

Malawi Primary Education

English Teacher's guide for Standard 4



Malawi Institute of Education

Produced and printed with support from:



USAID
FROM THE AMERICAN PEOPLE



Produced and published by

Malawi Institute of Education
PO Box 50
Domasi
Zomba
Malawi

Email: miedirector@sdnp.org.mw

Website: www.mie.edu.mw

© Malawi Institute of Education, 2017

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

First edition: 2017

ISBN 978-99960-44-11-3

Writers

Margaret Chilimanjira	:	Malawi Institute of Education
Joyce Saukira	:	Department of Inspectorate and Advisory Services
Esme Kusauka Matalala:	:	South East Education Division
Edson Dzimwe	:	Machinga Teachers' College
Patrick Kapito	:	Chancellor College
Amicable C Banda	:	Malawi National Examination Board
Chabwezi Mtika	:	Karonga Teachers' College
Season Chavula	:	Embangweni Community Day Secondary
Richard Kayenda	:	Ndirande Hill Secondary School
Valelano Kalinda	:	Kasungu Teachers' College
Ellen Ntauakira	:	Mulunguzi Primary School
Stella Phillipmon	:	Ngwenya LEA School
Rose Khonje	:	Chisombe Primary School
Samuel Kamanga	:	Michongwe Primary School
Mervice Mphulumba	:	Mwenyekondo Primary School
Raphael Mpanganjira	:	Machinga LEA School
Edith Chakwiya	:	Ndangopuma Primary School
Leah Malizani	:	Chikupira Primary School
Annie Salamba	:	Malembe Primary School
Wilson Chikwaya	:	Mpata Primary School
Mafken Wellos Banda	:	Mikundi Primary School
Alice Pahuwa	:	Ndirande Primary School
Ganizani Mpisa	:	Mombo CCAP Primary School
Kitty Lihoma	:	Nalipiri Primary School
Mary Mphande	:	Kapeni Demonstration Primary School
Jessy Kalepa	:	Chikamveka Primary School
Davis Saidi	:	Luchenza Community Day Secondary School

Acknowledgements

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

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

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

Production team

Editors	:	Max J. Iphani, Peter Ngunga, Sylvester Ngoma, Chris Laymaman and Esther Maulidi
Illustrations	:	Heath Kathewera, Isaiah Mphande and Richard Mwale
Typesetters	:	Anastazia T Mbungulo
Design and layout	:	Sanderson Ndovi and Elvin Gadama
Editor-in-Chief :	:	Max J. Iphani

Contents

Statement from the Ministry of Education, Science, Technology	i
Introduction to the National Reading Programme	i
Overview Of Teacher Guide	iv
Unit 1 : My New Friends	1
Unit 2 : Taking Care Of The Body	16
Unit 3 : School Rules	28
Unit 4 : Sending Messages.....	41
Unit 5 : The Changed Boy	54
Unit 6 : Let's do it again.....	67
Unit 7 : The Wind Blew Past Our Village	76
Unit 8 : Our School	85
Unit 9 : Safety At School	95
Unit 10 : Keeping Money Safe	104
Unit 11 : Let's Do It Again.....	113
Unit 12 : My Other Home	124
Unit 13 : Thandizo's School Uniform	134
Unit 14 : The Wise Chief.....	143
Unit 15 : The Train Ride.....	153
Unit 16 : Meeting With The Counsellor	162
Unit 17 : Let's Do It Again.....	173
Unit 18 : General Cleaning	183
Unit 19 : The Good Woman.....	193
Unit 20 : The Sports Day	203
Unit 21 : The Last Day at School.....	213
Unit 22 : Let's Do It Again.....	223

Unit 23 : Our Teacher	233
Unit 24 : Keeping Our Bodies	243
Unit 25 : The Bus Driver	252
Unit 26 : Chisomo and His Friends.....	262
Unit 27 : We Are One	271
Unit 28 : Let's Do It Again.....	281
Unit 29 : A Visit to the Mountain	290
Unit 30 : Our Language	300
Unit 31 : Hare And Lion	310
Unit 32 : Making Profits	320
Unit 33 : Let's Do It Again.....	329

Statement from The Ministry of Education, Science, Technology

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

Moreover, language is a very important human activity. We use it in almost everything we do. Accordingly, the ability to acquire and use the essential core language elements of listening, speaking, reading, writing, critical thinking and reasoning and structure and use of language cannot develop fully without some formal education. Therefore, in an attempt to find solutions to the lowering standards in reading achievements, government with support from the United States Agency for International Development (USAID) and the Department for International Development (DFID) is implementing a literacy intervention in the primary schools across the country. This is being implemented under the National Reading Programme.

It is the sincere hope that through the National Reading Programme, 50 percent of learners that complete Standard 3 will be able to read. I therefore call upon a concerted effort from all involved in the programme to fully collaborate so that together we improve the literacy levels of our primary school learners.

