born in Katwe, a slum in Kampala.
2. Phiona is a very hard-working person.
3. Phiona wanted to play chess because she was hungry and wanted porridge.

Vocabulary Definitions and Sentences

slum (slum): a crowded part of a city where poor people live (*noun*)

- The boy family lived in a slum in Kampala.

born (born): to come into being; to come out of an egg or mother's body (*verb*)

- My sister was born last year.

across (a-cross): from one side to the other (*adverb*)

- Mohammed jumped across the path.

chess (chess): a board game played by two people where you try to get the other person's king (*noun*)

- I play chess with my grandfather.

Reading Lesson 2

Comprehension Questions

1. Phiona travelled around the world to play chess. She went to Sudan, Russian and Turkey.
2. I would feel very excited and happy if I got to travel around the world to play a game or sport.
3. Phiona teaches us that if you work hard, you can achieve your dreams.

Vocabulary Definitions and Sentences

competitions (com-pe-ti-tions): contests or games (*noun*)

- Our class will have a spelling competition.

countries (coun-tries): large areas of land where people live under the same government (*noun*)

- There are 54 countries in Africa.

champion (cham-pi-on): a person who wins a contest or game; winner (*noun*)

- Ahmed is a champion runner.

inspiration (in-spi-ra-tion): an action, thought, person, or other influence that inspires (*noun*)

- Nelson Mandela is an inspiration.

Reading Lesson 3

Spelling Test

- slum
- champion
- down
- soon
- pulled
- stayed

Words Families Test

w	t	k	ed
a	n	l	i

- wanted
- walked
- liked
- talked

Grammar Test

1. ___ to the clinic.
✓ Go to the clinic.
2. Turn ___ at the mosque.
✓ Turn left at the mosque.

Structures Test

1. Is the river near?
✓ No, it is not near.
2. Is the bus park far from the market?
✓ Yes, the bus park is far from the market.

Week 7 Reading Lessons

Text Summary

This is a biography about Phiona Mutesi. Mutesi is a Ugandan who was born in the slum and became an international chess champion.

Writing Lesson 1

Answers: Sequencing Organiser

First	What happens: Phiona Mutesi is born in Katwe. Her family was poor so she had to work and could not go to school.
Then	What happens: Phiona goes to Sports Outreach Ministry to get porridge and learns how to play chess.
Then	What happens: Phiona learns chess fast and starts to compete.
Then	What happens: Phiona wins competitions in Uganda.
Finally	What happens: Phiona becomes a chess champion and travels the world.

Writing Lesson 2

Example Writing Organiser: Opinion Letter

Greeting	<ul style="list-style-type: none">• Dear Head Teacher
Introduction: Main Idea or Opinion	<ul style="list-style-type: none">• There are things that I like about our school. There are also things that I do not like about our school. I have ideas about how to improve our school.
Supporting Idea 1	<ul style="list-style-type: none">• Pupils have to walk far to reach school. When we reach we are hungry. We want porridge at school in the morning.
Supporting Idea 2	<ul style="list-style-type: none">• Pupils like to read stories from the chalkboard, but the chalkboards are very old. The school should paint the chalkboards.
Supporting Idea 3	<ul style="list-style-type: none">• Pupils like to read at school. Many pupils do not have books at home to read. The school should have a library where pupils can borrow books to read at home.
Conclusion: Main Idea or Opinion	<ul style="list-style-type: none">• There are things that I like about our school. There are also things that I do not like about our school. If we change some things, our school will be better!

Writing Lesson 3

Grammar Answers

1. Go to the barber shop.
2. Turn left at the corner.
3. Stop at the junction.
4. Look both ways before crossing the street.

Transition Lesson

Answers: Summarising Chart

Main Idea	Details and Facts
There are disadvantages to growing annual crops.	<ul style="list-style-type: none"> • Farmers have to plant new seeds each year. • Farmers have to till the land each year before planting. • Tilling causes soil erosion. Soil erosion is bad for the environment.
There are advantages to growing perennial crops.	<ul style="list-style-type: none"> • Perennial crops have more roots. Their roots go deeper into the soil. • Deeper roots help perennial crops get more water. This makes them safer from drought.

Comprehension: Reading Tables

1. What types of annual crops are grown in Uganda?
✓ Maize, peas and cassava are grown in Uganda.
2. How many seasons do perennial crops grow in?
✓ Perennial crops grow in multiple seasons.
3. How is the ‘category’ column used on the table?
✓ The category column identifies the different things being compared.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • change regular verbs to past tense by adding -ed to the end of the word • an -ed ending makes a ‘t’ sound
Grammar	<ul style="list-style-type: none"> • When giving a command you are telling someone what you want them to do, so the sentence usually begins with a verb.
Structures	<ul style="list-style-type: none"> • to compare distances or locations use phrases like: near, far, close to, nearby

**Week 8
Reading Lessons****Text Type:** Opinion Letter

A letter written to someone whose opinion you want to influence.

Text Structure:
Problem and Solution

Problems are challenges that people have. Solutions are the ways that people solve these challenges. In problem and solution writing, writers describe a problem. They explain the solution to the problem and then tell what happens as a result of the solution.

Guiding Question

Can you find the problem and solution in this letter?

Lesson 1: Problem:

Improvements should be made at the school.

Solution: 1) have a dance performance; 2) form football and netball teams; 3) get more books for the library.

Lesson 2: Problem:

Students dislike some things about the school.

Solution: 1) allow pupils to eat inside or outside on chairs; 2) allow pupils to repair shoes and work with leather; 3) keep classrooms open when it rains.

Reading Lesson 1

Comprehension Questions

1. Pupils like dancing, reading and playing football and netball.
2. If I was the headmaster I would be happy that the pupils want to make the school better.
3. I think the prefect wrote the letter because he wants the headmaster to make improvements at the school.

Vocabulary Definitions and Sentences

improve (im-prove): to make better (*verb*)

- James wants to improve in maths.

perform (per-form): to do something, like a concert or play, to entertain others (*verb*)

- The Primary 7 pupils will perform a play.

enjoy (en-joy): to find pleasure or joy in (*verb*)

- Peace and her sister enjoy telling stories.

believe (be-lieve): to have confidence in something or someone (*verb*)

- I believe that our team will win.

Reading Lesson 2

Comprehension Questions

1. The pupils dislike eating outside because there are no chairs.
2. If I were the headmaster, I would make the changes that the pupils want at the beginning of the next term.
3. Another possible solution is for the school to buy extra chairs for the students to use outside.

Vocabulary Definitions and Sentences

express (ex-press): to share ideas, thoughts or feelings (*verb*)

- The class sang to express their happiness.

dislike (dis-like): to have a feeling of not liking (*verb*)

- Joy and her sisters dislike dogs.

desire (de-sire): to want or wish for (*verb*)

- I desire to be a prefect.

prefer (pre-fer): to like or want something more than something else (*verb*)

- I prefer to eat chicken.

Reading Lesson 3

Spelling Test

- improve
- dear
- dislike
- light
- against
- bite

Words Families Test

f	s	ite
k	r	ight

- site
- right
- sight
- fight
- kite

Week 8 Reading Lessons

Text Summary

These are two opinion letters written by Primary 4 prefects to the head teacher of their school. The letters talk about things that the pupils like and dislike about their school. They explain pupils' suggestions for improving the school.

Grammar Test

1. He likes ____.
✓ He likes learning English.
2. My friends dislike ____.
✓ My friends dislike swimming.

Structures Test

1. What do you like?
✓ I like drawing pictures.
2. What do you prefer?
✓ I prefer netball to football.

Writing Lesson 1

Answers: Problem Solution Chart

Problem	Solution
<ul style="list-style-type: none">Pupils dislike eating outside because there are no chairs.	<ul style="list-style-type: none">Allow pupils to bring chairs outside to eat or allow them to eat inside.
<ul style="list-style-type: none">Pupils dislike sewing.	<ul style="list-style-type: none">Allow pupils to repair shoes and work with leather.
<ul style="list-style-type: none">Pupils dislike walking home in the rain.	<ul style="list-style-type: none">Keep classrooms open for pupils when it rains.

Writing Lesson 2

Example Writing Organiser: Opinion Letter

Greeting	<ul style="list-style-type: none">Dear Head Teacher
Introduction: Main Idea or Opinion	<ul style="list-style-type: none">There are things that I like about our school. There are also things that I do not like about our school. I have ideas about how to improve our school.
Supporting Idea 1	<ul style="list-style-type: none">Pupils have to walk far to reach school. When we reach we are hungry. We want porridge at school in the morning.
Supporting Idea 2	<ul style="list-style-type: none">Pupils like to read stories from the chalkboard, but the chalkboards are very old. The school should paint the chalkboards.
Supporting Idea 3	<ul style="list-style-type: none">Pupils like to read at school. Many pupils do not have books at home to read. The school should have a library where pupils can borrow books to read at home.
Conclusion: Main Idea or Opinion	<ul style="list-style-type: none">There are things that I like about our school. There are also things that I do not like about our school. If we change some things, our school will be better!

Writing Lesson 3

Grammar Answers

1. I like pineapple.
2. I prefer science.
3. I do not like pawpaw.
4. I enjoy writing stories.

Transition Lesson

Answers: Venn Diagram

How are they different? (left circle)	Annual crops <ul style="list-style-type: none"> • seeds are less expensive • live for one season • common in home gardens • have a higher yield
How are they similar? (middle circle)	Annual and perennial crops <ul style="list-style-type: none"> • grown in Uganda
How are they different? (right circle)	Perennial crops <ul style="list-style-type: none"> • seeds are more expensive • live for multiple seasons • common in commercial farming • deeper roots • better for the environment

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • -ight and -ite sound the same
Grammar	<ul style="list-style-type: none"> • When expressing preferences, use 'to' when stating what you prefer or would prefer (I prefer living in the village to living in town); use 'than' when stating what you would rather do or have (I would prefer to visit the village than town).
Structures	<ul style="list-style-type: none"> • When expressing preferences, you can prefer something in general (I prefer posho) or you can prefer one thing to another (I prefer posho to matooke).

Reading Lesson 1

Week 9 Reading Lessons

Text Type: Chart or Signpost

A type of writing that uses short text and pictures to give information. It is posted somewhere for people to read.

Text Structure: Categorising

A category is a group of things with the same qualities. In categorising writing, writers explain how two or more people, animals, places or things are alike and different by giving details about them. These details help the reader group the things being compared into categories like size, colour, likes, dislikes, etc.

Guiding Question

What categories are used in this signpost?

Lesson 1: products in a shop

Lesson 2: food, drinks

Comprehension Questions

1. The name of the supermarket is Rainbow Supermarket.
2. If you add the hours that the supermarket is open to the signpost it will make the information better.
3. Yes, I would shop at this supermarket because it has all of the items that I need.

Vocabulary Definitions and Sentences

customers (cus-tom-ers): people who buy things (*noun*)

- There were many customers at the shop.

products (pro-ducts): something made by people or machines (*noun*)

- I buy cleaning products at the supermarket.

prices (pric-es): the money needed to buy something (*noun*)

- The prices of onions and cabbages are different.

soda (so-da): a sweet, bubbly drink, like Fanta (*noun*)

- Sam likes to drink soda at parties.

Reading Lesson 2

Comprehension Questions

1. Fred's Café closes at 8 PM.
2. Fred's Café serves local and international foods. I only like local foods.
3. A customer can get information by calling the phone number on the signpost.

Vocabulary Definitions and Sentences

freshest (fresh-est): the most newly made or received items (*adjective*)

- Madam Scovia sells the freshest milk.

year (year): a unit of time; 365 days; twelve months (*noun*)

- This year we are in Primary 4.

local (lo-cal): connected to a place, neighbourhood or town (*adjective*)

- Aidah's family prays at the local mosque.

international (in-ter-na-tion-al): something that is outside of your country; something between two or more countries (*adjective*)

- The Uganda Cranes played an international football match in Rwanda.

Reading Lesson 3

Spelling Test

- customers
- find
- freshest
- angel
- try
- camel

Words Families Test

t	a	w	el
r	v	o	g

- travel
- vowel
- towel
- gel

Grammar Test

1. I like to cook, ___ not fish.
✓ I like to cook, but not fish.
2. I wish I had a book ___ a pen.
✓ I wish I had a book and a pen.

Structures Test

1. Do you prefer reading to writing?
✓ No, I prefer writing.
2. Do they want to eat beans or peas?
✓ They want to eat peas.

Week 9 Reading Lessons

Text Summary

These are two signposts, one for a restaurant and one for a supermarket. They identify the different products that you can find in each place and give details about the businesses.

Writing Lesson 1

Answers: Categorising Organiser

Big Category	• foods
Sub-Category 1	• local foods
Sub-Category 2	• international foods
Sub-Category 3	• meat and fish
Sub-Category 4	• fruits and vegetables

Writing Lesson 2

Mini-Lesson: Writing an Opinion Sentence

	<i>Be specific</i>	<i>State ideas and feelings clearly</i>	<i>Use opinion words</i>
I Do	Pupils are hungry.	Pupils cannot study well because they are hungry.	In my opinion, pupils cannot study well because they are hungry.
We Do	Pupils need more exercise books.	Pupils never have all the exercise books they need.	For example, pupils never have all the exercise books they need.
You Do	I want you to help pay my school fees.	I want you to help me pay my school fees so that I can perform better.	I promise I will perform better if you help me pay my school fees.

Writing Lesson 3

Grammar Answers

1. I want to eat meat or chicken.
2. We like to play netball, but not football.
3. Rachid would like to be a doctor so he studies hard!
4. The pupils enjoy singing and dancing.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • invent
Sentence with the word	<ul style="list-style-type: none"> • The weathervane was probably the first weather tool invented.
Part of speech	<ul style="list-style-type: none"> • verb
Context clue	<ul style="list-style-type: none"> • first weather tool
My own sentence	<ul style="list-style-type: none"> • Julius invented a new game.
My own definition	<ul style="list-style-type: none"> • to make something new
My picture	<ul style="list-style-type: none"> • <i>Draw a picture of a smiling face with a light bulb going off above it on a chalkboard.</i>

Comprehension Questions

1. What do weathervanes do?
 Weathervanes measure the direction the wind is blowing.
2. Why do you think the writer wrote this text?
 I think the writer wrote this text to teach pupils how to make their own weathervane.
3. Why did the writer use the words ‘first, then, next, last’ at the beginning of the sentences?
 The writer used those words at the beginning of the sentences to tell pupils the sequence, or steps, of making a weathervane.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • when –el is at the end of a word, the vowel ‘e’ is unaccented
Grammar	<ul style="list-style-type: none"> • We use conjunctions to connect two or more ideas into one sentence.
Structures	<ul style="list-style-type: none"> • When expressing preferences, you can prefer something in general (I prefer posho) or you can prefer one thing to another (I prefer posho to matooke).

Reading Lesson 1

Week 10 Reading Lessons

Text Type: Acrostic Poems

A poem where the first letter of each line spells out a topic word.

Text Structure: Descriptions

In poetic writing, writers use descriptive words about a person, place, thing or event to help the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in these poems?

Lesson 1: brave, scared, ready, courageous, strong, able, sick, cold, hot

Lesson 2: sad, happy, smiling, funny, playful, laughing

Comprehension Questions

1. The second poem was about the feeling of being sick.
2. I felt brave when I swam across the river.
3. Acrostic poems are written so that the first letter of each line spells a word.

Vocabulary Definitions and Sentences

scared (scared): feeling fear; afraid (*adjective*)

- John's sister is scared of the forest.

able (a-ble): having the skill or power to do something (*adjective*)

- Miriam is able to ride a bicycle.

brave (brave): ready to face pain or danger; courageous (*adjective*)

- Judith was brave when she saved the baby.

courageous (cou-ra-geous): brave; ready to face pain or danger (*adjective*)

- The soldier was courageous when he protected the people.

Reading Lesson 2

Comprehension Questions

1. The writer described the feeling of being happy as hard to stop smiling, always funny and playful.
2. When I am sad I read a book.
3. Being 'playful' relates to being 'happy' because when you are happy, you are playful with others.

Vocabulary Definitions and Sentences

people (peo-ple): human beings; persons (*noun*)

- Many people live in Uganda.

funny (fun-ny): causing laughter (*adjective*)

- The story about the lion and the mouse was funny.

playful (play-ful): happy and having a lot of energy (*adjective*)

- The kitten is playful at night.

laughing (laugh-ing): smiling and making a sound when something is funny (*verb*)

- The class was laughing at the teacher's poem.

Reading Lesson 3

Spelling Test

- scared
- funny
- able
- yes
- waddle
- huddle

Words Families Test

r	u	d	le
a	i	b	t

- rubble
- rattle
- battle
- riddle

Grammar Test

1. I ___ go to school, because I am sick.
✓ I can't go to school, because I am sick.
2. Mable ___ like to draw.
✓ Mable doesn't like to draw.

Structures Test

1. How do you feel?
✓ I feel happy.
2. What makes you feel scared?
✓ Snakes make me feel scared.

Week 10 Reading Lessons

Text Summary

These are a group of acrostic poems. All of the poems are about feelings.

Writing Lesson 1

Answers: Descriptive Words

Feelings	• sad, happy, playful, brave, scared, courageous
What I See	• people laughing and smiling
What I Taste and Smell	• medicine
What I Hear and Touch	• people laughing, people crying
Words I Liked	• courageous, funny
My Questions	• Why does malaria make us feel cold then hot?

Writing Lesson 2

Mini-Lesson: Adding Commas

		<i>Add commas</i>
I Do	I like fish posho and soup.	I like fish, posho and soup.
We Do	“The book is very funny” she said.	“The book is very funny,” she said.
You Do	Our teacher said “It’s time for English.”	Our teacher said, “It’s time for English.”

Writing Lesson 3

Grammar Answers

1. I don't like to feel sad.
2. Mercy doesn't eat cowpeas.
3. William won't come to school today.
4. We can't play on the football pitch.

Transition Lesson

Answers: Asking Questions Chart

Right there question	<ul style="list-style-type: none"> • What are the cardinal directions?
Think and search question	<ul style="list-style-type: none"> • How could a weathervane help our community?
On your own question	<ul style="list-style-type: none"> • Where is a good place to put a weathervane at our school?

Comprehension: Following Directions

1. What do you write on the cardboard?
 ✓ You write the cardinal directions: north, south, east and west.
2. What do you do first, cut the cardboard or cut the straw?
 ✓ You cut the cardboard first.
3. Why are the steps numbered? How does this help the reader?
 ✓ The steps are numbered to tell the reader the order in which to do the actions.
 This helps the reader because following the steps in order tells you the correct way to make a weathervane.
 ✓ This helps the reader because the steps tell you the correct way to make a weathervane.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • when -le is at the end of a word, the vowel 'e' is unaccented
Grammar	<ul style="list-style-type: none"> • contractions combine two words into one by using an apostrophe (cannot/can't, will not/won't, does not/doesn't, do not/don't)
Structures	<ul style="list-style-type: none"> • 'to feel' is a verb; use different adjectives (happy, excited, tired, scared) to describe feelings

Reading Lesson 1

Week 11 Reading Lessons

Text Type: Alliteration Poem

A poem that repeats sounds to express an idea or emotion.

Text Structure: Descriptions

In poetic writing, writers use descriptive words about a person, place, thing or event to help the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in these poems?

Lesson 1: fat, foolish, funny, friendly, patient, perfectly

Lesson 2: lonely, alone, scared, slowly

Comprehension Questions

1. The second poem was about being patient.
2. The priest at my church is friendly.
3. Alliteration poems are written using many words that repeat the same sound.

Vocabulary Definitions and Sentences

friendly (friend-ly): welcoming and kind to others (*adjective*)

- Patrick is friendly to all the pupils at school.

foolish (fool-ish): not having good sense; not thinking properly (*adjective*)

- Agnes was foolish when she refused to wear shoes.

patient (pa-tient): able to wait without getting upset (*adjective*)

- The boy was patient as he waited for his mother to finish her work.

perfectly (per-fect-ly): doing something without any mistakes (*adverb*)

- The music group played the song perfectly.

Reading Lesson 2

Comprehension Questions

1. The author described lonely as being alone.
2. When I am scared I stay near my brothers and sisters.
3. Simon can get over his fear of snakes by reading about snakes so he understands them better.

Vocabulary Definitions and Sentences

lonely (lone-ly): without other people; alone (*adjective*)

- I was lonely when my whole family was away.

alone (a-alone): away from everyone or everything else (*adjective*)

- She was alone on the island.

scary (scar-y): causing fear; frightening (*adjective*)

- James does not like hearing scary stories at night.

slowly (slow-ly): not fast (*adverb*)

- The turtle moved slowly across the grass.

Reading Lesson 3

Spelling Test

- friendly
- alone
- picks
- saw
- pole
- angle

Week 11 Reading Lessons

Text Summary

These are a group of acrostic poems. All of the poems are about feelings.

Words Families Test

t	r	o	le
f	m	u	i

- role
- mole
- mule
- turtle
- file
- tile

Grammar Test

1. The pupils are happy ___ they won the competition.
 The pupils are happy because they won the competition.
2. I want to go home, ___ it is raining.
 I want to go home, but it is raining.

Structures Test

1. When do you feel sad?
 I feel sad when the baby cries.
2. Why do you feel scared?
 I feel scared because I am alone.

Writing Lesson 1

Answers: Descriptive Words

Feelings	<ul style="list-style-type: none"> lonely, alone, patient, friendly, scared
What I See	<ul style="list-style-type: none"> snakes, Fred and friends playing football, Peter and Paul playing pool
What I Taste and Smell	<ul style="list-style-type: none"> smell snakes, taste fear
What I Hear and Touch	<ul style="list-style-type: none"> laughter, pool stick, football, snakes
Words I Liked	<ul style="list-style-type: none"> slither, foolish
My Questions	<ul style="list-style-type: none"> What kind of a game is pool? What does the word 'slither' mean?

Writing Lesson 2

Publishing Tip: Good Handwriting

It is important that learners feel proud of their work and celebrate it. They should understand that all of the print material we see around us (posters, newspapers, books) has been published. Publishing is when we do our very best work. Pupils need to improve the way they write, not only what they write. Here are four tips for good handwriting.

Get a good grip	<ul style="list-style-type: none"> Hold your pen firmly, but not too tight. Don't put your fingers too close or too far from the tip of your pen. Let your pen rest near the base of your thumb. Hold your pen in place with your thumb, index finger and middle finger.
Follow the guiding lines	<ul style="list-style-type: none"> Use ruled paper. Write within the lines of the paper, not too big and not too small.
Slow down	<ul style="list-style-type: none"> Take the time to write well. Think carefully about your letters and spelling.
Don't press too hard	<ul style="list-style-type: none"> Relax the pen in your hand. Don't press too hard when you are writing, you might tear the paper and your hand will get sore.

Writing Lesson 3

Grammar Answers

- The baby is crying because he feels hungry.
- Juliet has no shoes, so she doesn't want to play football.
- Angela is cold, but she won't wear a jumper.
- Mama Teddy made lunch and she shared with me.

Transition Lesson

Answers: Sequencing Organiser

First	What happens: cut a square piece of cardboard Signal word: first
Then	What happens: write cardinal directions on the cardboard Signal word: next
Then	What happens: put a piece of clay in the middle of the cardboard and put the pencil tip in the clay Signal word: next
Then	What happens: take the weathervane outside and put it on a flat surface Signal word: finally
Finally	What happens: record the direction the arrow is pointing Signal words: the last step

Note to Teacher: This organiser contains only some of the possible answers. You may add other answers with your class.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> the syllable break comes after the onset ‘a’ (a-go) or ‘be’ (be-tween)
Grammar	<ul style="list-style-type: none"> compound sentences are sentences that have two complete ideas in one sentence connected by a linking word
Structures	<ul style="list-style-type: none"> Use adjectives with present tense verbs to explain the feelings you are having right now.

Summative Assessments Term 1

Introduction

Below are summative assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

Level 3 (L3): The learner's performance exceeds the competence expected. Symbol: 

Level 2 (L2): The learner's performance meets the competence. Symbol: 

Level 1 (L1): The learner's performance does not meet the competence. Symbol: 

Reading and Speaking Assessments (administered individually)

Comprehension and Fluency Assessment

Select a story from the term. Ask the learner to read a section aloud. Ask the learner three comprehension questions about the story.

L3: Reads the story and answers all questions correctly.

L2: Reads the story and answers 1-2 questions.

L1: Cannot read the story independently.

Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the flashcards to the learner one at a time. Ask the learner to read the word and use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.

L2: Successfully completes the task for 3-4 vocabulary words.

L1: Completes the task for 2 or fewer vocabulary words.

Writing and Listening Assessments (administered as a group)

Listening Comprehension Assessment

Select a section from one of the academic texts from the term. Create three comprehension questions about the text. Read the section of the text to the class. Ask the comprehension questions one at a time. Have learners write their responses in their exercise books or on a piece of paper. Collect and assess.

L3: Answers all three questions correctly.

L2: Answers 1-2 questions correctly.

L1: Does not answer any questions correctly.

Spelling Assessment

Select 10 words from the vocabulary and word families sections of the pupil book. Dictate the words one at a time and have learners write them in their exercise books or on a piece of paper. Collect and assess.

L3: Spells 8-10 words correctly.

L2: Spells 6-8 words correctly.

L1: Spells 5 or fewer words correctly.

Creative Writing Assessment

Select a sub-topic and text type from the term. This exercise is a quick write. Tell learners that they will not go through the full 5-step writing process. They will go directly from planning to drafting. The focus is on writing a creative story that addresses the sub-topic in an interesting way. They will not lose points for grammar and spelling.

Put the writing organiser for that text type on the chalkboard. Tell learners to use the writing organiser to plan and draft their story in their exercise books or on a piece of paper. Collect and assess.

L3: Writes a meaningful, well-organised story with 4 or more sentences.

L2: Writes a meaningful, well-organised story with at least 2-3 sentences.

L1: The story does not include a full sentence.

Primary 4

Teacher's Guide

Term 2

Reading Lesson 1

Week 1 Reading Lessons

Text Type: Chart or Signpost

A type of writing that uses short text and pictures to give information. It is posted somewhere for people to read.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

How is a good classroom described in this chart?

Lesson 1: A good classroom is described with eight rules, like ‘be on time’ and ‘share materials’.

Lesson 2: A peaceful classroom is described with six suggestions, like ‘work together as a team’.

Comprehension Questions

1. This chart is written for pupils.
2. We have classroom rules because they help create a good learning environment.
3. The most important rule is to share materials. This helps everyone learn.

Vocabulary Definitions and Sentences

please (please): a polite request (*adverb*)

- Please help me with this math problem.

greet (greet): nice words you say when you are saying hello (*verb*)

- I greet my teacher when she enters the class.

apologise (a-pol-o-gise): to say you are sorry for something (*verb*)

- Okello must apologise for breaking the chair.

thank (thank): to appreciate; to say you are grateful (*verb*)

- Thank your sister for helping you.

Reading Lesson 2

Comprehension Questions

1. It is important to show respect to others so that they will show respect to you.
2. Helping others helps you. If you help someone they will help you another time.
3. It is more important to say you are sorry than to forgive someone.

Vocabulary Definitions and Sentences

respect (re-spect): honour or admiration of someone or something (*verb*)

- I respect our head teacher because she works hard.

support (sup-port): to help; to hold something up (*verb*)

- My parents support me by paying school fees.

knowledge (knowl-edge): understanding of something or a skill (*noun*)

- The mechanic has knowledge about motorbikes.

behaviour (be-hav-iour): the way a person acts (*noun*)

- George's behaviour in class is always good.

Reading Lesson 3

Spelling Test

- please
- another
- respect
- create
- unzip
- unwell

Words Families Test

un	do	tie
safe	fair	able

- unable
- undo
- untie
- unfair
- unsafe

Week 1 Reading Lessons

Text Summary

These are two charts about being polite and peaceful in the classroom. They list rules for good behaviour.

Grammar Test

1. ___ you sing us a song?
 Will you sing us a song?
2. Who ___ like to speak first?
 Who would like to speak first?

Structures Test

1. May I read the book, please?
 No, I am sorry, you may not read the book.
2. Will you please be quiet?
 Yes, I will be quiet.

Writing Lesson 1

Answers: Descriptive Words

Feelings	<ul style="list-style-type: none">kind, respect
What I See	<ul style="list-style-type: none">pupils share materials, pupils help each other, pupils work together as a team, pupils greet and thank their teacher
What I Taste and Smell	<ul style="list-style-type: none">the pages of books (smell)
What I Hear and Touch	<ul style="list-style-type: none">pupils argue and apologise to each other, pupils greet the teacher, pupils thank the teacher
Words I Liked	<ul style="list-style-type: none">knowledge, greet
My Questions	<ul style="list-style-type: none">What can I do to be a leader?What does 'wait your turn' mean?

Writing Lesson 2

Example Acrostic Poem

Word	<ul style="list-style-type: none">SUN
First Letter: S	<ul style="list-style-type: none">Shiny
Second Letter: U	<ul style="list-style-type: none">Under the shade
Third Letter: N	<ul style="list-style-type: none">Noon heat

Writing Lesson 3

Grammar Answers

1. May I go to the toilet?
2. Mr Moses might finish the lesson late today.
3. Will you join us for lunch?
4. Would they like posho or matoke?

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> livestock
Sentence with the word	<ul style="list-style-type: none"> Livestock also cause problems.
Part of speech	<ul style="list-style-type: none"> noun
Context clue	<ul style="list-style-type: none"> trees are cut down for cattle to graze
My own sentence	<ul style="list-style-type: none"> We have livestock on our farm.
My own definition	<ul style="list-style-type: none"> animals people have on a farm to use for different purposes, like food
My picture	<ul style="list-style-type: none"> <i>Draw a picture of a cow on the chalkboard.</i>

Comprehension Questions

- How many districts no longer have forest ecosystems?
✓ Twenty-eight districts no longer have forest ecosystems.
- What are some of the causes of deforestation in Uganda?
✓ Some of the causes of deforestation are expanding farmland, population growth and increasing urbanisation.
- How can we slow down deforestation?
✓ We can slow down deforestation by cutting down fewer trees for farmland.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> the prefix ‘un-’ means not
Grammar	<ul style="list-style-type: none"> ‘will’ is used to talk about the future; ‘would’ is used to offer a choice
Structures	<ul style="list-style-type: none"> ‘may’ is used to ask permission; ‘will’ is used to make a request

Reading Lesson 1

Week 2 Reading Lessons

Text Type: Opinion Letter

A letter written to someone whose opinion you want to influence.

Text Structure:
Problem and Solution

Problems are challenges that people have. Solutions are the ways that people solve these challenges. In problem and solution writing, writers describe a problem. They explain the solution to the problem and then tell what happens as a result of the solution.

Guiding Question

Can you find the problem and solution in this letter?

Lesson 1: Problem:

Amina needs money for school fees.

Solution: Her uncle can lend her money.

Lesson 2: Problem:

Amina still needs money for school fees.

Solution: Her uncle can still lend her money.

Comprehension Questions

1. Amina wants to use the money to pay school fees.
2. I think families should pay school fees for all of their children because all children should be able to go to school.
3. Amina thinks her uncle should lend her money because she has worked hard in class.

Vocabulary Definitions and Sentences

gratitude (grat-i-tude): the feeling of being thankful; gratefulness (*noun*)

- Parents show gratitude to teachers by bringing them beans.

forgive (for-give): to accept someone's apology; to stop being angry or upset at someone (*verb*)

- I forgive you for breaking my toy.

request (re-quest): to ask for something in a polite way (*verb*)

- He will request help from his father.

lend (lend): to give someone money that they will return later (*verb*)

- The bank will lend the shopkeeper money to buy more products.

Reading Lesson 2

Comprehension Questions

1. Amina is writing another letter to her uncle because he did not respond to her first letter.
2. I know Amina's uncle did not respond to her first letter because she is writing him a second letter about her school fees.
3. I think her uncle will lend her the money.

Vocabulary Definitions and Sentences

letter (let-ter): a written message, usually sent through the post (*noun*)

- Julius wrote a letter to his family in Nairobi.

borrow (bor-row): to take something that you will later return (*verb*)

- May I borrow your pencil, please?

politely (po-lite-ly): in a way that is nice or thoughtful; showing good behaviour (*adverb*)

- The pupils politely asked for more books.

assist (as-sist): to give help or support (*verb*)

- Please assist me with the work.

Reading Lesson 3

Spelling Test

- forgive
- allow
- letter
- here
- redo
- retell

Words Families Test

re	play	name
fill	move	pay

- replay
- rename
- repay
- remove
- refill

Week 2 Reading Lessons

Text Summary

This is a letter from Amina to her uncle. She tells him about her problem paying school fees and politely requests his help to solve her problem. She also explains why he should help her with her school fees.

Grammar Test

1. They feel ___ for breaking the table.
 They feel remorse for breaking the table.
2. She said, “I am ____.”
 She said, “I am sorry.”

Structures Test

1. Can you forgive me for losing your book?
 Yes, I can forgive you for losing my book.
2. Could you please allow me to watch the football match?
 No, I am sorry, I cannot allow you to watch the football match.

Writing Lesson 1

Answers: Problem Solution Chart

Problem	Solution
<ul style="list-style-type: none">Amina needs money to pay school fees.	<ul style="list-style-type: none">Amina writes a letter to her uncle asking for help.
<ul style="list-style-type: none">Amina has earned some money for her school fees, but not all of the money needed.	<ul style="list-style-type: none">Amina writes a letter to her uncle asking for help with the remaining balance. With the money she will pay her fees.

Writing Lesson 2

Example Writing Organiser: Biography

Title	<ul style="list-style-type: none">Winnie Moves to Kaberamaido
Who?	<ul style="list-style-type: none">my best friend Winnie
Where?	<ul style="list-style-type: none">Soroti
When?	<ul style="list-style-type: none">last year in Primary 3
What?	<ul style="list-style-type: none">Winnie had to move to Kaberamaido because her father died. When she arrived she could not understand Kumam. School was very hard for her.
How?	<ul style="list-style-type: none">When she came to our school I helped her learn Kumam.
Why?	<ul style="list-style-type: none">Her life is important because she is my best friend.
Conclusion	<ul style="list-style-type: none">Now she is top of the class in Primary 4.

Writing Lesson 3

Grammar Answers

- I am sorry for breaking your pencil.
- He feels remorse for what he did.
- Please tell your mother that I need to speak to her.
- The pupils said, “Thank you,” to their teacher.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • migrate
Sentence with the word	<ul style="list-style-type: none"> • In Uganda many people migrate from villages and rural areas to towns.
Part of speech	<ul style="list-style-type: none"> • verb
Context clue	<ul style="list-style-type: none"> • from villages and rural areas to towns
My own sentence	<ul style="list-style-type: none"> • Some birds migrate from Uganda to Kenya.
My own definition	<ul style="list-style-type: none"> • to shift from one place to another
My picture	<ul style="list-style-type: none"> • <i>Draw a map outline of Uganda on the chalkboard, then draw an arrow from the west pointing to Kampala.</i>

Comprehension Questions

1. What has happened as a result of population growth in Uganda?
 Forests have been destroyed in Uganda as a result of population growth.
2. Why do you think the writer wrote this text?
 I think the writer wrote this text to tell people about deforestation and how we can prevent it.
3. What is the relationship between population growth and urbanisation?
 When the population grows, more people move to towns and cities.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • The prefix ‘re-’ means to do something again.
Grammar	<ul style="list-style-type: none"> • ‘remorse’ and ‘sorry’ are used to apologise; ‘please’ is used to make a request; ‘thank you’ is used to show gratitude
Structures	<ul style="list-style-type: none"> • A question that begins with ‘can’ asks whether one is able to do something. A question that begins with ‘could’ asks whether one is willing to do something.

Reading Lesson 1

Week 3 Reading Lessons

Text Type: News Story

A factual report about a real life event.

It usually focuses on things that are happening in the community.

Text Structure: Cause and Effect

Causes are reasons why something happens. Effects are what happen. In cause and effect writing, writers give reasons why something happens and explain what happens as a result.

Guiding Question

What cause and effect words are used in this story?

Lesson 1: because, so, as a result

Lesson 2: so

Comprehension Questions

1. The two men argued about the cost of a boda boda trip.
2. The police might arrest Mr Egunyu.
3. If you are angry with someone, you should try to forgive that person.

Vocabulary Definitions and Sentences

argued (ar-gued): an angry disagreement; quarrel (*verb*)

- The two men argued over the land.

decision (de-ci-sion): the act or result of choosing or deciding (*noun*)

- Pupils were happy about the decision to have a party.

steal (steal): to take something from another without permission or right (*verb*)

- The thieves went to the bank to steal money.

lied (lied): to say something that is not true (*verb*)

- Mercy lied about breaking the plate.

Reading Lesson 2

Comprehension Questions

1. Mr Egunyu was imprisoned for stealing the motorbike.
2. The effects were that Mr Egunyu crashed the motorbike and he was imprisoned.
3. If I was a boda boda driver and my motorbike was stolen I would be very angry.

Vocabulary Definitions and Sentences

imprisoned (im-pris-oned): put or kept in a prison (*adjective*)

- The woman was imprisoned for stealing the cow.

quarrel (quar-rel): an angry argument or disagreement (*noun*)

- Robert and Patrick had a quarrel about the bicycle.

careless (care-less): not paying close attention; not careful or watchful (*adjective*)

- Herbert was careless and lost his money.

disciplined (dis-ci-plined): punished because of one's behaviour (*verb*)

- The student was disciplined for cheating.

Reading Lesson 3

Spelling Test

- steal
- decided
- careless
- again
- prepare
- predict

Words Families Test

pre	view	heat
test	pay	school

- preview
- preheat
- pretest
- prepay
- preschool

Week 3 Reading Lessons

Text Summary

This is a news story about a motorbike that was stolen after a quarrel. The police and motorbike driver talk to reporters about what caused the quarrel and how the thief was arrested.

Grammar Test

1. I ___ go to university after secondary school.
 I should go to university after secondary school.
2. We ___ take a test before graduating.
 We must take a test before graduating.

Structures Test

1. What should you do if you see a lion?
 You should hide.
2. Why shouldn't we quarrel?
 We shouldn't quarrel because quarreling is bad.

Writing Lesson 1

Answers: Cause and Effect Chart

Cause	Effect
• A boda boda driver and a customer, Mr Egunyu, could not agree on the price of the trip.	• The boda boda driver and Mr Egunyu quarrelled.
• The boda boda driver and Mr Egunyu quarrelled.	• Mr Egunyu pushed the boda boda driver and stole his motorbike.
• Mr Egunyu was trying to escape on the stolen motorbike.	• Mr Egunyu crashed the motorbike.
• Mr Egunyu stole the boda boda driver's motorbike and crashed it.	• The police caught Mr Egunyu and he was imprisoned.

Writing Lesson 2

Example Writing Organiser: Biography

Title	• Winnie Moves to Kaberamaido
Who?	• my best friend Winnie
Where?	• Soroti
When?	• last year in Primary 3
What?	• Winnie had to move to Kaberamaido because her father died. When she arrived she could not understand Kumam. School was very hard for her.
How?	• When she came to our school I helped her learn Kumam.
Why?	• Her life is important because she is my best friend.
Conclusion	• Now she is top of the class in Primary 4.

Writing Lesson 3

Grammar Answers

1. You must ask permission before you leave the classroom.
2. You should plan your story before you write it.
3. They must wash their hands before eating.
4. She should join the team, she is a great netball player!

Transition Lesson

Answers: Checking for Understanding Chart

K – What I know	W – What I want to know	L – What I learnt
Trees are good. They give us shade and shelter.	Why is it bad to cut down too many trees?	Trees have roots that hold the soil together. If you cut down trees, erosion of the soil will happen.
Trees are cut down to make charcoal and for firewood.	What are the other reasons trees are cut down?	Trees are cut down: for cattle to have a place to graze; to make room for towns and cities to grow; and to create farmland to feed more people.
There are still forests in Uganda, but they are smaller than they were.	What can people do to save the forests?	We can have a smaller population so we do not need to destroy the forests to make way for people.

Comprehension: Reading Tables

- How many countries on the graph are in Africa?
✓ Four of the countries on the graph are in Africa.
- Which country on the graph has the lowest population growth?
✓ The USA has the lowest population growth on the graph.
- What information is listed on the X and Y axis of a graph?
✓ The X and Y axis of the graph tells us what we are comparing (countries) and how we are comparing them (population growth).

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> The prefix ‘pre-‘ means before or in advance.
Grammar	<ul style="list-style-type: none"> ‘should’ is used to suggest something or give advice; ‘must’ is used for something that you have to do
Structures	<ul style="list-style-type: none"> Use ‘should’ to make a suggestion or give advice.

Reading Lesson 1

Week 4 Reading Lessons

Text Type: Autobiography

A true story someone writes about his or her own life.

Text Structure: Cause and Effect

Causes are reasons why something happens. Effects are what happen. In cause and effect writing, writers give reasons why something happens and explain what happens as a result.

Guiding Question

What cause and effect words are used in this story?

Lesson 1: so

Lesson 2: then

Comprehension Questions

1. Frog was angry at Lizard because he pulled his tail off.
2. I think Lizard did not mean to hurt Frog, but he was careless.
3. Frog felt angry when Lizard hurt him.

Vocabulary Definitions and Sentences

unlike (un-like): not like; not similar to (*preposition*)

- Unlike Mary, I am not very good at netball.

careful (care-ful): taking care in one's actions; cautious (*adjective*)

- Nakato was careful when she held the baby.

unkind (un-kind): not kind or sympathetic; harsh (*adjective*)

- She was unkind to me when I asked for help.

revenge (re-venge): punishing someone for something bad they did to you (*noun*)

- I will seek revenge if he hits me.

Reading Lesson 2

Comprehension Questions

1. Frog offered to place a rope around Lizard's neck and pull him to the island.
2. Frog and Lizard are not friends anymore because they hurt each other.
3. Two people can remain friends after they hurt each other if they apologise and forgive each other.

Vocabulary Definitions and Sentences

abuse (a-buse): bad treatment (*noun*)

- Prossy suffers abuse from her older brother.

responsibility (re-spons-i-bil-i-ty): something a person must do; duty (*noun*)

- It is Richard's responsibility to wash the dishes.

disobeyed (dis-o-beyed): to refuse to obey (*verb*)

- He disobeyed the rules.

damaged (dam-aged): harmed or injured (*verb*)

- Lillian damaged her bicycle.

Reading Lesson 3

Spelling Test

- careful
- once
- disobeyed
- take
- explain
- except

Week 4 Reading Lessons

Text Summary

This is an autobiography told by Lizard. Lizard explains his quarrel with Frog, which caused his cheeks to become puffed out and caused Frog to lose his tail.