Introduction to The National Reading Programme

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

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

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

Literacy and Language Development

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

Core Elements of Language Development

While most learners will enter Standards 3 with a strong foundation in oral Chichewa, most will not have basic oral language skills in English. Acquiring a new language takes time and explicit instruction. The teaching strategies, texts and activities presented in this Teachers Guide will help you support learners as they learn and practice new vocabulary and language structures in English. Maintain English as the language of instruction, but use Chichewa to help learners understand new words and concepts in English.

The **Core Elements of Language Development** in English are:

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

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

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

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

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

Structure and use of language-The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts.

The Five components of reading instruction

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

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

Alphabetic Principle-This is the ability to connect sounds to print.

Fluency-This is the ability to read texts with speed, accuracy, expression and understanding.

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

Comprehension-This involves the ability to understand oral and written texts.

To guide you, the introductory pages have been organized as follows:

Organization of this teacher's guide

This teacher's guide is divided into two sections which are the introduction and the teaching units. The introduction includes the rationale for developing for learning language and literacy, overview of the National Reading Programme in the light of the National Reading Strategy and description of the five essential components of reading.

Rationale for learning language and literacy

Language and literacy are key to human development. People use language to get things done, to inform, warn, persuade or influence others to believe or behave in a particular way. This is achieved through listening, speaking, reading and writing. The ability to read and write well is crucial to children's academic achievement.

Moreover, when children have a good understanding of grammar and syntax of a language they are learnings, they acquire skills to communicate to a wide range of audiences for different purposes.

Core elements and their outcomes

Listening

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

Speaking

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

Reading

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

Writing

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

Critical thinking and reasoning

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

Structure and use of language

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

Part 1: Overview of the National Reading Programme

The goal of the National Reading Programme (NRP) is to improve the literacy skills of the early grade learners. Hence, the programme is particularly concerned with the reading achievements of Standard 1 to 4 learners. Through the NRP the target is to ensure that at least 50 percent of learners that complete Standard 4 must be able to read (MoEST, 2014).

In order to realize its goal, the NRP focuses on the four strategies that are well described in the Malawi National Reading Strategy (NRS) document. These are: effective reading instruction; learners' assessment; teacher preparation and; family and community support.

The next sub – section briefly describes each strategy. This is followed by a description of the five essential components of reading.

Strategy 1: Effective reading instruction

In the NRS, it is emphasized that effective reading instruction includes a focus on teaching reading in an explicit and systematic way. Explicit means that a concept is directly taught and modelled. As for the systematic means, the instructional materials are aligned so that the language components to be taught should progress from simple to complex. Therefore, the NRP has aligned this teacher's guide and learner's book while integrating the essential components of reading, with oral language development skills and writing activities.

Strategy 2: Assessment

Assessment is one of the crucial activities in the teaching and learning process. It involves gathering, recording, interpreting, using, and reporting information on learners' progress and achievement in developing knowledge, skills and attitudes. The primary purpose of classroom based assessment is to inform you what adjustments you need to make during instructions so that your learners' needs are met. Therefore, in NRP assessment is an integral part of the teaching and learning process.

Strategy 3: Teacher Preparation

The NRS recognizes that central to achieving the quality of education in Malawi is the updating of the teachers' knowledge through professional development activities. Accordingly, the NRP also recognizes that central to achieving its goal is building teacher capacity by providing them with opportunities for training and ongoing professional development through coaching. The ongoing teacher professional development will help to strengthen the teachers' capacity to teach the foundational reading skills that are key to developing comprehension skills in the learners.

Strategy 4: Families and communities

The MoEST also recognizes that apart from the teachers, family and community members are important in nurturing a culture of reading in the learners. Hence, the NRP has a component of community mobilization and engagement to ensure that the School Management Committees (SMCs) and the wider community at village level collaborate in developing the learners' literacy skills at home.

In line with the above strategies, the National Reading Program emphasizes on five essential components of reading. These are: Phonological awareness, alphabetic principle, vocabulary, fluency and comprehension.

The next section briefly introduces you to each of the essential components of reading for standard 4 learners emphasized in the NRP.

Components of Reading Instruction

Component 1: Phonological awareness

This involves learners' ability to hear and manipulate sounds and sound segments.

Component 2: Alphabetic principle

This is the ability to connect sounds to print.

Component 3: Fluency

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

Component 4: Vocabulary

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

Component 5: Comprehension

This involves the ability to understand oral and written texts.

The five components of reading have specific instructional strategies to be used in the teaching and learning process.

Part 2: The Components of Reading Instruction for Standard 4 learners

Of the five essential components of reading that have been stated above, the following are emphasized in standard 4; vocabulary, fluency and comprehension. In order to teach these skills effectively, the teacher is required to teach them in relation to oral language, grammar and writing.