Words Families Test

ex	pire	plode
tend	tract	ceed

- expire
- explode
- extend
- extract
- exceed

Grammar Test

1. We ___ in our classroom before the teacher.
 ✓ We must be in our classroom before the teacher.
2. It ___ dark when you leave, so carry a torch.
 ✓ It will be dark when you leave, so carry a torch.

Structures Test

1. You must ___ if you want to ____.
 ✓ You must study if you want to go to secondary school.
2. You should not ___, because ____.
 ✓ You should not go out late at night, because it is dangerous.

Writing Lesson 1

Answers: Cause and Effect Chart

Cause	Effect
• Lizard pulled too hard on the rope tied to Frog's tail.	• Frog's tail came off.
• Lizard laughed at Frog and was unkind.	• Frog was angry and decided to get revenge.
• Frog pulled too hard on the rope around Lizard's neck.	• Lizard's cheeks were damaged and puffed out around his neck.
• Frog and Lizard hurt each other.	• Frog and Lizard are no longer friends.

Writing Lesson 2

Mini-Lesson: Writing Good Topics Sentences

		Use signal words	Add details
I Do	Julia's parents lived in Kenya.	Before Julia was born, her parents lived in Kenya.	Before Julia was born, her parents lived in Nairobi, Kenya.
We Do	Julia liked to study science.	In school, Julia liked to study science.	In secondary school, Julia liked to study biology.
You Do	Julia became a scientist.	After she finished school, Julia became a scientist.	After she finished university, Julia became a famous Ugandan scientist.

Writing Lesson 3

Grammar Answers

1. It will be cold, so bring your jumper.
2. We are going to be late if we don't run.
3. You must be ready for school at 7 o'clock.
4. The exams will be difficult if you don't study.

Transition Lesson

Answers: Cause and Effect Chart

Cause	Effect
• People in Uganda are expanding their farmland to grow more crops and raise more livestock.	• deforestation
• The population of Uganda is growing and people need more space for homes.	• deforestation
• The deforestation rate in Uganda is high.	• urbanisation
• The population growth rate in Uganda is high.	• Uganda may lose all of its forests by 2050.

Teaching Tips for Writing Lesson 3

Word Families	• The prefix ‘ex-’ means out or up.
Grammar	• Future progressive is used to talk about something happening in the future. It is something that is ongoing or continuous.
Structures	• Use ‘must’ to give an instruction or command. It is something that one has to do.

Reading Lesson 1

Week 5 Reading Lessons

Text Type: How To Report

A step-by-step description of how to do or make something. It is written in numbered steps or paragraphs.

Text Structure: Sequencing

A sequence shows the steps in something or the order of events. Examples are: directions, instructions, stories and timelines. In sequencing writing, writers identify events in the order that they happened, or list the steps in a process.

Guiding Question

What sequencing words are used in this report?

Lesson 1: first, second, then

Lesson 2: before, next, finally

Comprehension Questions

1. The first step in going shopping is to think about what you need.
2. You should make a list before shopping so you remember to buy everything you need.
3. You can get the best price by buying more products from one person.

Vocabulary Definitions and Sentences

materials (ma-te-ri-als): things used for building or making something (*noun*)

- Ruth bought materials from the hardware store.

ingredients (in-gre-di-ents): the items needed to make something, usually to eat or drink (*noun*)

- Mother puts many ingredients in her soup.

items (i-items): things in a group or list (*noun*)

- Joseph had a list of items to buy.

quantity (quan-ti-ty): amount or number of something (*noun*)

- They bought a large quantity of beans.

Reading Lesson 2

Comprehension Questions

1. The first step in planning for shopping is to check how much money you have.
2. You should check the sum of your items before buying them so you know if you have enough money.
3. You should replace the most expensive items with cheaper items to save money.

Vocabulary Definitions and Sentences

budget (budg-et): the amount of money you have to spend on something (*noun*)

- Sarah had a budget of 100,000 shillings for her party.

expensive (ex-pen-sive): costing a lot of money; a high price (*adjective*)

- Those shoes are too expensive.

cheaper (cheap-er): having a lower price (*adjective*)

- The chicken is cheaper than the cock.

sum (sum): the total you get when you add two or more numbers (*noun*)

- The sum of $10 + 2$ is 12.

Reading Lesson 3

Spelling Test

- quantity
- best
- cheaper
- money
- disorder
- disable

Words Families Test

dis	connect	miss
obey	grace	honest

- disconnect
- dismiss
- disobey
- disgrace
- dishonest

Week 5 Reading Lessons

Text Summary

This is a report about how to create a budget for shopping. It tells the proper sequence for planning what to buy, how to buy items based upon how much money you have, and how to get the cheapest price.

Grammar Test

1. The farmer has ___ cows.
✓ The farmer has many cows.
2. Wilbert drank ___ water.
✓ Wilbert drank some water.

Structures Test

1. How much does a soda cost?
✓ It costs 1,500 shillings.
2. How many eggs do you need?
✓ I need six eggs.

Writing Lesson 1

Answers: Sequencing Organiser

First	What happens: Before you go shopping check how much money you have. Signal words: Step 1
Then	What happens: When you are at the market look for the best prices for the items you want to buy. Signal words: Step 2
Then	What happens: Add the cost of the items in your basket and compare the total to the money you have. Signal words: Step 3
Then	What happens: If you do not have enough money to buy all of the items, remove the most expensive items and find cheaper items to replace them. Signal words: Step 4, Step 5
Finally	What happens: Add the cost of the items in your basket and compare the total to the money you have. If you have enough money, buy the items. Record the cost of each item when you get home so that you can plan your budget better next time. Signal words: Step 6, Step 7

Writing Lesson 2

Mini-lesson: Ordering Events*Arrange in order*

2	During secondary school, Julia liked to study biology.
3	After she finished university, Julia became a famous Ugandan scientist.
1	Before Julia was born, her parents lived in Nairobi, Kenya.

Writing Lesson 3

Grammar Answers

1. Mother went to the shop to buy some sugar.
2. Musa did not sell many books today.
3. Do you have any shops near your home?
4. Father did not give me much money for shopping.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • dentist
Sentence with the word	<ul style="list-style-type: none"> • Go to the dentist every year.
Part of speech	<ul style="list-style-type: none"> • noun
Context clue	<ul style="list-style-type: none"> • The dentist will check your teeth and clean them very well.
My own sentence	<ul style="list-style-type: none"> • I want clean teeth so I go to the dentist.
My own definition	<ul style="list-style-type: none"> • A dentist is a doctor who takes care of your teeth.
My picture	<ul style="list-style-type: none"> • <i>Draw a picture of dentist with a toothbrush on the chalkboard.</i>

Comprehension Questions

1. Who invented the modern toothbrush?
✓ William Addis invented the modern toothbrush.
2. How were early European toothbrushes different from Chinese toothbrushes?
✓ Early European toothbrushes were made from horsehairs or feathers. Chinese toothbrushes were made from the bristles on pigs' necks.
3. How do you think people in ancient Africa cleaned their teeth?
✓ I think that people in Africa cleaned their teeth using tiny sticks and bones.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • The prefix ‘dis-‘ means not and opposite of.
Grammar	<ul style="list-style-type: none"> • Some, many, any and much are quantifiers used to talk about the amount of uncountable nouns, or to give a general amount of something (and not a specific amount).
Structures	<ul style="list-style-type: none"> • Many is used to talk about things that can be counted; much is used to talk about things that are uncountable.

Reading Lesson 1

Week 6 Reading Lessons

Text Type: Thematic Report

A report that provides facts and information about a topic.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this report?

Lesson 1: busy, larger, cheaper, better, best, good

Lesson 2: different, many, expensive

Comprehension Questions

1. You can find fruits, vegetables, fish and meat in the market.
2. Vendors and customers can both get what they want by agreeing on a good price.
3. You can bargain or buy from a certain vendor to get the best prices at the market.

Vocabulary Definitions and Sentences

vendors (ven-dors): people who sell things (*noun*)

- There were many vendors at the market.

profit (pro-fit): the money a person or business makes after they pay for their expenses (*noun*)

- The newspaper made a large profit this year.

bargain (bar-gain): to talk about the terms of a sale or purchase (*verb*)

- Grace will bargain with the shopkeeper to get a good price.

weighs (weighs): to measure the weight of something using a scale (*verb*)

- First, madam weighs the rice.

Reading Lesson 2

Comprehension Questions

1. Farmers pack their products together and sell them to traders.
2. The main idea of this report is that farmers, traders and vendors work together to get food to the market.
3. The cost of food gets higher as it is sold because farmers, traders and vendors all want to make a profit.

Vocabulary Definitions and Sentences

traders (tra-ders): people who buy and sell; dealers (*noun*)

- Traders come from Kampala to the market.

capacity (ca-pac-i-ty): power or ability to do or be something (*noun*)

- Miriam has the capacity to be a great pupil.

litres (li-tres): a way to measure the amount of liquids; 1,000 grams (*noun*)

- The jerry can holds ten litres.

pack (pack): to put in a container to carry or store (*verb*)

- Every day I pack my bag for school.

Reading Lesson 3

Spelling Test

- bargain
- deal
- capacity
- town
- misplace
- misspell

Words Families Test

mis	behave	read
use	take	chief

- misbehave
- misread
- misuse
- mistake
- mischief

Week 6 Reading Lessons

Text Summary

This is a report that describes what happens in community markets and how to shop and get the best prices. It also describes how foods get from farmers to traders to vendors to consumers.

Grammar Test

1. He puts ___ milk in his coffee.
✓ He puts a little milk in his coffee.
2. I have ___ toys than my cousin.
✓ I have fewer toys than my cousin.

Structures Test

1. How much is the juice?
✓ It is 1,500 shillings.
2. How much are newspapers?
✓ They are 2,000 shillings.

Writing Lesson 1

Answers: Place Descriptions

Who	• vendors, traders, customers
What	• people buy and sell things
Where	• in towns and villages
When	• different places have different market days
Why	• to sell things and to buy things that you need
How	• The market in my town is like the market in the story. You can buy many different things there.

Writing Lesson 2

Publishing Tip: Creating a Good Title Page

The title page is the first thing that we see when we read a story. A good title page lists the title of the story, gives the author's name and the date the story was published, and provides a picture about the story. It grabs the reader's attention and makes them want to read the story. The title page should give the reader an idea of what the story is about. Change the following titles below by adding details to make them more interesting. What pictures could you draw to go with each title?

	Title	Add details	Add a picture
I Do	Animals	Wild Animals in Uganda	a picture of safari animals
We Do	Porridge and Ants	Ants in My Porridge!	a picture of ants crawling into a bowl of porridge
You Do	Writing Exams	Getting Ready for the PLE	a picture of a pupil studying

Writing Lesson 3

Grammar Answers

1. Abdul has fewer chickens than Juma.
2. There are more books at Scovia's shop than Mercy's shop.
3. The school needs a lot of beans to feed the pupils.
4. I only take a little sugar in my tea.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> modern
Sentence with the word	<ul style="list-style-type: none"> So, who invented the modern toothbrush?
Part of speech	<ul style="list-style-type: none"> adjective
Context clue	<ul style="list-style-type: none"> William Addis from England made the first modern toothbrush in 1780.
My own sentence	<ul style="list-style-type: none"> In modern times, we use computers.
My own definition	<ul style="list-style-type: none"> something from the present day
My picture	<ul style="list-style-type: none"> <i>Draw a picture of a computer on the chalkboard.</i>

Comprehension Questions

- Can you name the different types of teeth people have?
 ✓ The different types of teeth people have are incisors, canines, premolars and molars.
- Why do you think the writer wrote this text?
 ✓ I think the writer wrote this text to teach people about teeth and the importance of taking care of them.
- What other ways can you take care of your teeth?
 ✓ You can also take care of your teeth by flossing, which removes food between your teeth that your toothbrush cannot reach.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> The prefix ‘mis-’ means wrong or not.
Grammar	<ul style="list-style-type: none"> More, less, fewer, a little, a lot are quantifiers used to give a general amount of something, not a specific amount.
Structures	<ul style="list-style-type: none"> Ask how much something is to find out its cost.

Reading Lesson 1

Week 7 Reading Lessons

Text Type: How To Report

A step-by-step description of how to do or make something. It is written in numbered steps or paragraphs.

Text Structure: Sequencing

A sequence shows the steps in something or the order of events. Examples are: directions, instructions, stories and timelines. In sequencing writing, writers identify events in the order that they happened, or list the steps in a process.

Guiding Question

What sequencing words are used in this report?

Lesson 1: after, when, later

Lesson 2: after, then, next

Comprehension Questions

1. The best seeds to buy are seeds from healthy plants with high yields.
2. The purpose of this report is to show you how to select and plant the best chilli seeds.
3. You should spend more money on good seeds so you get the best seeds for planting.

Vocabulary Definitions and Sentences

objective (ob-jec-tive): goal or purpose (*noun*)

- My objective is to learn how to play chess.

select (se-lect): to choose; pick (*verb*)

- Please select a book to read today.

yields (yields): things or amounts produced (*noun*)

- We will get low yields this year because of the drought.

grams (grams): the basic unit of weight in the metric system; 1/1,000 of a kilogram (*noun*)

- The bag of grasshoppers weighs 50 grams.

Reading Lesson 2

Comprehension Questions

1. Grade A chillies get the best price.
2. Farmers should plant Grade A chillies because they can sell them for a higher price.
3. It is important to save seeds so you can plant them next season and do not have to buy new seeds.

Vocabulary Definitions and Sentences

harvest (har-vest): to gather (crops that are ripe) (*verb*)

- We will harvest the maize soon.

tarpaulin (tar-pau-lin): a large sheet of plastic or other material (*noun*)

- They covered the hole in the roof with a tarpaulin.

organise (or-gan-ise): to set in order; arrange (*verb*)

- Please organise all of the books.

quality (qual-i-ty): degree of value or excellence (*noun*)

- The quality of this chicken feed is very good.

Reading Lesson 3

Spelling Test

- select
- might
- organise
- check
- dirty
- healthy

Words Families Test

wind	smell	guilt
mess	rain	y

- windy
- smelly
- guilty
- messy
- rainy

Grammar Test

1. She ___ a new dress for the party.
✓ She bought a new dress for the party.
2. I ___ 5,000 shillings for my shirt.
✓ I paid 5,000 shillings for my shirt.

Structures Test

1. Is a hoe cheaper than a wheelbarrow?
✓ Yes, a hoe is cheaper than a wheelbarrow.
2. Are socks more expensive than shoes?
✓ No, shoes are more expensive than socks.

Week 7 Reading Lessons

Text Summary

This is a report about chili seeds. It lists the steps, or sequence, in which seeds should be selected, planted and harvested.

Writing Lesson 1

Answers: Sequencing Organiser

First	What happens: Select a type of chili seed. Buy 100 grams of new seeds from healthy plants with high yields. Signal words: Step 1, Step 2, after
Then	What happens: Make a seedbed. Put the seeds into the holes. Cover the seeds with soil and water. Signal words: Step 3, Step 4, Step 5
Then	What happens: Move the seedlings to the garden. Then two weeks later begin weeding. Signal words: Step 6, Step 7, two weeks later
Then	What happens: Harvest the chillies. Signal word: after
Finally	What happens: Dry the chillies and store them in bags. Signal word: after

Writing Lesson 2

Example Writing Organiser: Skit

Title	• The Lost Book Bag
Character(s)	• Martha and Gloria
Setting	• at school when they were pupils in P2
Problem	• Martha lost her book bag
Action: Beginning	• Martha and Gloria were at school picking mangoes.
Action: Middle	• Martha and Gloria climb down from the tree. They discover that Martha's bag is gone. They look around the tree for the bag.
Action: Ending	• Gloria goes to report the missing bag and finds the bag with the askari. He returns it to Gloria. Martha is happy her bag is back!

Writing Lesson 3

Grammar Answers

1. We went to the market and bought 2 litres of milk.
2. The butcher sold us a kilogram of meat.
3. I wanted to buy more, but I spent all my money.
4. He paid 10,000 shillings for the chicken.

Transition Lesson

Answers: Checking for Understanding Chart

Right there question	<ul style="list-style-type: none"> Who invented the first bristle toothbrush?
Think and search question	<ul style="list-style-type: none"> What other foods are bad for your teeth?
On your own question	<ul style="list-style-type: none"> What animals have canine teeth that are bigger than human canine teeth?

Comprehension Questions

- How many teeth do you have?
✓ I have twenty teeth.
- What is the name of the teeth in the back of your mouth?
✓ The teeth in the back of my mouth are called molars.
- When you eat food, which teeth do you use first? Second? Third? Fourth?
✓ When you eat food, you use your incisors first, canines second, premolars third and molars fourth.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> The suffix ‘-y’ on the end of a noun changes it to an adjective.
Grammar	<ul style="list-style-type: none"> Irregular past tense verbs are verbs that don’t use the ‘-ed’ ending in the past tense.
Structures	<ul style="list-style-type: none"> Use cheaper and more expensive to compare the price of different items.

Reading Lesson 1

Week 8 Reading Lessons

Text Type: Skit

A short play that has dialogue and action between two or more characters.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this skit?

Lesson 1: excited, good, injured, better, fast

Lesson 2: good, fast, late, better

Comprehension Questions

- Anthony is playing in the match.
- The boys think that girls are not good at football.
- The boys think their team will win because the goalkeeper for the other team is a girl.

Vocabulary Definitions and Sentences

spectator (spec-ta-tor): a person that watches or observes (*noun*)

- The spectator clapped loudly.

goalkeeper (goal-keep-er): the player who defends the team's goal in sports (*noun*)

- The goalkeeper blocked all of the player's shots.

trophy (tro-phy): something given to celebrate a win; an award (*noun*)

- The winner of the math contest got a trophy.

afternoon (af-ter-noon): the time between noon and evening (*noun*)

- We help our mother in the afternoon.

Reading Lesson 2

Comprehension Questions

- The other team with the girl goalkeeper won the match.
- Joseph and Anthony think they lost because the other team's goalkeeper was very good.
- The boys learnt that girls can be good at playing football, too.

Vocabulary Definitions and Sentences

happened (hap-pened): took place; occurred (*verb*)

- What happened after class?

tomorrow (to-mor-row): the day after today (*noun*)

- Vianney will work in the garden tomorrow.

late (late): happening toward the end of something (*adjective*)

- It's late so we must go to bed.

morning (morn-ing): the early part of the day, when the sun rises and ending before noon (*noun*)

- I wake up early every morning.

Reading Lesson 3

Spelling Test

- afternoon
- last
- morning
- believe
- loudly
- honestly

Words Families Test

bad	fair	quiet
quick	rude	ly

- badly
- fairly
- quietly
- quickly
- rudely

Grammar Test

1. The pupils ___ English to the headmaster.
✓ The pupils spoke English to the headmaster.
2. The boy ___ very sad when he lost his ball.
✓ The boy became very sad when he lost his ball.

Structures Test

1. What did you do before the concert?
✓ I bathed before the concert.
2. Why did you practise before performing?
✓ I practised before performing because I want to perform well.

Week 8 Reading Lessons

Text Summary

This is a skit about a football match. Before the match, Joseph and Anthony discuss why they think their team will win. After the match, they describe how they lost.

Writing Lesson 1

Answers: Descriptions Organiser

Acts	<ul style="list-style-type: none"> Anthony: plays football, thought girls could not play football Joseph: plays football but is injured so he is a spectator, thought that girls would not be good football players
Looks	<ul style="list-style-type: none"> Anthony: dressed in his football uniform Joseph: not wearing his football uniform
Feels	<ul style="list-style-type: none"> Anthony: excited about the match, sad that the team lost Joseph: excited about the match but sad he is not playing, sad that the team lost
Someone I know like this	<ul style="list-style-type: none"> Anthony: give an example of someone in the class who loves to play football Joseph: give an example of someone at school who could not play sports because of an injury

Writing Lesson 2

Example Writing Organiser: Skit

Title	<ul style="list-style-type: none"> The Lost Book Bag
Character(s)	<ul style="list-style-type: none"> Martha and Gloria
Setting	<ul style="list-style-type: none"> at school when they were pupils in P2
Problem	<ul style="list-style-type: none"> Martha lost her book bag
Action: Beginning	<ul style="list-style-type: none"> Martha and Gloria were at school picking mangoes.
Action: Middle	<ul style="list-style-type: none"> Martha and Gloria climb down from the tree. They discover that Martha's bag is gone. They look around the tree for the bag.
Action: Ending	<ul style="list-style-type: none"> Gloria goes to report the missing bag and finds the bag with the askari. He returns it to Gloria. Martha is happy her bag is back!

Writing Lesson 3

Grammar Answers

- What time did the match begin?
- Our grandmother said, “Wash your clothes after school!”
- Last year, my sister became a nun.
- When the teacher spoke, everybody listened.

Transition Lesson

Answers: Sequencing Organiser

First	What happens: When you brush your teeth use toothpaste. Signal word: first
Then	What happens: Move your toothbrush in small circles. Signal word: second
Then	What happens: Make sure you brush all of your teeth on the top and sides. Signal word: third
Then	What happens: Brush your teeth for two minutes every time you brush. Brush your teeth twice a day. Signal word: none
Finally	What happens: Brush your tongue, too. Signal word: too

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> Adding the suffix ‘-ly’ to a word makes it an adverb; it tells how something is done.
Grammar	<ul style="list-style-type: none"> We ‘say’ something specific and ‘say’ often uses quotation marks; we ‘speak’ a language or ‘speak’ in general.
Structures	<ul style="list-style-type: none"> Before is a signal word that tells us we are talking about the past.

Reading Lesson 1

Week 9 Reading Lessons

Text Type: Fiction Story

A made-up story that is created from the writer's imagination.

Text Structure: Problem and Solution

Problems are challenges that people have. Solutions are the ways that people solve these challenges. In problem and solution writing, writers describe a problem. They explain the solution to the problem and then tell what happens as a result of the solution.

Guiding Question

Can you find the problem and solution in this story?

Lesson 1: Problem:

The people in the village cut down the trees and the water in the village dried up.

Solution: People walked all day looking for water.

Lesson 2: Problem:

The chief was upset because of the effects of human activities on the village.

Solution: He taught people to conserve the land.

Comprehension Questions

1. The problem in Kaalo Village was that the wells and swamps dried up.
2. Kaalo Village had a big forest and lots of water before the people came.
3. Trees are important because they hold the soil in place and keep water in the soil.

Vocabulary Definitions and Sentences

drought (drought): a long period with little or no rain (*noun*)

- The drought killed most of the crops.

population (pop-u-la-tion): the total number of people living in a country, city, or other place (*noun*)

- The population of Kampala is big.

situation (sit-u-a-tion): state of affairs (*noun*)

- The forest fire put the village in a dangerous situation.

evening (eve-ning): the time between late afternoon and nightfall (*noun*)

- Our family always eats supper in the evening.

Reading Lesson 2

Comprehension Questions

1. The chief solved the village's problem by digging a deeper well and getting people to agree to stop cutting trees.
2. If the villagers had not agreed to the chief's plan then the drought might have become worse and people could have died.
3. No, there has not been a problem with cutting down too many trees where I live.

Vocabulary Definitions and Sentences

human activities (hu-man ac-tiv-i-ties) things that people spend time doing (*noun*)

- Human activities include farming and fishing.

neighbouring (neigh-bour-ing): located close by or next to something (*adjective*)

- My friend Sarah lives in the neighbouring village.

solved (solved): found or figured out an answer to (*verb*)

- She solved all of the maths problems.

soil erosion (soil e-ro-sion): wearing away of the earth's surface by wind or water (*noun*)

- Soil erosion is a problem for farmers.

Reading Lesson 3

Spelling Test

- population
- less
- solved
- effects
- illness
- sickness

Words Families Test

dark	weak	sad
fair	kind	ness

- darkness
- weakness
- sadness
- fairness
- kindness

Grammar Test

1. I ___ a story in English class.
✓ I read a story in English class.
2. The government ___ a school in our district.
✓ The government built a school in our district.

Structures Test

1. What did you do after the exam?
✓ I went home after the exam.
2. Why did you drink water after running?
✓ I drank water after running because I wanted to be healthy.

Week 9 Reading Lessons

Text Summary

This is a story about how drought affects a village in Uganda. The chief notices how human activities are causing this problem. He develops solutions to the village's problems.

Writing Lesson 1

Answers: Problem and Solution Chart

Problem	Solution
• There was a drought.	• People went to look for water.
• There was not enough water.	• Men dug a deeper well.
• There was too much soil erosion.	• People agreed to stop cutting trees.

Writing Lesson 2

Mini-Lesson: Writing Stage Directions

	Add stage directions
Ann: Good morning, Teacher.	Ann: (<i>stands up</i>) Good morning, Teacher.
Teacher: Good morning, Ann.	Teacher: (<i>motions for Ann to sit down</i>) Good morning, Ann.
Ann: What do you want us to do this morning?	Ann: (<i>nervously</i>) What do you want us to do this morning?
Teacher: I want you to get out your exercise book for a quiz.	Teacher: (<i>angrily</i>) I want you to get out your exercise book for a quiz.
Ann: Yes, Madam.	Ann: (<i>nervously</i>) Yes, Madam.

Writing Lesson 3

Grammar Answers

1. Mother read us a story before we went to sleep.
2. Madam Julia wrote a book for the class.
3. William drew a picture of me!
4. Mukwano built a new factory in their town.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> germs
Sentence with the word	<ul style="list-style-type: none"> We also call them germs.
Part of speech	<ul style="list-style-type: none"> noun
Context clue	<ul style="list-style-type: none"> Microbes are organisms so tiny that we cannot see them with our eyes. We also call them germs.
My own sentence	<ul style="list-style-type: none"> Germs live all around us and inside our bodies.
My own definition	<ul style="list-style-type: none"> tiny organisms including bacteria, viruses and fungi
My picture	<ul style="list-style-type: none"> <i>Draw a picture of bacteria on the chalkboard.</i>

Comprehension Questions

- What are the three different types of microbes?
✓ The three different types of microbes are bacteria, viruses and fungi.
- What do you think is more dangerous, a bacteria or a fungi? Explain.
✓ I think that bacteria are more dangerous because some of them cause diarrhoea, which can kill you.
- How can a microscope help doctors?
✓ A microscope helps doctors find out the type of microbe that makes a person sick.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> The suffix ‘-ness’ describes the state of being or quality of someone or something.
Grammar	<ul style="list-style-type: none"> Irregular past tense verbs are verbs that don’t use the ‘-ed’ ending in the past tense.
Structures	<ul style="list-style-type: none"> Use ‘after’ to show the sequence of events; one thing happens after another.

Reading Lesson 1

Week 10 Reading Lessons

Text Type: Real Life Story

A true story about something that happened to the writer. It is usually told in the first person.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in the story?

Lesson 1: excited, special, big, best, small, yellow, white

Lesson 2: big, colourful, loudly, beautiful, long, hungry, high, good

Comprehension Questions

1. The wedding will take place at the grandparents' house.
2. The family helped prepare for the wedding by saving money and planning for the party and food.
3. Yes, I helped my mother cook the food for my uncle's wedding.

Vocabulary Definitions and Sentences

invitation (in-vi-ta-tion): when someone asks you to participate in an activity (*noun*)

- I received an invitation to the party.

prepare (pre-pare): to make ready (*verb*)

- We had to prepare the garden for planting.

contribute (con-trib-ute): to give something for a purpose (*verb*)

- Our family will contribute money for the traditional marriage.

happiness (hap-pi-ness): the feeling of being happy (*noun*)

- The good news filled Innocent with happiness.

Reading Lesson 2

Comprehension Questions

1. The men played the drums at the wedding.
2. Family members help decorate the tent, put out flowers, carry items and cook food at weddings.
3. Yes, this wedding is like my sister's wedding. She also had decorated tents and music.

Vocabulary Definitions and Sentences

event (e-vent): something that happens (*noun*)

- A wedding is a special event.

ceremony (cer-e-mo-ny): a formal act done to honour a special occasion (*noun*)

- We attended my brother's graduation ceremony.

wait (wait): to stay in one place until something happens (*verb*)

- You must wait for Ambrose to kick the ball to you.

queued (queued): formed a line (*verb*)

- Zubedah queued in a long line to get food at the party.

Reading Lesson 3

Spelling Test

- prepare
- quickly
- ceremony
- when
- helpless
- useless

Words Families Test

pain	home	hope
harm	care	less

- painless
- homeless
- hopeless
- harmless
- careless

Week 10 Reading Lessons

Text Summary

This is a real life story about the wedding of a girl's aunt. The girl describes her feelings of excitement when the family receives a wedding invitation. She also describes the wedding ceremony.

Grammar Test

1. My brother ___ while my mother cooked.
✓ My brother was studying while my mother cooked.
2. While the girls ___, the boys played drums.
✓ While the girls were dancing, the boys played drums.

Structures Test

1. What were you doing while I was away?
✓ I was reading while you were away.
2. What do they usually do while they are eating?
✓ They usually keep quiet while they are eating.

Writing Lesson 1

Answers: Event Descriptions

Who	<ul style="list-style-type: none"> brothers, mother, aunt, father, family, guests
What	<ul style="list-style-type: none"> men play drums, people wear nice clothes, aunt gets married
Where	<ul style="list-style-type: none"> grandparent's house
When	<ul style="list-style-type: none"> when two people decide to wed and celebrate with their families
Why	<ul style="list-style-type: none"> to see the aunt get married
How	<ul style="list-style-type: none"> It is like an introduction but people do not have to wear traditional dress like an introduction. It is also like a baptism because a baptism is a formal celebration.

Writing Lesson 2

Mini-Lesson: Using Your Senses to Add Details

	Pineapple	Happy
Look	<ul style="list-style-type: none"> hard, brown and yellow outside with a green top 	<ul style="list-style-type: none"> smiles, friends, family
Smell	<ul style="list-style-type: none"> sweet, ripe 	<ul style="list-style-type: none"> food cooking
Taste	<ul style="list-style-type: none"> sweet, juicy, delicious 	<ul style="list-style-type: none"> sweets
Sound	<ul style="list-style-type: none"> panga cutting the pineapple from the tree 	<ul style="list-style-type: none"> laughing
Feel	<ul style="list-style-type: none"> hard and spiky on the outside; juicy and sticky on the inside 	<ul style="list-style-type: none"> love

Writing Lesson 3

Grammar Answers

- While I was washing dishes, my sister swept the compound.
- I saw a woman driving a boda boda, while I walked to school.
- While my father was feeding the baby, my mother cooked.
- The pupils listened, while their teacher was giving instructions.

Transition Lesson

Answers: Summarising Chart

Main Idea	Details and Facts
Microscopes help doctors identify and understand microbes.	<ul style="list-style-type: none"> Doctors use microscopes to see things that are too small to see with your eyes alone. To use a microscope, you must first get a sample of blood, skin or saliva. Then you look at, or examine, the sample under the microscope. Using the microscope, you can see which microbes are living in your body.
There are similarities and differences between bacteria, viruses and fungi.	<ul style="list-style-type: none"> Bacteria, viruses and fungi can all make us sick. Bacteria and fungi can live outside our bodies. Viruses can only live inside the cells of our bodies. Good bacteria help us digest food. Good fungi, like mushrooms, can be food for us.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> The suffix '-less' means without.
Grammar	<ul style="list-style-type: none"> Past continuous talks about actions that were happening at a time in the past but were not completed.
Structures	<ul style="list-style-type: none"> 'What were you doing while...?' asks what was happening when another event was taking place.

Reading Lesson 1

Week 11 Reading Lessons

Text Type: Skit

A short play that has dialogue and action between two or more characters.

Text Structure: Sequencing

A sequence shows the steps in something or the order of events. Examples are: directions, instructions, stories and timelines. In sequencing writing, writers identify events in the order that they happened, or list the steps in a process.

Guiding Question

What sequence words are used in the story?

Lesson 1: then, next

Lesson 2: after

Comprehension Questions

- Mary and Ali last went to the zoo in Primary 2.
- If a monkey tried to steal my food, I would run away!
- At the zoo, Mary and Ali might see elephants and giraffes.

Vocabulary Definitions and Sentences

arrived (ar-rived): to reach a certain place or goal (*verb*)

- Felix arrived at school on time.

remember (re-mem-ber): to bring back into the mind from memory; recall (*verb*)

- Lucy does not remember meeting the old man.

surprises (sur-pris-es): things that happen that are not expected (*noun*)

- I love surprises because they are usually fun.

chased (chased): forced to go in a certain direction; driven away (*verb*)

- James chased the chicken out of the house.

Reading Lesson 2

Comprehension Questions

- Mary decided to write her report on parrots.
- People should kill animals for food and for their skins if they need them.
- I would like to see elephants, giraffes and lions at the zoo.

Vocabulary Definitions and Sentences

interesting (in-ter-est-ing): causing attention to, concern about, or interest in (*adjective*)

- The book we read in class today was interesting.

rhyme (rhyme): a short and funny poem using words with the same sound at the end of the lines (*noun*)

- I am going to write a rhyme about birds.

report (re-port): a statement or factual story of something (*noun*)

- Grace wrote a report about her trip to Kenya.

funny (fun-ny): causing laughter or pleasure (*adjective*)

- Fred's joke was very funny!

Reading Lesson 3

Spelling Test

- surprises
- early
- report
- maybe
- useful
- helpful

Words Families Test

colour	care	pain
power	thank	ful

- colourful
- careful
- painful
- powerful
- thankful

Week 11 Reading Lessons

Text Summary

This is a skit about a father and son who go to the zoo. The son, Ali, sees his classmate, Mary, there. They tell stories about when their Primary 2 class came to the zoo and list the sequence in which things happened. Then they discuss the report they will write about their trip.

Grammar Test

1. I saw a dog when I ___ in the field.
 I saw a dog when I was sitting in the field.
2. The pupils ___ at the start of class.
 The pupils were talking at the start of class.

Structures Test

1. What were you doing when I came in?
 I was listening to the radio when you came in.
2. What songs were your brothers singing at home?
 My brothers were singing church songs at home.

Writing Lesson 1

Answers: Sequencing Organiser

First	What happens: Ali arrives at the zoo with his father.
Then	What happens: Ali sees his classmate Mary.
Then	What happens: Ali and Mary talk about their trip to the zoo in Primary 2. Signal words: then, next
Then	What happens: Ali and Mary talk about the report they will write about the zoo. Signal word: after
Finally	What happens: Ali tells Mary the rhyme their teacher told them about an elephant and a parrot.

Writing Lesson 2

Publishing Tip: Writing an About the Author Page

Published stories have a biography of the author, also called an ‘About the Author’ page. This tells readers about the person who wrote the story. It is always written in the third person (he, she). Your About the Author page should help readers get to know you. It should be short (3-4 sentences) and interesting! Complete the organiser below to create your own ‘About the Author’ page.

	<i>Personal Information</i>	<i>Change to Third Person</i>
Name and age	My name is Bwayo Isaac. I am 10 years old.	Bwayo Isaac is 10 years old.
Grade	I am in Primary Four.	He is in Primary Four.
I live in	I live in Mbale.	He lives in Mbale.
I like to	I like to play hide and seek with my friends.	He likes to play hide and seek with his friends.
My favourite thing to write about is	My favourite thing to write about is animals.	His favourite thing to write about is animals.

Writing Lesson 3

Grammar Answers

- When she was walking to town she found a 1,000 shilling note.
- I met the chairman when I was riding my bicycle to the district offices.
- My friends were playing at the park.
- The pupils were preparing for exams at 11 o'clock.

Transition Lesson

Answers: Venn Diagram

How are they different? (left circle)	Bacteria • can live inside or outside our bodies • get nutrients from the environment they live in
How are they similar? (middle circle)	Bacteria and Viruses • are microbes, can make us sick • can help us when they are in our intestines • can be used as medicine or as cures for illnesses
How are they different? (right circle)	Viruses • can only live in the cells of our bodies • get nutrients from the host they live in

Teaching Tips for Writing Lesson 3

Word Families	• The suffix '-ful' means full of.
Grammar	• Past continuous talks about actions that were happening at a time in the past but were not completed.
Structures	• 'What were you doing when...?' asks what was happening when another event was taking place.

Summative Assessments Term 2

Introduction

Below are summative assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

Level 3 (L3): The learner's performance exceeds the competence expected. Symbol: 

Level 2 (L2): The learner's performance meets the competence. Symbol: 

Level 1 (L1): The learner's performance does not meet the competence. Symbol: 

Reading and Speaking Assessments (administered individually)

Comprehension and Fluency Assessment

Select a story from the term. Ask the learner to read a section aloud. Ask the learner three comprehension questions about the story.

L3: Reads the story and answers all questions correctly.

L2: Reads the story and answers 1-2 questions.

L1: Cannot read the story independently.

Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the flashcards to the learner one at a time. Ask the learner to read the word and use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.

L2: Successfully completes the task for 3-4 vocabulary words.

L1: Completes the task for 2 or fewer vocabulary words.

Writing and Listening Assessments (administered as a group)

Listening Comprehension Assessment

Select a section from one of the academic texts from the term. Create three comprehension questions about the text. Read the section of the text to the class. Ask the comprehension questions one at a time. Have learners write their responses in their exercise books or on a piece of paper. Collect and assess.

L3: Answers all three questions correctly.

L2: Answers 1-2 questions correctly.

L1: Does not answer any questions correctly.

Spelling Assessment

Select 10 words from the vocabulary and word families sections of the pupil book. Dictate the words one at a time and have learners write them in their exercise books or on a piece of paper. Collect and assess.

L3: Spells 8-10 words correctly.

L2: Spells 6-8 words correctly.

L1: Spells 5 or fewer words correctly.

Creative Writing Assessment

Select a sub-topic and text type from the term. This exercise is a quick write. Tell learners that they will not go through the full 5-step writing process. They will go directly from planning to drafting. The focus is on writing a creative story that addresses the sub-topic in an interesting way. They will not lose points for grammar and spelling.

Put the writing organiser for that text type on the chalkboard. Tell learners to use the writing organiser to plan and draft their story in their exercise books or on a piece of paper. Collect and assess.

L3: Writes a meaningful, well-organised story with 4 or more sentences.

L2: Writes a meaningful, well-organised story with at least 2-3 sentences.

L1: The story does not include a full sentence.

Primary 4

Teacher's Guide

Term 3

Reading Lesson 1

Week 1 Reading Lessons

Text Type: Science Fiction Story

A fiction story about the future. It includes information about science or technology.

Text Structure:
Compare and Contrast

When you compare two things you show how they are alike. When you contrast two things you show how they are different. In compare and contrast writing, writers explain what is the same and different about two or more people, places, events or ideas.

Guiding Question

Guiding Question:
What compare and contrast words are used in this story?

Lesson 1: same as, but, like

Lesson 2: too, different

Comprehension Questions

1. Pamela thinks pupils will be able to study whenever they want in 100 years because of computers.
2. Charles would rather play all year than go to school.
3. Learning can happen any place where you get new information.

Vocabulary Definitions and Sentences

imagine (im-ag-ine): to get an idea, picture or image in your mind (*verb*)

- I can imagine traveling to Nairobi!

computers (com-put-ers): electronic machines that store and organise information (*noun*)

- In the future, our school will have computers for pupils.

term (term): a part of the school year (*noun*)

- Now we are in term 3.

microphone (mi-cro-phone): a tool used to make sounds louder or to record sounds (*noun*)

- Please speak into the microphone so we can hear you.

Reading Lesson 2

Comprehension Questions

1. Pamela thinks that in the future, pupils will be educated using technology.
2. Charles is very excited about the future.
3. I think that pupils will ride aeroplanes to school in the future.

Vocabulary Definitions and Sentences

experience (ex-pe-ri-ence): to try something (*verb*)

- We would like to experience ice-skating.

spectacles (spec-ta-cles) a pair of eyeglasses (*noun*)

- The old man wore spectacles when he was reading.

technology (tech-nol-o-gy) using science in daily life to make things that we do easier (*noun*)

- Computer technology has really changed the world!

replies (re-plies): answers or responds in some way (*verb*)

- I hope Jane replies to my letter.

Reading Lesson 3

Spelling Test

- imagine
- future
- technology
- very
- chance
- dance

Words Families Test

fin	bal	gl
adv	st	ance

- finance
- balance
- glance
- advance
- stance

Week 1 Reading Lessons

Text Summary

This is a science fiction story that compares and contrasts what school is like now and what it might be like in 100 years.

Grammar Test

1. I will ___ tomorrow.
✓ I will dance tomorrow.
2. Edwinah will not ___ after dinner.
✓ Edwinah will not study after dinner.

Structures Test

1. Will you attend the game?
✓ No, I will not attend the game.
2. What will they sing at the assembly?
✓ They will sing the national anthem.

Writing Lesson 1

Answers: Venn Diagram

How are they different? (left circle)	School Now • in a classroom, teachers teaching, use books, pens and paper
How are they similar? (middle circle)	School Now and in the Future • pupils get an education, teachers teach
How are they different? (right circle)	School in the Future • study anywhere, study anytime, use computers with microphones and cameras, everyone will have a computer

Writing Lesson 2

Example: Alliteration Poem

Nouns	Verbs	Describing Words
• dog	• dance	• dark
• diary	• drive	• deep
• dish	• drop	• delicate
• dress	• drink	• down
• dirt	• dig	• dirty

Example:

The dirty dog dug a deep hole

The dog dug down and down, deeper and deeper

The dog dropped a delicate dish

The delicate dish is dirty, deep in the dark hole

Writing Lesson 3

Grammar Answers

1. Anita will go to school tomorrow.
2. They will not study after class.
3. He will not work during school holidays.
4. She will feed her baby brother.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> convert
Sentence with the word	<ul style="list-style-type: none"> He was able to use his windmill to convert wind into electricity for his family's home.
Part of speech	<ul style="list-style-type: none"> verb
Context clue	<ul style="list-style-type: none"> wind into electricity
My own sentence	<ul style="list-style-type: none"> I will convert maize into posho with a grinding machine.
My own definition	<ul style="list-style-type: none"> changing one thing into another
My picture	<ul style="list-style-type: none"> <i>Draw a picture on the chalkboard of a windmill spinning with a wire from the windmill connected to a light bulb.</i>

Comprehension Questions

- Where is William Kamkwamba from?
✓ William Kamkwamba is from Malawi.
- Do you have to go to school to be intelligent? Explain.
✓ School is good, but you can also learn many things outside of school.
- How were William's inventions useful for his family and village?
✓ His inventions were useful because they helped generate electricity and pump water.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> ending '-ance' makes the vowel sound soft
Grammar	<ul style="list-style-type: none"> Use the verb 'will' to talk about something that you have decided about the future or something that you think about the future.
Structures	<ul style="list-style-type: none"> Use the verb 'will' to talk about the future.

Reading Lesson 1

Week 2 Reading Lessons

Text Type: Real Life Story

A true story about something that happened to the writer. It is usually told in the first person.

Text Structure: Problem and Solution

Problems are challenges that people have. Solutions are the ways that people solve these challenges. In problem and solution writing, writers describe a problem. They explain the solution to the problem and then tell what happens as a result of the solution.

Guiding Question

What problem does Patrick want to solve?

Lesson 1: Patrick wants to protect the forest so the mountain gorillas have a home.

Lesson 2: Even though it will be difficult, Patrick wants to become a forest ranger.

Comprehension Questions

1. Patrick is writing to himself in his diary.
2. I dream of becoming a teacher when I grow up.
3. Patrick can get special training to become a forest ranger.

Vocabulary Definitions and Sentences

diary (di-a-ry): a daily record of a person's experiences and thoughts (*noun*)

- Bosco writes in his diary every day.

month (month): one of the twelve parts of a year (*noun*)

- December is my favourite month.

plan (plan): to develop or design a way to do something (*verb*)

- We plan to travel to Kampala by bus.

practise (prac-tise): to do something many times in order to become skilled at it (*verb*)

- Teddy will practise playing the drums.

Reading Lesson 2

Comprehension Questions

1. Patrick thinks it will be hard to become a forest ranger because it will require education and special training.
2. I think that Patrick's plan will succeed if he works hard.
3. Patrick wants to protect animals.

Vocabulary Definitions and Sentences

succeed (suc-ceed): to have a good result; do well (*verb*)

- Phiona will succeed if she works hard.

forestry (for-es-try): the science of caring for forests (*noun*)

- Emma hopes to study forestry at university.

become (be-come): to grow or come to be (*verb*)

- Ritah wants to become a writer.

record (re-cord): to put in writing (*verb*)

- Please record the questions in your exercise book.

Reading Lesson 3

Spelling Test

- diary
- week
- record
- again
- uniform
- union

Words Families Test

uni	versity	fy
que	ty	verse

- university
- unify
- unique
- unity
- universe

Week 2 Reading Lessons

Text Summary

This story is about Patrick, a boy who wants to become a forest ranger. He writes in his diary about the problems animals face and how he will solve them as a ranger. He also describes how he will overcome his education challenges to become a forest ranger.

Grammar Test

1. We shall ___ together.
✓ We shall go together.
2. I shall not ___ soda.
✓ I shall not drink soda.

Structures Test

1. Will we dance?
✓ No, we will not dance.
2. What will I wear?
✓ You will wear a coat and necktie.

Writing Lesson 1

Answers: Problem and Solution Chart

Problem	Solution
• People burned the forest where the mountain gorillas live.	• Report people who destroy the forest to the forest rangers.
• It is difficult to finish secondary school.	• Patrick's parents will support him and get the money for his fees.
• It is difficult to become a forest ranger.	• Patrick will learn all he can about animals and get special training in forestry.

Writing Lesson 2

Example Writing Organiser: Fiction Story

Title	• The Magic Spectacles
Character(s)	• Moses, Patience
Setting	• Moses and Patience's home
Problem	• Moses was born blind
Action: Beginning	• Moses and Patience are siblings. Moses was born blind and cannot see.
Action: Middle	• Inventors make magic spectacles that allow blind children to see.
Action: Ending	• Patience buys Moses his own magic spectacles and he can see for the first time!
Conclusion	• Moses loves seeing the world and helps make sure other children like him get a chance to see, too.

Writing Lesson 3

Grammar Answers

1. Shall we play a game?
2. I shall work hard in class this year.
3. I shall not cook cabbage today.
4. We shall listen to your advice.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> innovators
Sentence with the word	<ul style="list-style-type: none"> Fundi Bots teaches children to be innovators.
Part of speech	<ul style="list-style-type: none"> noun
Context clue	<ul style="list-style-type: none"> they want children to be able to understand and use technology to solve problems
My own sentence	<ul style="list-style-type: none"> Innovators will build new machines in the future.
My own definition	<ul style="list-style-type: none"> people who make new things
My picture	<ul style="list-style-type: none"> <i>Draw a picture on the chalkboard of a girl with many question marks around her head.</i>

Comprehension Questions

- Where does Fundi Bots work?
✓ Fundi Bots works in Kampala and Gulu.
- How do you think building robots can help children learn?
✓ Building robots can help children learn because it teaches them to be creative and solve problems.
- What is the relationship between innovators and technology?
✓ Innovators are people who develop new technology.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> The prefix ‘uni-‘ means one.
Grammar	<ul style="list-style-type: none"> Shall is a more formal, traditional way of speaking. It is not used in all English-speaking countries; some places only use ‘will’.
Structures	<ul style="list-style-type: none"> Use ‘shall’ to talk about the future when you are talking in the first person (I, we).

Reading Lesson 1

Week 3 Reading Lessons

Text Type: Skit

A short play that has dialogue and action between two or more characters.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this skit?

Lesson 1: nice, sad, fun, great, big

Lesson 2: nearby, end, many, good, great

Comprehension Questions

1. The next year the four friends will enter Primary 5.
2. Our class would write about our school elections and sports competitions in a class book.
3. The pupils are excited about the many new activities they will do in Primary 5.

Vocabulary Definitions and Sentences

list (list): names, numbers or things written one after another (*noun*)

- Jessica made a list of things to buy at the market.

information (in-for-ma-tion): knowledge or facts (*noun*)

- I need information about lions for my science report.

activities (ac-tiv-i-ties): things that people spend time doing (*noun*)

- There are many activities happening at our church.

date (date): a particular day or point in time (*noun*)

- What is the date today?

Reading Lesson 2

Comprehension Questions

1. Abel is good at dancing.
2. Pictures of all the pupils could be put in a class book.
3. The pupils want to make a class book to record all of things they do in their Primary 5 class.

Vocabulary Definitions and Sentences

document (doc-u-ment): to provide evidence (*verb*)

- The scientists must document all of the information.

nearby (near-by) located close to; not far away (*adjective*)

- My mother works at a nearby market.

shall (shall): used to express something that will happen in the future (*verb*)

- I shall sing the national anthem at school.

calendar (cal-en-dar): a chart of the days, weeks and months of the year (*noun*)

- My family has a calendar in the sitting room.

Reading Lesson 3

Spelling Test

- date
- end
- next
- bicycle
- calendar
- biology

Words Families Test

bi	as	annual
lingual	sect	focal

- bias
- bisect
- biannual
- bifocal
- bilingual

Week 3 Reading Lessons

Text Summary

This is a skit where four pupils decide to make a class book to document all of the exciting things they will do during the next school year. They describe the activities they will do in Primary 5 and what they will include in the class book.

Grammar Test

1. ___ is the Ugandan champion?
✓ Who is the Ugandan champion?
2. To ___ did she give the book?
✓ To whom did she give the book?

Structures Test

1. Who will pay for the cake?
✓ Uncle will pay for the cake.
2. To whom will we listen?
✓ You will listen to your parents.

Writing Lesson 1

Answers: Activity Descriptions

class reading competition	<ul style="list-style-type: none">competition in February where pupils compete in reading
games and sports competition	<ul style="list-style-type: none">different games and sport competitions, once per term
visit a market	<ul style="list-style-type: none">near the end of first term, learn about saving money when shopping
art	<ul style="list-style-type: none">every Friday
music and dance	<ul style="list-style-type: none">learn many songs and dances, Abel will teach <i>kiganda</i>
class garden	<ul style="list-style-type: none">learn how to plant beans and peas, use a calendar to mark the date, eat produce at school

Writing Lesson 2

Example Writing Organiser: Fiction Story

Title	<ul style="list-style-type: none">The Magic Spectacles
Character(s)	<ul style="list-style-type: none">Moses, Patience
Setting	<ul style="list-style-type: none">Moses and Patience's home
Problem	<ul style="list-style-type: none">Moses was born blind
Action: Beginning	<ul style="list-style-type: none">Moses and Patience are siblings. Moses was born blind and cannot see.
Action: Middle	<ul style="list-style-type: none">Inventors make magic spectacles that allow blind children to see.
Action: Ending	<ul style="list-style-type: none">Patience buys Moses his own magic spectacles and he can see for the first time!
Conclusion	<ul style="list-style-type: none">Moses loves seeing the world and helps make sure other children like him get a chance to see, too.

Writing Lesson 3

Grammar Answers

1. Who is going to the festival?
2. Who wants to ride my bicycle?
3. To whom did you write the letter?
4. For whom is this gift?

Transition Lesson

Answers: Making Connections Chart

Sentence from Text	Explain the Connection	Type of Connection
• In the 21st century, computers have become tools that people use to solve problems.	• People who work in offices use computers.	• Text-to-world connection
• However, not everyone has access to computers.	• I do not have access to a computer.	• Text-to-self connection
• When William was young, a terrible drought caused a famine in Malawi.	• This year in our English lesson, we read a story about annual and perennial crops that also talked about drought.	• Text-to-text connection

Comprehension: Reading Charts

1. Which country is the leader in robotics?
✓ China is the leader in robotics.
2. Do you think a country in Africa will ever be a leader in robotics? Explain.
✓ Yes, I think there are many intelligent people in Africa who can develop the best robots in the future.
3. How do you know, based on the chart, which countries are the biggest consumers? The smallest?
✓ The five countries listed – China, Japan, USA, South Korea and Germany – are the biggest consumers because they have 70% of the pie chart. The other countries are the smallest because they only have 30% of the pie chart.

Teaching Tips for Writing Lesson 3

Word Families	• The prefix ‘bi-’ means two.
Grammar	• Use ‘who’ when you are talking about the subject of a sentence. Use ‘whom’ when you are talking about the object of a sentence.
Structures	• ‘who’ does the action; ‘whom’ receives the action

Reading Lesson 1

Week 4 Reading Lessons

Text Type: Opinion Letter

A letter written to someone whose opinion you want to influence.

Text Structure: Cause and Effect

Causes are reasons why something happens. Effects are what happen. In cause and effect writing, writers give reasons why something happens and explain what happens as a result.

Guiding Question

What cause and effect words are used in this letter?

Lesson 1: so, then, this will lead to

Lesson 2: so, because

Comprehension Questions

1. Cooks sometimes do not prepare lunch because they do not come to school when it rains.
2. We can improve our school by putting more books in the library.
3. Yes, I think that the pupils' arguments are persuasive because they give clear reasons for why the changes would help the school.

Vocabulary Definitions and Sentences

administration (ad-min-is-tra-tion): the people in charge of managing something (*noun*)

- The school administration had a meeting with parents.

study (stu-dy): to try to gain knowledge or skill (*verb*)

- We will study very hard for the exam.

scores (scores): record of the total points earned in games or tests (*noun*)

- Our school will have the highest exam scores in the sub-county.

awake (a-wake): not sleeping (*adjective*)

- I was awake all night.

Reading Lesson 2

Comprehension Questions

1. The head teacher wants parents to provide breakfast because it will help children stay awake in class.
2. I can ask my parents to not give me extra chores so I have time to study at night.
3. I think that the head teacher wrote this letter because he wants pupils to succeed in school.

Vocabulary Definitions and Sentences

timetable (time-ta-table): a schedule that lists the times at which certain events take place (*noun*)

- Please read the exam timetable.

revise (re-vise): to correct or edit to improve something (*verb*)

- Deborah and I will revise our notes after class.

unable (un-a-ble): not having the power, skill or ability to do something (*adjective*)

- The rock is heavy, so she is unable to move it.

breakfast (break-fast): the first meal of the day, eaten in the morning (*noun*)

- I boil an egg for breakfast every day.

Reading Lesson 3

Spelling Test

- awake
- better
- breakfast
- well
- triangle
- tribal

Words Families Test

tri	cycle	bute
sect	al	pod

- tricycle
- tribute
- trisect
- trial
- tripod

Grammar Test

1. We ___ sit next to each other in class.
✓ We usually sit next to each other in class.
2. They ___ finish their assignments on time.
✓ They never finish their assignments on time.

Structures Test

1. How often do you eat fish?
✓ I sometimes eat fish.
2. Do you always study before breakfast?
✓ No, I do not always study before breakfast.

Week 2 Reading Lessons

Text Summary

This week's text is two letters. The first letter is from Primary 4 pupils to their head teacher. They suggest that opening the library before school and hiring new cooks will have a positive effect on their learning. The second letter is from the head teacher to Primary 4 parents. He gives three ideas on how parents can help their children learn.

Writing Lesson 1

Answers: Cause and Effect Chart

Cause	Effect
<ul style="list-style-type: none">Cooks who live far from school do not come when it rains.	<ul style="list-style-type: none">Pupils do not eat so they are hungry and it is difficult to study.
<ul style="list-style-type: none">Open the library early.	<ul style="list-style-type: none">Pupils will study more.Pupils will get better test scores.
<ul style="list-style-type: none">Make a study timetable.Buy children exercise books.	<ul style="list-style-type: none">Pupils can study better.

Writing Lesson 2

Mini-Lesson: Writing Good Character and Place Descriptions

		Add adjectives	Add adverbs
I Do	Moses sat in the dark.	Moses sat in the dark feeling sad.	Moses sat quietly in the dark feeling sad.
We Do	Patience walked to the shop.	Patience walked to the spectacle shop.	Patience walked quickly to the spectacle shop.
You Do	Patience bought Moses spectacles.	Patience bought Moses magic spectacles.	Patience happily bought Moses magic spectacles.

Writing Lesson 3

Grammar Answers

1. I usually visit my grandmother during the holidays.
2. He always goes to church on Sunday.
3. We sometimes take tea for breakfast.
4. You never play with me!

Transition Lesson

Answers: Cause and Effect Chart

Cause	Effect
<ul style="list-style-type: none"> • There was a drought in Malawi. 	<ul style="list-style-type: none"> • William's family had no crops to sell. • William had to stop going to school.
<ul style="list-style-type: none"> • William built windmills that he invented himself. 	<ul style="list-style-type: none"> • William received scholarships to go to school in Malawi, South Africa and the United States.
<ul style="list-style-type: none"> • Solomon became interested in computers and technology. • Solomon wanted to share his interest with other people. 	<ul style="list-style-type: none"> • Solomon started Fundi Bots.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • The prefix ‘tri-’ means three.
Grammar	<ul style="list-style-type: none"> • Adverbs of frequency tell how often something happens.
Structures	<ul style="list-style-type: none"> • When responding to a question that asks, ‘How often...?’ use adverbs of frequency like sometimes, always, never, usually.

Reading Lesson 1

Week 5 Reading Lessons

Text Type: How To Report

A step-by-step description of how to do or make something. It is written in numbered steps or paragraphs.

Text Structure: Sequencing

A sequence shows the steps in something or the order of events. Examples are: directions, instructions, stories and timelines. In sequencing writing, writers identify events in the order that they happened, or list the steps in a process.

Guiding Question

What sequencing words are used in this report?

Lesson 1: Steps 1-7

Lesson 2: now, first, second, then, third, last, after

Comprehension Questions

1. A study timetable is a chart that helps you plan when to study.
2. I have three hours every day to study.
3. It is important to make a study timetable because it helps you to plan out your study time.

Vocabulary Definitions and Sentences

chores (chores): regular work around the house or yard (*noun*)

- Sweeping the compound is one of his chores.

fill in (fill in): to give or write down information (*verb*)

- Please fill in the form and give it to the head teacher.

subjects (sub-jects): areas of study; courses (*noun*)

- I will take eight subjects when I reach secondary school.

decide (de-cide): to make a choice (*verb*)

- They should decide if they want chicken or beef to eat.

Reading Lesson 2

Comprehension Questions

1. When you make your timetable you should consider how much time you need to study each subject.
2. This report is written for pupils.
3. You can revise your timetable as often as you need to.

Vocabulary Definitions and Sentences

consider (con-si-der): to think carefully about something (*verb*)

- Please consider your options.

try (try): to test the quality of something or attempt to do something (*verb*)

- I will try the restaurant.

challenges (chal-lenges): interesting or difficult problems or tasks (*noun*)

- When it rains there are challenges getting to school.

identify (i-den-ti-fy): to figure out who someone is or what something is (*verb*)

- Helen needs to identify the cause of the problem.

Reading Lesson 3

Spelling Test

- subjects
- third
- ahead
- teacher
- consider
- doctor

Words Families Test

vot	paint	er
act	auth	or

- voter
- painter
- actor
- author

Grammar Test

1. We ___ watch television.
✓ We rarely watch television.
2. His mother ___ serves us tea.
✓ His mother often serves us tea.

Structures Test

1. Do you often go swimming?
✓ No, I don't often go swimming.
2. He rarely _____.
✓ He rarely walks alone.

Week 5 Reading Lessons

Text Summary

This is a report that explains how to make and revise a study timetable. It gives the proper sequence for making a timetable from start to finish.

Writing Lesson 1

Answers: Sequencing Organiser

First	What happens: Draw a timetable. Signal word: Step 1
Then	What happens: Identify chores and activities. Signal word: Step 2
Then	What happens: Add school lessons. Signal word: Step 3
Then	What happens: Decide when you will study. Signal word: Step 4
Then	What happens: Think about your lessons. Signal word: Step 5
Then	What happens: Talk to your teacher. Signal word: Step 6
Finally	What happens: Make a different timetable every month. Signal word: Step 7

Writing Lesson 2

Mini-Lesson: Writing Compound Sentences

	<i>Two sentences</i>	<i>One sentence with a conjunction (and, but, so)</i>
I Do	He has a sister who likes to cook. He goes to her house to eat supper.	He has a sister who likes to cook, so he goes to her house to eat supper.
We Do	I like fish. I do not like goat's meat.	I like fish, but I do not like goat's meat.
You Do	The children play football. The children play netball.	The children play football and netball.

Writing Lesson 3

Grammar Answers

1. I often ride a boda boda.
2. He rarely comes to school late.
3. They rarely play netball after school.
4. The baby often cries.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • pregnant
Sentence with the word	<ul style="list-style-type: none"> • Malaria is very dangerous for pregnant women.
Part of speech	<ul style="list-style-type: none"> • adjective
Context clue	<ul style="list-style-type: none"> • women and their babies
My own sentence	<ul style="list-style-type: none"> • My mother is pregnant.
My own definition	<ul style="list-style-type: none"> • when a woman has a baby inside her
My picture	<ul style="list-style-type: none"> • <i>Draw a picture on the chalkboard of a pregnant woman.</i>

Comprehension Questions

1. Which countries have the most malaria?
 Nigeria, DRC, Mozambique, Burkina Faso and Sierra Leone have the most malaria.
2. Have you had malaria? How did you treat it?
 I have had malaria twice. I took tablets to treat it.
3. Why do you think that malaria is a bigger problem in Uganda than in other countries?
 I think that malaria is a bigger problem in Uganda than in other countries because of Uganda's rainy seasons.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • '-er, -or' endings are used for people's jobs
Grammar	<ul style="list-style-type: none"> • Adverbs of frequency tell how often something happens.
Structures	<ul style="list-style-type: none"> • Often and rarely are opposites. Often means something that happens a lot, and rarely means something that does not happen a lot.

Reading Lesson 1

Week 6 Reading Lessons

Text Type: Acrostic Poem

A poem where the first letter of each line spells out a topic word.

Text Structure:
Descriptions

In poetic writing, writers use descriptive words about a person, place, thing or event to help the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this poem?

Lesson 1: respect, support

Lesson 2: so many, one, fast, matching

Comprehension Questions

1. A player is someone who participates in a game or sport.
2. I think that good players follow the rules and help other players.
3. We can help our teammates by saying nice things and supporting them.

Vocabulary Definitions and Sentences

players (play-ers): people who participate in a game or sport (*noun*)

- A football team has eleven players on the field.

athletes (ath-letes): people who play sports or do other physical activities (*noun*)

- There are many good athletes at our school.

win (win): to finish first in a contest or game (*verb*)

- My team will win the game.

lose (lose): to fail to win (*verb*)

- Kenneth will lose the chess match.

Reading Lesson 2

Comprehension Questions

1. These poems spell out the words ‘teams’ and ‘sports’.
2. I like playing on teams because the players are my friends.
3. The second poem is about running.

Vocabulary Definitions and Sentences

pitch (pitch): the area where a sport is played (*noun*)

- The football pitch is grassy.

assist (as-sist): to help or support (*verb*)

- The nurse will assist the doctor.

goals (goals): the points scored by getting a ball into the goal (*noun*)

- She scored three goals in the game today!

race (race): a sport or contest of speed (*noun*)

- Brian won the race.

Reading Lesson 3

Spelling Test

- players
- other
- race
- ready
- daily
- easily

Week 6 Reading Lessons

Text Summary

This is a series of acrostic poems that describe players, teams and sports.

Words Families Test

happ	angr	hungr
nois	sleep	ily

- happily
- angrily
- hungrily
- noisily
- sleepily

Grammar Test

1. Sandra talked ___ on her mobile phone.
✓ Sandra talked noisily on her mobile phone.
2. I did not eat breakfast, so I sat ___ in class.
✓ I did not eat breakfast, so I sat hungrily in class.

Structures Test

1. How does Patricia smile?
✓ Patricia smiles nicely.
2. How do the children walk together?
✓ The children walk happily together.

Writing Lesson 1

Answers: Descriptive Words

Feelings	<ul style="list-style-type: none">like to compete, enjoy playing, respect rules, support each other
What I See	<ul style="list-style-type: none">athletes, matching uniforms, runners
What I Taste and Smell	<ul style="list-style-type: none">sweat, dirt, grass
What I Hear and Touch	<ul style="list-style-type: none">yell support
Words I Liked	<ul style="list-style-type: none">compete, runners
My Questions	<ul style="list-style-type: none">What rules should I respect?What does 'rally' mean?

Writing Lesson 2

Publishing Tip: Presenting Your Story

It is important that learners feel proud of their work and celebrate it. One of the most exciting parts of publishing is sharing your story. This is your opportunity to present your writing to your classmates, family and friends. Here are some tips.

Speak loudly and clearly	<ul style="list-style-type: none">Speak loudly so that everyone in the room is able to hear you.Look up and make eye contact with listeners. This helps them stay interested and helps you speak clearly.
Use expression	<ul style="list-style-type: none">Change your speed of reading to match the action in your story.Show emotions. If your character is happy, make your voice and face show this.
Control your body	<ul style="list-style-type: none">Stand still. Don't move around too much. Moving too much distracts your listeners.Don't hold your story in front of your face. Hold it in front of your chest so people can see your face.

Writing Lesson 3

Grammar Answers

- She played quietly with the puppy.
- They ate quickly before school.
- The shopkeeper quarrelled angrily with his customer.
- The children were tired, so they sat sleepily in class.

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • treatment
Sentence with the word	<ul style="list-style-type: none"> • If you get malaria you must get treatment.
Part of speech	<ul style="list-style-type: none"> • noun
Context clue	<ul style="list-style-type: none"> • the best treatment for malaria is medicine
My own sentence	<ul style="list-style-type: none"> • I got treatment for malaria.
My own definition	<ul style="list-style-type: none"> • something that makes your sickness go away
My picture	<ul style="list-style-type: none"> • <i>Draw a picture on the chalkboard of tablets.</i>

Comprehension Questions

1. What is the most cost-effective way to prevent malaria?
 The most cost-effective way to prevent malaria is to sleep under a mosquito net.
2. What is vector control?
 Vector control is reducing the number of malaria mosquitoes that can bite people.
3. How will you protect yourself from malaria?
 I will protect myself from malaria by sleeping under a treated net and covering myself at night.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • Add -‘ily’ to an adjective to turn it into an adverb that shows how a person does an action.
Grammar	<ul style="list-style-type: none"> • Adverbs that show how a person acts describe verbs. They describe how an action occurs in the past, present and future.
Structures	<ul style="list-style-type: none"> • When you ask how something is done, respond using an adverb.

Reading Lesson 1

Week 7 Reading Lessons

Text Type: Alliteration Poem

A poem that repeats sounds to express an idea or emotion.

Text Structure: Descriptions

In poetic writing, writers use descriptive words about a person, place, thing or event to help the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this poem?

Lesson 1: seven, several, another

Lesson 2: down, fast, first, disturbed

Comprehension Questions

1. The ‘s’ sound is repeated in this poem.
2. We could add the words ‘scream, so, slowly and straight’ to this poem.
3. The poem made me excited to play football after school.

Vocabulary Definitions and Sentences

strikers (strik-ers): players who attack and try to score goals in football (*noun*)

- The strikers on our team score lots of goals!

fans (fans): people who love a sport, a team or a player (*noun*)

- The fans were excited by the goal.

seconds (sec-onds): units of time; one minute has 60 seconds (*noun*)

- Class will end in thirty seconds.

stadium (sta-di-um): a place used for events and activities with rows of seats around a field (*noun*)

- All the students went to the stadium to watch the match.

Reading Lesson 2

Comprehension Questions

1. The ‘d’ sound is repeated in this poem.
2. We could add the words ‘decided, decision, deep and dropped’ to this poem.
3. The poem made me feel sad because I remembered a time I lost a game.

Vocabulary Definitions and Sentences

defenders (de-fend-ers): people who protect someone or something; guards (*noun*)

- The defenders protected the goal.

defeat (de-feat): loss; failure (*noun*)

- The defeat of the team made us feel sad.

draw (draw): a game or contest where both sides have the same score at the end; a tie (*noun*)

- The chess match was a draw.

found (found): to find something after losing or searching for it (*verb*)

- I found the keys in my trousers.

Reading Lesson 3

Spelling Test

- strikers
- seven
- defeat
- became
- scissor
- solar

Words Families Test

rubb	gramm	or
creat	er	ar

- rubber
- creator
- grammar

Week 7 Reading Lessons

Text Summary

This is a set of two alliterative poems about football. The first poem uses many words starting with 's' to describe a match. The second poem uses many words starting with 'd' and 'f' to describe a match.

Grammar Test

1. Richard was the ___ born in his family.
✓ Richard was the second born in his family.
2. Science class was the ___ lesson of the day.
✓ Science class was the fourth lesson of the day.

Structures Test

1. Who was last?
✓ James was last.
2. Which team came first?
✓ Our team came first.

Writing Lesson 1

Answers: Descriptive Words

Feelings	<ul style="list-style-type: none">• sadness, excitement
What I See	<ul style="list-style-type: none">• players in a stadium, a football, fans
What I Taste and Smell	<ul style="list-style-type: none">• sweat, dirt, grass
What I Hear and Touch	<ul style="list-style-type: none">• fans screaming, players running, referee whistles blowing
Words I Liked	<ul style="list-style-type: none">• defence, strikers
My Questions	<ul style="list-style-type: none">• What does ‘staring’ mean?• Which is the biggest stadium in Uganda?

Writing Lesson 2

Example Writing Organiser: Thematic Report

Title	<ul style="list-style-type: none">• Citizens of Uganda
Introduction: Main Idea	<ul style="list-style-type: none">• It is important to be a good citizen.
Supporting Idea 1	<ul style="list-style-type: none">• Citizens vote for their leaders.
Supporting Idea 2	<ul style="list-style-type: none">• Citizens care for the environment and support their communities.
Supporting Idea 3	<ul style="list-style-type: none">• Citizens are educated and able to help the country grow.
Conclusion: Main Idea	<ul style="list-style-type: none">• It is important to be a good citizen.

Writing Lesson 3

Grammar Answers

1. Robert was second to complete his homework.
2. The volleyball team came third in the competition.
3. Akiki’s project won first prize.
4. Yusuf was the fifth pupil to solve the problem.

Transition Lesson

Example Answers: Visualisation Chart

I see...	I hear...	I feel...	I smell...	I taste...
<ul style="list-style-type: none"> • sunset • sunrise • mosquitoes • malaria test • mosquito net 	<ul style="list-style-type: none"> • mosquitoes buzzing • rain during rainy season • spraying mosquito nets 	<ul style="list-style-type: none"> • a mosquito biting me • a nurse taking my blood for a malaria test • a mosquito net 	<ul style="list-style-type: none"> • rain in the air • a nearby swamp • insecticides 	<ul style="list-style-type: none"> • malaria tablets

Comprehension: Reading Maps

1. Which country has the highest rate of malaria?
✓ Nigeria has the highest rate of malaria.
2. Can you name at least one country on the map that does not have malaria?
✓ England does not have malaria.
3. How many of the top five countries with the most malaria are in Africa?
✓ All of the top five countries with the most malaria are in Africa.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • Nouns can end in suffixes that are spelled differently but sound similar. Memorise the suffixes of certain words to spell them correctly.
Grammar	<ul style="list-style-type: none"> • Ordinal numbers identify the position of something in a sequence.
Structures	<ul style="list-style-type: none"> • When you identify the ordinal number in a question you should use the number in the response.

Reading Lesson 1

Week 8 Reading Lessons

Text Type: Ballad
(Song)

A poem that is sung, usually about feelings or an event.

Text Structure:
Descriptions

In poetic writing, writers use descriptive words about a person, place, thing or event to help the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this song?

Lesson 1: finally, so scared, better

Lesson 2: short, almost, best, good

Comprehension Questions

1. The pupil is afraid he might forget the chorus of the song.
2. I worry when I have exams.
3. I think this is a school music concert.

Vocabulary Definitions and Sentences

festival (fes-ti-val): a ceremony or celebration (*noun*)

- Our town has a big festival every July.

chorus (cho-rus): a part of a song that is repeated after every verse (*noun*)

- I sang the chorus of the song.

costume (cos-tume): special type of clothing worn by a person or group (*noun*)

- When we do traditional dances I wear a costume.

concert (con-cert): a music or dance performance (*noun*)

- Ashley's older sister performed in a gospel concert.

Reading Lesson 2

Comprehension Questions

1. Before the concert the musicians played football.
2. Playing football for a while helped the musician stop feeling nervous.
3. When I am nervous I think about something funny.

Vocabulary Definitions and Sentences

anthem (an-them): a song of praise about a group (*noun*)

- We sing the national anthem at school.

stage (stage): a raised area used for performances (*noun*)

- The musicians went to the stage to perform their song.

tune (tune): a series of musical tones; a melody (*noun*)

- Rachel played a tune on the piano.

conductor (con-duc-tor): the leader of a musical group; a person in charge of a car or train who collects money and sells tickets (*noun*)

- The conductor led the music group during the concert.

Reading Lesson 3

Spelling Test

- festival
- way
- tune
- myself
- sidewalk
- inside

Words Families Test

side	step	out
line	ways	be

- sidestep
- sideline
- sideways
- outside
- beside

Week 8 Reading Lessons

Text Summary

This is a ballad sung by a pupil who is getting ready to play in a school music concert. In the ballad, the pupil describes why he is worried about performing and how he prepares himself for the event.

Grammar Test

1.

try	tries
-----	-------

2.

play	plays
------	-------

Structures Test

1. Why was Lindsey first?
✓ Lindsey was first because she studies every day.
2. Which player will score?
✓ Player number 3 will score.

Writing Lesson 1

Answers: Descriptive Words

Feelings	<ul style="list-style-type: none"> worry, fear, scared
What I See	<ul style="list-style-type: none"> family, costume, friends, football match, concert hall, musicians
What I Taste and Smell	<ul style="list-style-type: none"> fear or worry (bad taste in mouth), grass and dirt (from football)
What I Hear and Touch	<ul style="list-style-type: none"> music, anthem, tune
Words I Liked	<ul style="list-style-type: none"> conductor, chorus
My Questions	<ul style="list-style-type: none"> What does ‘along the way’ mean? What type of costume do you wear to a concert?

Writing Lesson 2

Example Writing Organiser: Thematic Report

Title	<ul style="list-style-type: none"> Citizens of Uganda
Introduction: Main Idea	<ul style="list-style-type: none"> It is important to be a good citizen.
Supporting Idea 1	<ul style="list-style-type: none"> Citizens vote for their leaders.
Supporting Idea 2	<ul style="list-style-type: none"> Citizens care for the environment and support their communities.
Supporting Idea 3	<ul style="list-style-type: none"> Citizens are educated and able to help the country grow.
Conclusion: Main Idea	<ul style="list-style-type: none"> It is important to be a good citizen.

Writing Lesson 3

Grammar Answers

cry	cries	day	days
dry	dries	day	days
fly	flies	valley	valleys

Transition Lesson

Example Answers: Problem and Solution Chart

Problem	Solution
• People are dying from malaria.	• Spray insecticide to reduce the number of malaria mosquitoes.
• Mosquitoes bite people at night while they sleep.	• Sleep under an insecticide-treated mosquito net.
• People do not find out quickly if they have malaria.	• Get tested for malaria at a health clinic with a rapid test.

Teaching Tips for Writing Lesson 3

Word Families	• Compound words are two words joined together to make one word.
Grammar	• If there is a vowel beside the ‘y’ add ‘s’; if there is a consonant beside the ‘y’ drop the ‘y’ add ‘ies’.
Structures	• Use ‘because’ to explain why something happened.

Reading Lesson 1

Week 9 Reading Lessons

Text Type: Riddle Poem

A poem that uses descriptions to identify a mystery object. It usually has three clues and ends with the question, “What am I?”

Text Structure: Descriptions

In poetic writing, writers use descriptive words about a person, place, thing or event to help the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in these poems?

Lesson 1: make people laugh or cry

Lesson 2: long, special, strange, same

Comprehension Questions

1. I can see actors and actresses in drama performances in my community.
2. I was an actress in the drama at school.
3. An actor is male. An actress is female.

Vocabulary Definitions and Sentences

television (tel-e-vi-sion): a electronic device that shows video recordings; TV (*noun*)

- My parents watch the news on television.

recite (re-cite): to speak written words from memory (*verb*)

- Mary will recite her poem in front of the class.

lines (lines): the words spoken by characters in drama or fiction (*noun*)

- She worried that she might forget her lines in the play.

musicians (mu-si-cians): people who play musical instruments (*noun*)

- The musicians play different instruments.

Reading Lesson 2

Comprehension Questions

1. You hit a xylophone with sticks to create a rhythm.
2. Words like ‘special sticks’ and ‘we can follow a beat’ helped me answer the riddles.
3. I can think of a good riddle about playing the drums: I make a noise when you hit me. I am made from animal skins stretched over a basin. I carry the beat in a song. What am I?

Vocabulary Definitions and Sentences

rhythm (rhythm): the regular repetition of sounds (*noun*)

- The rhythm of that song made me want to dance!

xylophone (xy-lo-phone): a percussion instrument made of wooden bars that is played by hitting the bars with wooden sticks (*noun*)

- The xylophone is one of Uganda’s most important traditional instruments.

unison (u-ni-son): doing something together at the same time (*noun*)

- The choir sings in unison.

beat (beat): musical rhythm (*noun*)

- You can make a beat by clapping your hands together.

Reading Lesson 3

Spelling Test

- television
- job
- beat
- move
- bookcase
- bookstore

Words Families Test

book	shelf	worm
	mark	keeper

- bookshelf
- bookworm
- bookmark
- bookkeeper

Week 9 Reading Lessons

Text Summary

This week's story is a set of riddle poems. Each poem describes a person or thing without telling the reader what it is. The reader has to use the clues in the poem to guess who or what is being described.

Grammar Test

1.

drop	dropped	dropping
------	---------	----------

2.

pin	pinned	pinning
-----	--------	---------

Structures Test

1. Who is the worst singer?
✓ Matthias is the worst singer.
2. Which is the newest car?
✓ The red car is the newest car.

Writing Lesson 1

Answers: Descriptive Words

Feelings	<ul style="list-style-type: none"> laugh, cry
What I See	<ul style="list-style-type: none"> television, costumes, stage, moving in unison
What I Taste and Smell	<ul style="list-style-type: none"> salty tears, wood
What I Hear and Touch	<ul style="list-style-type: none"> rhythm, special sticks, noise, music, beat
Words I Liked	<ul style="list-style-type: none"> unison, twist
My Questions	<ul style="list-style-type: none"> What are ‘keys’? What other groups wear the same clothes and work in unison?

Writing Lesson 2

Mini-Lesson: Writing Good Opening and Closing Sentences

	<i>Opening sentence</i>	<i>Topic sentence</i>	<i>Closing sentence</i>
I Do	Where is father going with our goats?	Today is market day and people travel from all over to buy and sell livestock.	Market day is the best day to buy and sell livestock.
We Do	Malaria kills more people in Africa than anywhere else.	We must take action to save people from malaria.	Malaria is a very big problem in Africa.
You Do	The Primary 4 class wants to take a class trip.	Madam Eunice is going to help the class plan a trip.	The Primary 4 class is ready for their class trip.

Writing Lesson 3

Grammar Answers

rub	rubbed	rubbing
stop	stopped	stopping
slip	slipped	slipping
beg	begged	begging

Transition Lesson

Vocabulary Analysis Example

Word	<ul style="list-style-type: none"> • hatch
Sentence with the word	<ul style="list-style-type: none"> • Birds, fish, reptiles and amphibians lay eggs that hatch.
Part of speech	<ul style="list-style-type: none"> • verb
Context clue	<ul style="list-style-type: none"> • lay eggs that hatch
My own sentence	<ul style="list-style-type: none"> • The chicken's eggs will hatch soon.
My own definition	<ul style="list-style-type: none"> • when a baby animal comes out of an egg
My picture	<ul style="list-style-type: none"> • <i>Draw a picture on the chalkboard of an egg cracking with the head of a bird coming out.</i>

Comprehension Questions

1. What are the different types of vertebrates?
 The different types of vertebrates are mammals, birds, fish, reptiles and amphibians.
2. What class of animals do you think people belong to? Explain.
 I think people are vertebrates because we have a backbone.
3. How are animals with vertebrates similar? How are they different?
 Animals with vertebrae are similar because they have backbones. Animals with vertebrates are different because some are cold-blooded and some are warm-blooded.

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • Compound words are two words joined together to make one word.
Grammar	<ul style="list-style-type: none"> • If a verb ends in a single vowel and a single consonant, double the consonant before you add ‘-ed’ or ‘-ing’.
Structures	<ul style="list-style-type: none"> • Best/worst and newest/oldest are superlatives. They identify the most or least of a group.

Reading Lesson 1

Week 10 Reading Lessons

Text Type: News Story

A factual report about a real life event. It usually focuses on things that are happening in the community.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this story?

Lesson 1: open, good, great, well

Lesson 2: good, most, important, better, best, new

Comprehension Questions

1. The positions of head girl and head boy, assistant head girl and assistant head boy, head monitor and class monitors, timekeeper and class prefects are open.
2. The main idea of this news story is to inform pupils that positions are open in the school.
3. The head teacher wants prefects to be good pupils because they are examples to the other pupils.

Vocabulary Definitions and Sentences

assembly (as-sem-bly): when a group of people come together, usually for a specific purpose (*noun*)

- Our school has an assembly every Monday morning.

announce (an-nounce): to tell the public; declare (*verb*)

- Our teacher will announce the exam results soon.

elections (e-lec-tions): the process of choosing people by voting (*noun*)

- We will have school elections next week.

prefect (pre-fect): a pupil officer in a school (*noun*)

- I hope to be elected as a prefect next year.

Reading Lesson 2

Comprehension Questions

1. Joseph will pay attention during the campaign so he can decide who will do the best job.
2. Yes, this text makes me think it is important to vote so the best candidates win.
3. School prefects are like the leaders of a country because we vote for them and they make decisions that affect us.

Vocabulary Definitions and Sentences

urge (urge): to strongly encourage or try to persuade someone to do something (*verb*)

- I urge my sister to study hard for her exams.

leaders (lead-ers): people that lead or guide (*noun*)

- The leaders of Uganda will meet in Kampala.

vote (vote): to make a choice in an election or decision (*verb*)

- I will vote for Lazarus for prefect.

candidates (can-di-dates): people who want to be elected to a position (*noun*)

- The candidates all gave speeches before the election.

Reading Lesson 3

Spelling Test

- prefect
- open
- leaders
- decisions
- daytime
- today

Words Families Test

day	light	dream
some	yester	birth

- daylight
- daydream
- someday
- yesterday
- birthday

Week 10 Reading Lessons

Text Summary

This is a news story about the school elections at Mother Theresa Primary School. It describes the open positions and application process. The reporter also talks to candidates and voters, who explain why they think school elections are important.

Grammar Test

1.

love	loved	loving
------	-------	--------

2.

create	created	creating
--------	---------	----------

Structures Test

1. Which candidate will you vote for prefect?
 I will vote for Sylvia.
2. Who do you think is the smartest pupil?
 I think Jonathan is the smartest pupil.

Writing Lesson 1

Answers: Descriptions Organiser

Acts	good pupil, good behaviour, good marks in classes, helpful
Looks	like a smart Primary 4 pupil in a school uniform
Feels	wants to make the school better, wants to do a good job
Someone I know like this	give an example of a prefect in your school

Writing Lesson 2

Mini-Lesson: Using the Editing Checklist

An editing checklist is tool writers use to check their work. It identifies spelling, writing rules and handwriting areas to check. It also reminds writers to share their work with friends and make necessary changes. Help your learners use the editing checklist in the pupil book to check their writing this week.

Writing Lesson 3

Grammar Answers

move	moved	moving
hope	hoped	hoping
like	liked	liking
live	lived	living

Transition Lesson

Example Answers: Checking for Understanding Chart

K – What I know	W – What I want to know	L – What I learnt
• There are different kinds of animals.	• Why do some animals have fur?	• Fur keeps animals warm.
• Fish live in the water.	• How do fish breathe when they are in the water?	• Fish have gills that allow them to breathe underwater.
• There are many different types of animals.	• Are insects animals, too?	• Insects are animals, too. They are invertebrates.

Comprehension: Reading Tables

1. How many classes of vertebrates are there?
✓ There are five classes of vertebrates.
2. What characteristic do all of the classes have in common?
✓ All of the classes of vertebrates have backbones.
3. How is information organised in a table?
✓ Information in a table is organised in columns and rows.

Teaching Tips for Writing Lesson 3

Word Families	• Compound words are two words joined together to make one word.
Grammar	• If a verb ends in ‘-e’, drop the ‘-e’ before adding ‘-ing’.
Structures	• Use ‘who’ to identify a person by name; use ‘which’ to identify a group or category.

Reading Lesson 1

Week 11 Reading Lessons

Text Type: Thematic Report

A report that provides facts and information about a topic.

Text Structure: Descriptions

In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.

Guiding Question

What descriptive words are used in this report?

Lesson 1: some, another, 18 years old, older

Lesson 2: best, better, six, all

Comprehension Questions

1. A democracy is a government where citizens choose their leaders by voting.
2. Rights are things that citizens must receive from their country. Duties are things that citizens must do for their country.
3. I would tell a friend that a democracy is a government where you get to choose your leaders.

Vocabulary Definitions and Sentences

citizen (cit-i-zen): a person who is a member of a country (*noun*)

- 4. I am a Ugandan citizen.

duties (du-ties): the things a person must do; something you are responsible for (*noun*)

- One of a police officer's duties is to protect people.

rights (rights): the things that people must receive or are expected to have (*noun*)

- Education is my right.

democracy (de-moc-ra-cy): a form of government where people elect their leaders and others to represent them (*noun*)

- Uganda is a democracy.

Reading Lesson 2

Comprehension Questions

1. The first step a voter must take before voting is to register to vote.
2. I think it is important to vote because you must take part in choosing the leaders of your community and country.
3. Polling officials mark voters' thumbs to show that they have finished voting.

Vocabulary Definitions and Sentences

officials (of-fi-cials): people who have positions in a business, organisation or government (*noun*)

- The district officials have a meeting on Friday.

register (reg-is-ter): to sign up for something by putting your name on an official list (*verb*)

- It is important to register for the PLE.

polling station (poll-ing sta-tion): a place where voting happens during an election (*noun*)

- Our school will be a polling station during the elections.

ballot (bal-lot): a piece of paper where voters mark their choices (*noun*)

- After voting, please put your ballot in the box.

Reading Lesson 3

Spelling Test

- citizen
- member
- register
- elect
- anyone
- anything

Words Families Test

any	body	time
way	where	more

- anybody
- anytime
- anyway
- anywhere
- anymore

Week 11 Reading Lessons

Text Summary

This is a thematic report about the civic duties of Ugandan citizens. It explains how a democracy works and why voting is important. It also explains the steps citizens take to vote.

Grammar Test

1. I wish I could go ___ with you.
 I wish I could go there with you.
2. ___ parents work in town.
 Their parents work in town.

Structures Test

1. Are Rachel and Monica standing for the post of head girl?
 Yes, Rachel and Monica are standing for the post of head girl.
2. When are the exams?
 They are next week.

TOPIC: Democracy

Writing Lesson 1

Answers: Descriptions Organiser

Looks	<ul style="list-style-type: none">a citizen of a country can look like anyone from that country
Acts	<ul style="list-style-type: none">votes, has duties and rights
Thinks	<ul style="list-style-type: none">that citizens have duties and rights, that the best way to participate in a democracy is to vote
Says	<ul style="list-style-type: none">respectful things to others, it is my responsibility to vote to choose my leaders
Fears	<ul style="list-style-type: none">lack of freedom to choose
Wants	<ul style="list-style-type: none">rights, democracy

Writing Lesson 2

Publishing Tip: Creating a Class Book

One way of sharing work is publishing a class book. A class book contains a collection of writing from different learners. It is a way to proudly display the work of your pupils. A class book is also a way to present work that does not require wall space. Follow these steps to make a class book.

Step	Activity
1	Review and assess learners' writing, then select 10-20 pieces to include in the class book. These should be works that meet the writing competences you have set out for your learners. Involve learners in the selection process.
2	Organise all of the writing in a pile, facing up and in the right direction.
3	Cut two pieces of manila paper slightly bigger than the writing samples. These will be the front and back covers.
4	Put the writing samples inside the manila covers and make a two-hole punch on the left side.
5	Tie a string through the holes to hold the book together.
6	With your class, put a title on the cover of the book and list the authors.

Writing Lesson 3

Grammar Answers

- Can you see my mother over there?
- Their teacher will give them an exam.
- There are many pupils in this class.
- They're very happy that the library has new books.

Transition Lesson

Answers: Categorising Organiser

Big Category	<ul style="list-style-type: none"> • vertebrates
Sub-Category 1	<ul style="list-style-type: none"> • mammals
Facts	<ul style="list-style-type: none"> • have fur or hair on their bodies, give birth to live young, warm-blooded
Sub-Category 2	<ul style="list-style-type: none"> • birds
Facts	<ul style="list-style-type: none"> • have feathers on their bodies, born in eggs on land, warm-blooded
Sub-Category 3	<ul style="list-style-type: none"> • fish
Facts	<ul style="list-style-type: none"> • have gills, fins and scales on their bodies to live in water, born in eggs in the water, cold-blooded
Sub-Category 4	<ul style="list-style-type: none"> • reptiles
Facts	<ul style="list-style-type: none"> • have scales on their bodies, born in eggs on land, cold-blooded
Sub-Category 5	<ul style="list-style-type: none"> • amphibians
Facts	<ul style="list-style-type: none"> • have gills and tails for living in water then develop legs and lungs for living on land, born in eggs in the water, cold-blooded

Teaching Tips for Writing Lesson 3

Word Families	<ul style="list-style-type: none"> • Compound words are two words joined together to make one word.
Grammar	<ul style="list-style-type: none"> • Homophones are words that sound the same but have different spellings and different meanings.
Structures	<ul style="list-style-type: none"> • Use ‘when’ to refer to a time period.

Summative Assessments Term 3

Introduction

Below are summative assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

Level 3 (L3): The learner's performance exceeds the competence expected. Symbol: 

Level 2 (L2): The learner's performance meets the competence. Symbol: 

Level 1 (L1): The learner's performance does not meet the competence. Symbol: 

Reading and Speaking Assessments (administered individually)

Comprehension and Fluency Assessment

Select a story from the term. Ask the learner to read a section aloud. Ask the learner three comprehension questions about the story.

L3: Reads the story and answers all questions correctly.

L2: Reads the story and answers 1-2 questions.

L1: Cannot read the story independently.

Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the flashcards to the learner one at a time. Ask the learner to read the word and use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.

L2: Successfully completes the task for 3-4 vocabulary words.

L1: Completes the task for 2 or fewer vocabulary words.

Writing and Listening Assessments (administered as a group)

Listening Comprehension Assessment

Select a section from one of the academic texts from the term. Create three comprehension questions about the text. Read the section of the text to the class. Ask the comprehension questions one at a time. Have learners write their responses in their exercise books or on a piece of paper. Collect and assess.

L3: Answers all three questions correctly.

L2: Answers 1-2 questions correctly.

L1: Does not answer any questions correctly.

Spelling Assessment

Select 10 words from the vocabulary and word families sections of the pupil book. Dictate the words one at a time and have learners write them in their exercise books or on a piece of paper. Collect and assess.

L3: Spells 8-10 words correctly.

L2: Spells 6-8 words correctly.

L1: Spells 5 or fewer words correctly.

Creative Writing Assessment

Select a sub-topic and text type from the term. This exercise is a quick write. Tell learners that they will not go through the full 5-step writing process. They will go directly from planning to drafting. The focus is on writing a creative story that addresses the sub-topic in an interesting way. They will not lose points for grammar and spelling.

Put the writing organiser for that text type on the chalkboard. Tell learners to use the writing organiser to plan and draft their story in their exercise books or on a piece of paper. Collect and assess.

L3: Writes a meaningful, well-organised story with 4 or more sentences.

L2: Writes a meaningful, well-organised story with at least 2-3 sentences.

L1: The story does not include a full sentence.

Primary 4

Teacher's Guide

Appendices

The Primary 4 English Writing Approach

Primary 4 is a very important year for our learners. It marks the transition from ‘learning to read’ to ‘reading to learn.’ This year also means preparing learners for Primary 5 where the content will be subject-based and presented only in English textbooks.

In Primary 4 English, learners will be exposed to a wide variety of different types of texts, also known as ‘genres.’ Reading and writing activities are integrated through the stories, reports, letters and poems in the pupil book. Each week the reading lesson provides a model text for demonstrating special features of each text type, including common text structures that appear in the different text types. Primary 4 English introduces four major types of texts learners will interact with in their literacy lessons. Each of these types has several sub-types, all of which will help Primary 4 learners ‘read to learn.’ Here is an outline of the types of writing Primary 4 learners will address in their reading and writing lessons this year. The list below includes all of the text types learners will study this year. Text types studied only in the reading lessons are identified using parenthesis.

1. Narrative Writing

- Fiction Story
- Real Life Story
- Skit

2. Informative Writing

- Thematic Report
- News Story (only reading)
- ‘How To’ Report (only reading)
- Biography

3. Persuasive Writing

- Opinion Letter
- Persuasive Poster (only reading)

4. Poetic Writing

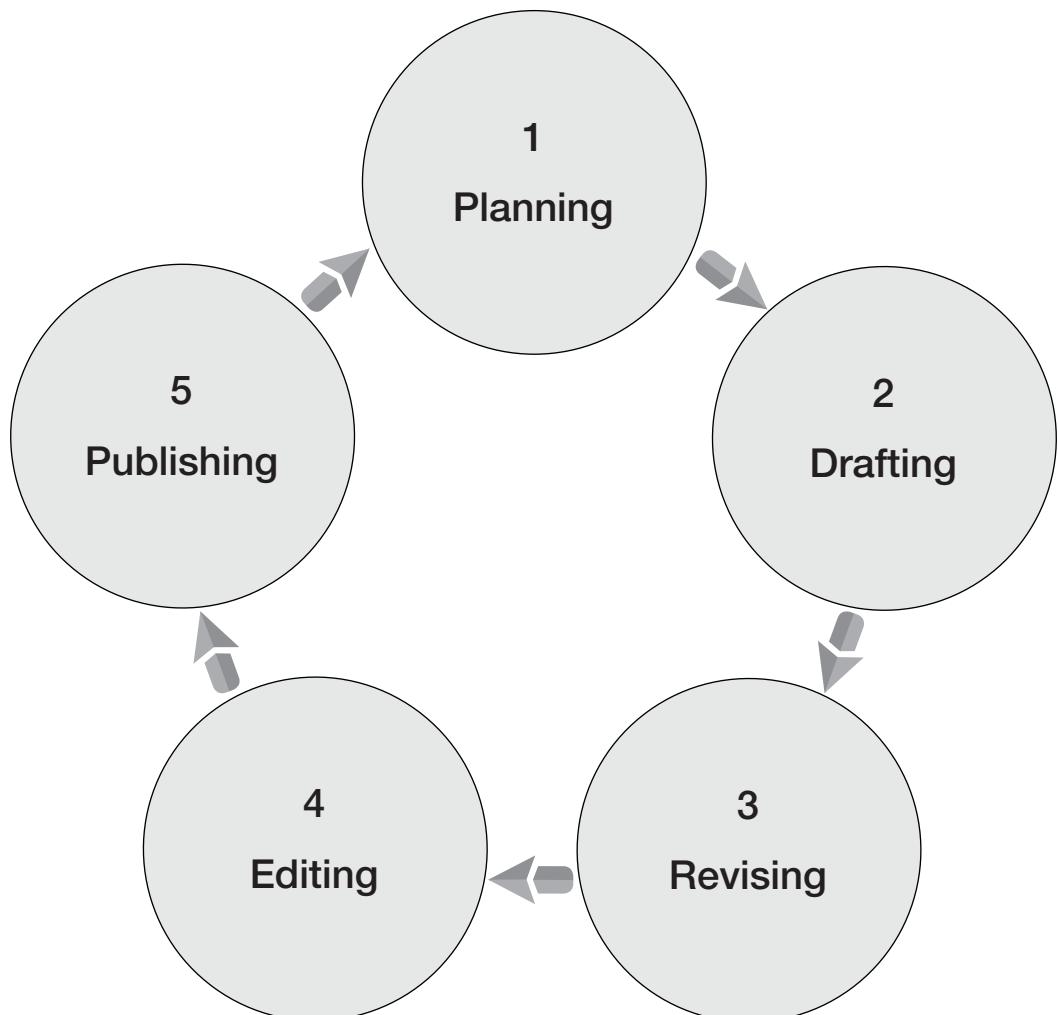
- Acrostic Poem
- Alliteration Poem
- Riddle Poem (only reading)
- Song or Ballad (only reading)

The Primary 4 English writing process used during Writing Lesson 2 has five steps: planning, drafting, revising, editing and publishing. By using a five-step process (one step per week over five weeks) learners experience taking a piece of writing through all of the steps in the writing process. Each five-week cycle, learners will receive a writing organiser, an assessment tool and mini-lessons (during the revision and editing steps) to ensure they understand and can carry out the writing assignment. A publishing tip is also provided.

A brief description of the activities on each day of the writing process, as well as a description of the writing organisers, assessment tools and mini-lessons teachers will use with their learners is found on the pages that follow.

Outline of the 5-Week Writing Process

The writing process has 5 steps: planning, drafting, revising, editing and publishing. Each step is important. The process follows the same steps every time, for all types of text. Teacher and learner activities for each step are explained in detail on the next page.



Appendices

Week 1: Planning

- Teacher defines and describes the type of writing.
- Teacher models the use of the writing organiser.
- Teacher and learners brainstorm writing ideas.
- Learners use the writing organiser to plan their writing topic.

Week 2: Drafting

- Teacher reviews the writing organiser for the week.
- Learners write their first draft, also known as the ‘sloppy copy.’
- Learners focus on getting as many creative ideas down on paper as possible. They should NOT focus on writing conventions like handwriting or spelling, which will be addressed in a different step of the writing process.

Week 3: Revising

- Teacher introduces the assessment tool.
- Teacher introduces a revision mini-lesson to help learners focus on improving an aspect of their writing specific to the text type.
- Learners read and review their first draft individually and with a partner using the assessment tool.
- Learners make changes to improve their writing using the assessment tool and mini-lesson instructions.

Week 4: Editing

- Teacher presents a mini-lesson to the class on an editing topic relevant to the text type.
- Learners check their writing for spelling, capitalisation and punctuation.
- Learners complete their revisions from the last lesson and begin writing a final copy. This is when they focus on improving their spelling and handwriting.

Week 5: Publishing

- Teacher presents a publishing tip to the class.
- Teacher helps learners prepare their final writing.
- Learners illustrate their final text when appropriate.
- Learners share their writing in pairs, small and large groups.
- Everyone celebrates the creation of a new piece of writing in English!

Other Teacher Support Tools for Writing

Writing Organisers

Writing organisers (a type of graphic organiser) are tools that help writers plan their writing. The writing organiser is introduced during the planning step. Teachers will find a complete list of writing organisers in this appendix along with a brief definition of the type of writing and a model text. The writing organiser is found in the Weekly Lesson Support section of the teacher's guide with example answers filled in. A blank writing organiser with guiding questions is provided for learners in the pupil book in the planning and drafting steps of the writing workshop on weeks 1 and 2.

Teachers may be inclined to fill in the writing organiser from top to bottom, starting with the title and working down. This is not how the writing organiser should be used. In fact, the title is often the last line to be filled in, even though it is on the first line of the organiser. Instead, the writing organiser should be filled in as ideas for a topic develop. For example, you may have a specific problem you want to address in your fiction story, so this is the first row you fill in. Another week, you may know that you want to write a story that takes place in a certain setting so you begin from that row. Ultimately, the writing organiser is just a tool to help learners outline their ideas. Once a first draft is completed there should no longer be a need to focus on the writing organiser. Instead, the focus turns to the draft itself and the assessment tool.

Assessment Tools

Assessment tools help the teacher and learners identify and evaluate key elements in their writing specific to the text type. Each writing organiser has a corresponding assessment tool, which is included in this appendix and in the pupil book. The assessment tools help learners identify how to improve their writing. They also help the teacher assess learners' work. The teacher presents the assessment tool to learners in week 3 during the revision step. As learners do their editing, revising and publishing in weeks 3, 4 and 5, they check their writing against the assessment tool as they develop their final draft.

Revising and Editing Mini-Lessons

A mini-lesson is a 10-minute whole class activity presented during the revising and editing steps of the writing process. The mini-lessons provide direct instruction on a variety of conventions and tips related to good writing. They appear in the revising and editing lessons in weeks 3 and 4 and are explained in the pupil book. Additional publishing tips are provided in the Weekly Lesson Support section of the teacher's guide for week 5. Teachers can also develop their own mini-lessons on other topics. On the next page is a list of the mini-lesson topics provided in this teacher's guide for the revising and editing lessons.

Appendices

Revising Mini-Lesson Topics

1. Writing Good Dialogue
2. Writing Good Opinion Sentences and Words
3. Writing Good Topic Sentences and Adding Supporting Details
4. Writing Good Stage Directions (for Skits)
5. Writing Good Character and Place Descriptions with Adjectives and Adverbs
6. Writing Good Opening and Closing Sentences

Editing Mini-Lesson Topics

1. Using Capitalisation and Punctuation
2. Using Commas
3. Ordering Events
4. Using Your Five Senses to Add Details
5. Writing Compound Sentences
6. Using Editing Checklists

Type of Writing #1: Narrative Writing

Learners describe an experience, event, or sequence of events in the form of a story or skit, either real or imagined. They can retell familiar cultural stories and write stories about events in their own lives. Learners' writing should have a beginning, middle and ending. It should have well developed characters, setting and action (or plot). When a story relates to a real life experience of the writer, the story is told in the first person and uses the pronouns 'I' and 'me.'

Fiction Story: A made-up story that is created from the writer's imagination.

Writing Organiser: Fiction Story	
Title	Summarise the story in a few words.
Character(s)	Who are the characters in the story?
Setting	When and where does story take place?
Problem	What problem do the characters face?
Action: Beginning	Introduce the characters and setting.
Action: Middle	Describe the problem the characters face.
Action: Ending	Find a solution to the problem.
Conclusion	End the story.

Self-Assessment: Fiction Story	✓
I begin in an interesting way, readers want more.	
I include important events in a sequence.	
I tell two events and include supporting details (descriptions).	
I clearly state the problem.	
I provide a solution for the problem.	
I have shared my story with a friend.	
I have corrected capitalisation, punctuation and spelling.	
I have made some changes to my story.	

Sample Fiction Story: Mary's Tears

Mary is nine years old. She is usually happy, but today she is crying. Tomorrow is her first day going to her new school. Her family had to move, and now Mary is attending a new school this year. She is scared.

Mary's new friend in the village, Faridah, comes to visit. Faridah says she will walk with Mary to school. Mary dries her tears. She is happy to walk to school with her new friend.

Appendices

Real Life Story: A true story about something that happened to the writer. It is usually told in the first person, and uses the pronouns ‘I’ and ‘me’.

Writing Organiser: Real Life Story	
Title	Summarise the story in a few words.
Character(s)	Use dialogue to develop the characters.
Point of View	1 st person – I, me, mine
Setting	When/where does the story take place?
Problem	What problem do you face?
Action: Beginning	Introduce the characters and setting.
Action: Middle	Describe the problem.
Action: Ending	Give a solution to the problem.

Self-Assessment: Real Life Story	✓
I have an interesting title.	
I wrote for a specific audience.	
I am a character in the story.	
I describe the setting of my story with exciting details.	
I stated the problem and have a solution.	
My story has a beginning, middle and end.	
I have corrected capitalisation, punctuation and spelling.	
My story uses the pronouns ‘I’ and ‘me.’	
I have used dialogue in my story.	

Sample Real Life Story: A Great Rainy Day!

One day it rained so hard! My friend Susan and I decided to slide down a muddy hill on banana leaves. Susan went first. I followed behind her. We slid down the hill fast. Susan slid into a tree! Then I slid into Susan.

“Are you hurt?” I asked.

“No,” she said. “Let’s do it again!”

Susan and I had a lot of fun sliding down the hill that day.

Skit: A short play that has dialogue and action between two or more characters. The characters' names are indicated along the left-hand margin. Stage directions for the characters are written inside brackets.

Writing Organiser: Skit	
Title	Can you summarise the skit in a few words?
Character(s)	Who are the characters in the skit?
Setting	When and where does the skit take place?
Problem	What problem does the main character face?
Action: Beginning	Introduce the characters and setting.
Action: Middle	Describe the problem the characters face.
Action: Ending	Describe the solution to the problem.

Self-Assessment: Skit	✓
My skit has an interesting title.	
My skit has exciting characters.	
I describe the setting of my skit.	
I introduce a problem.	
My skit has a beginning, middle and an ending.	
The character names are written first, followed by a colon.	
Directions are in parentheses.	

Sample Skit: A True Friend

(Betty and Mary are in Primary 4. They are at school. It is break time.)

MARY: (sounding worried) Oh, no!

BETTY: What's the matter?

MARY: (worriedly searching her pockets) I can't find my money! I will have nothing to eat!

BETTY: Calm down. It will be okay. How much money did you lose?

MARY: (relaxing) 200 shillings.

BETTY: I found 200 shillings at the school gate this morning. It must be yours.

MARY: (happy) Oh, thank you Betty! You are a true friend!

Type of Writing #2: Informative Writing

Learners write texts that inform, instruct or explain something to the reader. Primary 4 learners will write thematic reports and biographies.

Thematic Report: A report that provides facts and information about a topic.

Writing Organiser: Thematic Report	
Title	Summarise the report in a few words.
Introduction: Main Idea	Introduce the main idea of the report.
Supporting Idea 1	Give a supporting idea or fact.
Supporting Idea 2	Give a supporting idea or fact.
Supporting Idea 3	Give a supporting idea or fact.
Conclusion: Main Idea	Restate the main idea.

Self-Assessment: Thematic Report	✓
I My report has a title.	
I I state the main idea in the introduction.	
I I provide 2-4 ideas that support the main idea.	
I My conclusion restates the main idea in a new way.	
I I have corrected capitalisation, punctuation and spelling.	
I I have shared my report with a friend.	
I I have made some changes to my report.	

Sample Thematic Report: Parts of an Elephant

The body of an elephant has many interesting parts. Each body part helps the elephant in a different way.

An elephant's ears are very large. They help the elephant stay cool. An elephant's tusks can be used for defence. They are made of ivory. The trunk is probably an elephant's most famous feature. Elephants use their trunks like we use our hands. With their trunks elephants eat food, greet friends and hug their babies.

Elephants are amazing animals with body parts that each have a special job to do.

Biography: The true story of a person's life. It includes the most important events that happened.

Writing Organiser: Biography	
Title	Summarise the person's life in a few words.
Who?	Who is this biography about?
Where?	Where was the person born and raised?
When?	When did the main events happen?
What?	What challenges did the person face in life?
How?	How did the person meet the challenges?
Why?	Why is this person's life important?
Conclusion	Summarise the main ideas in the biography.

Self-Assessment: Biography	✓
I have an interesting title.	
I wrote for a specific audience.	
I describe the setting of the biography with exciting details.	
I have stated the problem and a solution.	
My biography has a beginning, middle and end.	
I have corrected capitalisation, punctuation and spelling.	

Sample Biography: My Grandmother the Leader

My grandmother's name is Eyai. She is a strong woman. She has been a leader all her life.

My grandmother was born about 50 years ago in Moroto. She was the first girl in her village to go to school. She trained to be a primary school teacher. Then she became a head mistress. Now she runs her own nursery school in Moroto.

My grandmother has helped to educate many people in her lifetime, including me. I am grateful to have such a strong and educated woman as my grandmother.

Type of Writing #3: Persuasive Writing

In persuasive writing the author tries to convince the reader to support his or her point of view using logic, values and emotion. Primary 4 learners will write opinion letters.

Opinion Letter: A letter written to someone whose opinion you want to influence.

Writing Organiser: Opinion Letter	
Greeting	Begin by addressing the person the letter is to.
Introduction: Main Idea/Opinion	State the main idea of the letter and your opinion.
Supporting Idea 1	Give a supporting idea or fact.
Supporting Idea 2	Give a supporting idea or fact.
Supporting Idea 3	Give a supporting idea or fact.
Conclusion: Main Idea	Restate the main idea of the letter and your opinion.

Self-Assessment: Opinion Letter		✓
Greeting	I start with the proper greeting. (Dear Sir or Madam).	
Body	<ul style="list-style-type: none"> I state the main idea and my opinion in the introduction. I have several paragraphs with detailed information on the topic. My conclusion restates the main idea and my opinion in a new way. 	
Closing	Sincerely, truly, etc. Your name.	
Editing	Punctuation and capitalisation are correct.	
Spelling	I checked the spelling of new words.	

Sample Opinion Letter: School Feeding at Alule Primary School

Dear Head Teacher,

I believe that Alule Primary School should provide porridge for pupils at break time. Good feeding is an important part of education. Without food, children's brains cannot work well. Food gives us the energy to study hard at school. Therefore, I suggest that the school make a plan to provide children with porridge during break time.

Sincerely,

Otim Daniel, Primary 4 pupil

Type of Writing #4: Poetic Writing

Poetry is a form of writing that uses word pictures and plays with rhythm, rhyme, alliteration and other stylistic devices to express a feeling or emotion. Acrostic and alliteration poems are written during Week 1 of Terms 2 and 3. The writing and self-assessment organisers do not appear in the pupil book. The writing organiser is only listed here in the teacher's guide for your reference.

Acrostic Poem: A poem where the first letter of each line spells out a topic word.

Writing Organiser: Acrostic Poem	
Featured word	Select a word to use for the acrostic poem. It can be a name or a vocabulary word.
Letter 1	List all of the words you can think of that start with this letter.
Letter 2	List all of the words you can think of that start with this letter.
Letters 3, 4, 5, etc.	List all of the words you can think of that start with the remaining letters.
Select words	Select the best word for each letter of your featured word from the list and complete the poem.

Sample Acrostic Poem #1: CAT

Curious
Aggressive
Temperamental

Appendices

Alliteration Poem: A poem that repeats sounds to express an idea or emotion.

Writing Organiser: Alliteration Poem	
Topic	What will the poem describe (person, place, thing)?
Featured Sound	What sound do you want to repeat in the poem?
Words with Sound	List all of the words you can think of that have that sound.
Line 1	Write a sentence that uses some of the selected words.
Line 2	Write a sentence that uses some of the selected words.
Line 3	Write a sentence that uses some of the selected words.

Sample Alliteration Poem #1: River (featuring the sound /r/)

Rough, roiling rapids

Restless water, rushing downstream

The river rises and rises with the relentless rain.

Sample Alliteration Poem #2: Sand (featuring the sound /s/)

My feet slip softly across the silky sand My toes caress the sandy grains

Slowly, slowly my mind goes silent.

Text Type Definitions

An explanation of each text type used in the curriculum is provided below.

Fiction Story: A made-up story that is created from the writer's imagination.

Real Life Story: A true story about something that happened to the writer. It is usually told in the first person.

Science Fiction Story: A fiction story about the future. It includes information about science or technology.

Autobiography: A true story someone writes about his or her own life.

Skit: A short play that has dialogue and action between two or more characters.

News Story: A factual report about a real life event. It usually focuses on things that are happening in the community.

Thematic Report: A report that provides facts and information about a topic.

'How To' Report: A step-by-step description of how to do or make something. It is written in numbered steps or paragraphs.

Biography: The true story of a person's life. It includes the most important events that happened.

Opinion Letter: A letter written to someone whose opinion you want to influence.

Acrostic Poem: A poem where the first letter of each line spells out a topic word.

Alliteration Poem: A poem that repeats sounds to express an idea or emotion.

Riddle Poem: A poem that uses descriptions to identify a mystery object. It usually has three clues and ends with the question, "What am I?"

Ballad (Song): A poem that is sung, usually about feelings or an event.

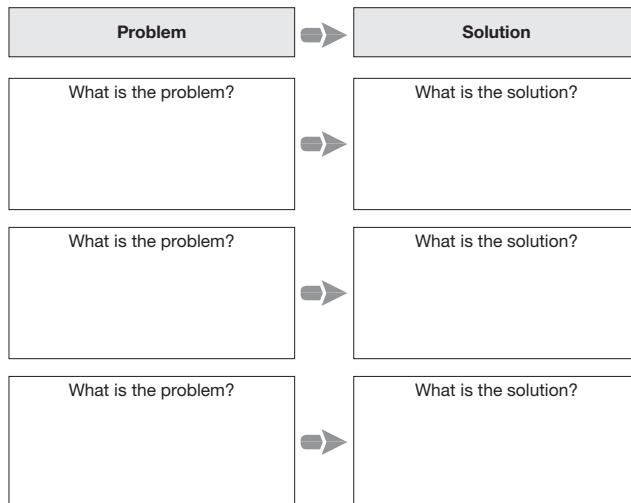
Chart or Signpost: A type of writing that uses short text and pictures to give information. It is posted somewhere for people to read.

Text Structure Definitions and Graphic Organisers

An explanation of each text structure used in the curriculum is provided below along with its corresponding graphic organiser.

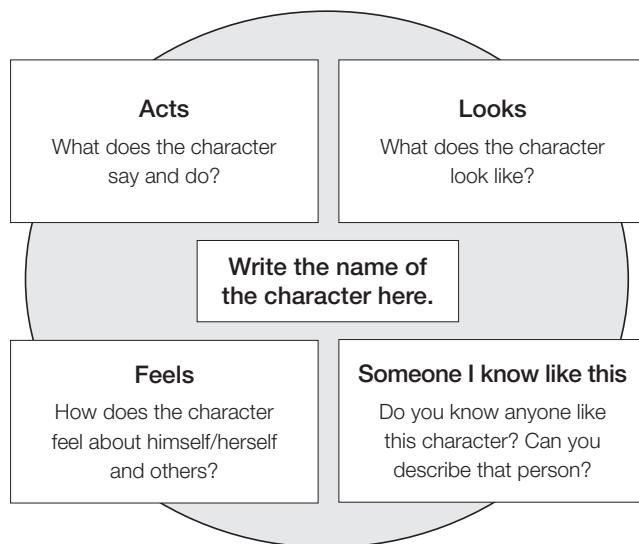
Problem and Solution

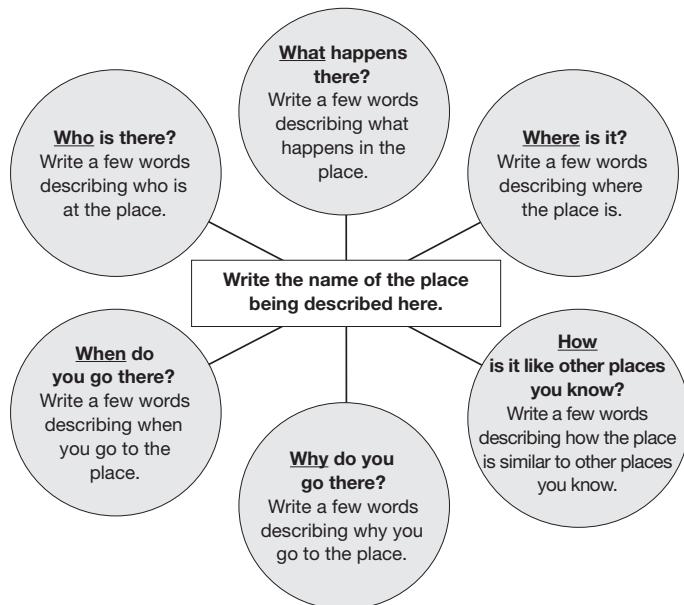
Problems are challenges that people have. Solutions are the ways that people solve these challenges. In problem and solution writing, writers describe a problem. They explain the solution to the problem and then tell what happens as a result of the solution.



Descriptions – Narrative, Informative, Persuasive

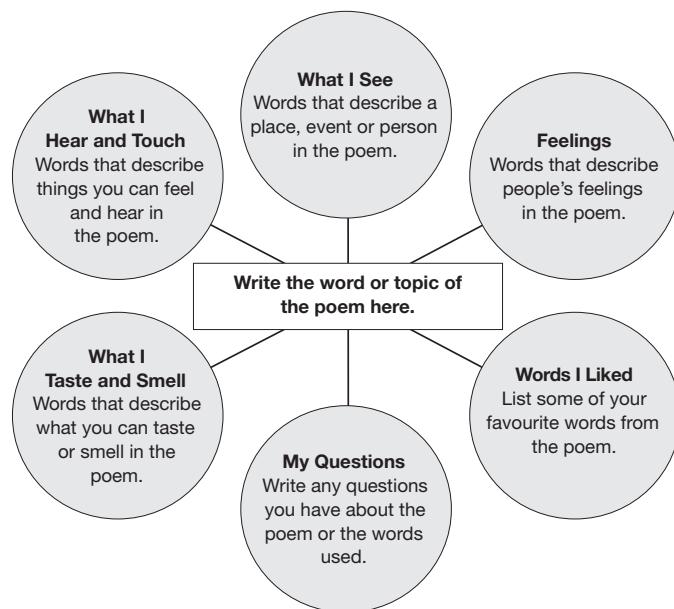
In descriptive writing, writers use words that provide details and give examples about the characters, the setting or the action of a story. This helps the reader create a picture in their mind using their five senses.





Descriptions – Poetic

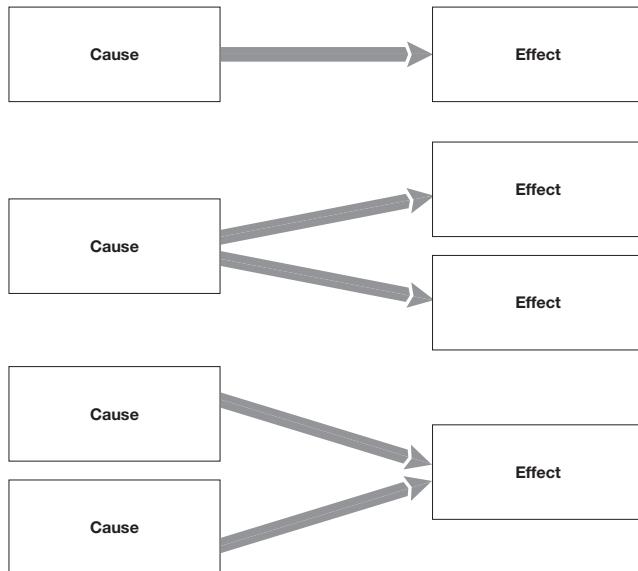
In poetic writing, writers use descriptive words about a person, place, thing or event to help the reader create a picture in their mind using their five senses.



Appendices

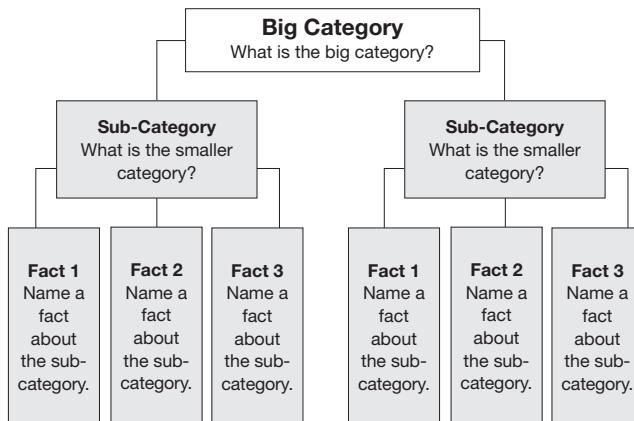
Cause and Effect

Causes are reasons why something happens. Effects are what happen. In cause and effect writing, writers give reasons why something happens and explain what happens as a result.



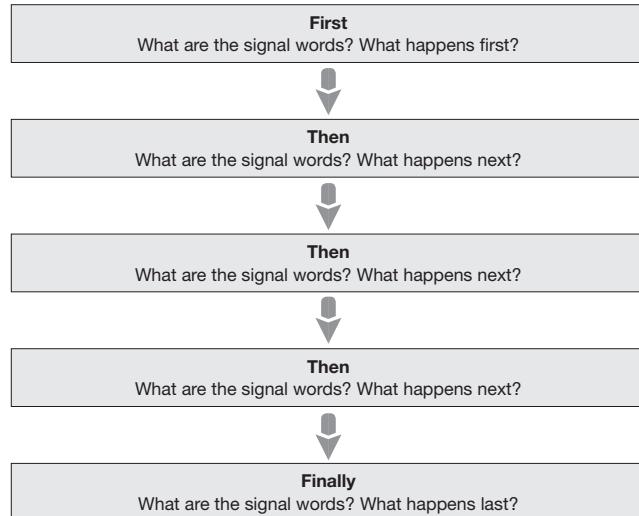
Categorising

A category is a group of things with the same qualities. In categorising writing, writers explain how two or more people, animals, places or things are alike and different by giving details about them. These details help the reader group the things being compared into categories like size, colour, likes, dislikes, etc.



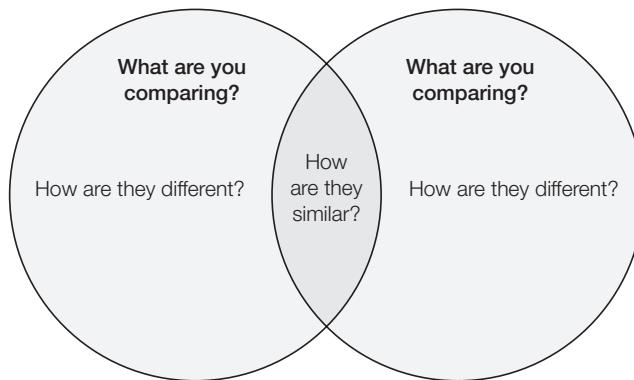
Sequencing

A sequence shows the steps in something or the order of events. Examples are: directions, instructions, stories and timelines. In sequencing writing, writers identify events in the order that they happened, or list the steps in a process.



Compare and Contrast

When you compare two things you show how they are alike. When you contrast two things you show how they are different. In compare and contrast writing, writers explain what is the same and different about two or more people, places, events or ideas.



Reading Comprehension Strategy Definitions and Graphic Organisers

An explanation of each reading comprehension strategy used in the curriculum is provided below along with its corresponding graphic organiser.

Visualisation

Good readers imagine what is happening while they read. They make a mental image of what they read using their senses – seeing, touching, smelling, hearing and tasting.

I see...	I hear...	I feel...	I smell...	I taste...
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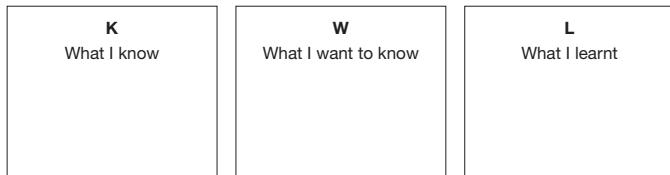
Summarising

Good readers identify and note the most important ideas from a text and can say them in their own words.



Monitoring

Good readers stop to think about their reading. They reflect on what they read and ask questions about the text when they do not understand.



Questioning

Good readers ask and answer questions as they read to check if they understand the text. This helps them think about the text so they understand it better.

I have a right there question
Write a question that can be answered with information from the text.
I have a think and search question
Write a question that you can answer from reading the text, even though the writer does not tell you the information directly.
I have an on your own question
Write a question that you can answer by combining information from the text with information you already know.

Predicting

Good readers think about what is going to happen next in a text. They make guesses about what will happen based on what they know and what they have read. There is no graphic organiser for making predictions, but there is a prediction question asked before reading: Based on the title and picture, what do you think the text will be about?

Making Connections

Good readers connect, or relate, what they know with what they are reading to help them understand. The three types are: text-to-self connections, text-to-text connections and text-to-world connections.

- 1 **Text-to-Self Connections**
 - Does this remind me of something or someone?
 - Has this ever happened to me?
 - Am I like this character? Have I ever felt this way?
- 2 **Text-to-Self Connections**
 - Does this text remind me of something else I have read?
 - How is this text similar to other things I have read?
 - How is this text different than other things I have read?
- 3 **Text-to-World Connections**
 - What does this remind me of in the real world?
 - How are the events in the story similar to things that happen in the real world?
 - How are the events in the story different than things that happen in the real world?

Glossary of English Literacy Terms

Term	Definition
academic text	A text that was specifically written for use by teachers to teach pupils and students about a subject.
alphabetic principle	All languages are based on this. Written words are composed of letters and those letters correspond to segments (parts) of spoken words.
blending	Putting together letters or word parts to read a word.
comprehension (reading)	Understanding the text that was read.
consonants	In English: b, c, d, f, g, h j, k, l, m, n, p, q, r, s, t, v w, x, y, z.
choral reading	A technique for teaching reading fluency where a group or class reads aloud in unison.
context clues	Clues within a sentence or story that help the reader determine meaning of a new word.
decoding	Using written letters to read the sounds associated with those letters.
echo, choral, partner, whisper	The order of reading that increases a learner's independence and decreases teacher support.
evaluative question	A question that requires the reader to express their own opinion and decide how they feel about a text and if they agree with it.
explicit	A type of instruction that includes exaggerated teacher modeling, visuals and is interactive.
expressive language (vocabulary)	The words that we understand when we speak and write.
finger-point	Pointing to words as one reads them; helpful to teach directionality and the relationship between sounds and letters.
fluency	Reading accurately, appropriate with speed and with expression.
guiding question	A pre-reading question that helps guide readers' focus while reading.
grammatical features	The different categories, elements and units that language can be broken down into, such as tense and person.

graphic organiser	A visual tool used to help express and organise ideas, thoughts and information and the relationship between them.
I Do, We Do, You Do	A teaching technique that begins with a teacher modeling a task, doing the task with learners and then learners doing to task independently. Also called scaffolding or gradual release model.
inferential question	A question that requires readers to use their own experience and knowledge to explain or make predictions about a text.
information graphics	Tools used to communicate information in a visual way. They include maps, graphs, charts and tables.
literal question	A question whose answer can be found directly in the text.
multi-sensory	Instruction that combines seeing, hearing or touching.
onset	Initial consonant or consonant blend in a word.
organisational features	Components of a piece of writing that help to organise it, including table of contents, references, glossary etc.
phoneme awareness	Understanding the sounds that make up a word and the ability to put sounds together and take them apart.
phonics	A method that teaches the relationship between sounds and the letter or letters that represent the sound.
phonological awareness	An awareness of the various levels of speech such as syllables, rhyme and sounds.
prediction	A guess about what will happen, often based on experience or prior knowledge.
prior knowledge	Pre-existing knowledge, skills, beliefs, and attitudes, which influence how a reader interprets and organises information.
preview	To look at a text before reading it in order to familiarise one's self with its parts.
reading comprehension strategies	A series of steps that good readers follow to make sense of a text.
receptive language (vocabulary)	The words that we understand when we listen and read. Typically receptive language skills are better than expressive language.

Appendices

rime	Words with the same sounds at the end of the word when the onset is removed. The spellings do not need to match. Example: (h - appy / s - appy; w - ait / g - ate)
segmenting	Separating a word into syllables or sounds. Needed for spelling.
sight word	A word that is immediately recognised as a whole and does not need to be decoded.
summarise	Identify and note the most important ideas from a text and restate them in one's own words.
syllable	A word part that contains a vowel and sometimes a consonant.
syntax	The arrangement of words in a sentence.
systematic	Instruction that follows a pre-planned skill sequence.
text structure	How information within a text is organised.
text types	Categories of writing; sometimes referred to as genres.
transfer	The idea that when a child learns a literacy concept in one language it transfers to another language.
transition text	A text used to support transitioning learners from one language to another or one learning area to another.
visualise	Create a mental image in one's mind.
vocabulary	The words one understands and uses in speech and in print.
vowels	In English: a, e, i, o, u.
word family	Groups of words that have a common feature or pattern.
writing conventions	Characteristics of good writing including include spelling, punctuation, capitalisation, grammar and paragraphing.