In this section, we present a brief description of the components which are relevant for standard 4 learners, their relevance to development of reading skills, and activities that have been included in this teacher's guide to help standard 4 learners develop into strong readers.

Part 3: An overview of this teacher's guide

This teacher's guide for Standard 4 contains a total of 33 units. Of these, 27 are teaching units which have central themes or topics to be covered. The other 6 are review and assessment units. It is also important to know that the units in this teacher's guide correspond to the units in the learners' books.

You will also find out that each unit is divided into 10 lessons to be taught in a week. The ninth lesson is meant for more independent practice in reading through the reading of supplementary readers. In this lesson learners will be required to read a text of their choice. The tenth lesson, which marks the end of a unit, is a review lesson or unit assessment in which no new work is taught. This provides an opportunity for the teacher to assess the learners' achievement of the success criteria in a unit and revise any work that learners struggled with to understand within a unit.

In addition, each scripted lesson has a total of 3 to 4 activities to enhance the learners' skills in oral fluency, vocabulary, reading comprehension, grammar and writing. However, this does not mean that all the components must be covered in a single lesson. In other words, each lesson integrates a number of these components.

The next section provides you with an overview of the lesson framework to show how the components are integrated.

Part 4: Lesson framework

The table below shows the focus of English language instruction as presented in this teacher's guide. It also provides an overview of how the components are integrated in each lesson

Table 1: Weekly Lesson components

LESSON 1	LESSON 3	LESSON 5	LESSON 7	LESSON 9
<ul style="list-style-type: none"> • Oral language structures • Writing connected to the oral structures. 	<ul style="list-style-type: none"> • Oral language structures • grammar (Introducing grammar aspect) • Writing connected to grammar 	<ul style="list-style-type: none"> • Oral language structures • Grammar (practicing grammar aspect introduced in lesson 3) • Writing tied to grammar 	<ul style="list-style-type: none"> • Reading (silent reading) • Writing (answering comprehension questions) 	<ul style="list-style-type: none"> • Supplementary reading
LESSON 2	LESSON 4	LESSON 6	LESSON 8	LESSON 10
<ul style="list-style-type: none"> • Vocabulary • Reading comprehension using the target comprehension strategy • Fluency strategy (introducing) 	<ul style="list-style-type: none"> • Fluency Strategy (practising) • Reading comprehension & using the target comprehension strategy • Answering comprehension questions orally 	<ul style="list-style-type: none"> • Vocabulary • Reading • Writing connected to vocabulary 	<ul style="list-style-type: none"> • Planning and • Writing paragraphs (productive writing) 	<ul style="list-style-type: none"> • Review and assessment

Review and Assessment Lesson

This is the tenth lesson in the teaching units where you have to choose 2 – 4 success criteria that learners need more practice and use this time to revise the activities.

Besides the review lesson in every unit, this teacher's guide also includes 6 review and assessment units.

Review and Assessment units

The review and assessment units will provide you with an opportunity to assess the learners' achievement after teaching a specific number of units. It will also provide you with an opportunity to revise the work that has been covered over a period of 4 to 5 weeks. Each review and assessment unit also contains 10 lessons.

Table 2 below provides an overview of how you can handle the review and assessment units.

Table 2: Weekly lesson components for the review and assessment Units

	Suggested activities to be revised and assessed
Lesson 1	<p>Revise:</p> <ul style="list-style-type: none"> • Any oral language structure from lessons 1, 3 and 5 in units 1 to 5.
Lesson 2	<p>Revise:</p> <ul style="list-style-type: none"> • Any comprehension strategy from lessons 2 and 4 in units 1 to 5. • Any vocabulary from lessons 2 and 6 in units 1 to 5. • Any fluency strategy from lessons 2 and 4 in units 1 to 5.
Lesson 3	<p>Revise:</p> <ul style="list-style-type: none"> • Any oral language structure from lessons 1, 3 and 5 in units 1 to 5. • Any grammar point from lessons 3 and 5 in units 1 to 5. <p><i>Note: the activities to be revised should not be those revised in Lesson 1</i></p>
Lesson 4	<p>Revise:</p> <ul style="list-style-type: none"> • Any comprehension strategy from lessons 2 and 4 in units 1 to 5. • Any vocabulary from lessons 2 and 6 in units 1 to 5. • Any fluency strategy from lessons 2 and 4 in units 1 to 5. <p><i>Note: the vocabulary to be revised should not be those revised in Lesson 2</i></p>

Lesson 5	Assessment <ul style="list-style-type: none"> assess learners on the work covered in Lessons 1 to 4 only (cycle 1) of the target units. <p>Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers</p>
Lesson 6	Revise: <ul style="list-style-type: none"> Any grammar point from lesson 5 in units 6 to 10. Oral languages structures from lesson 1, 3 and 5 in units 6 to 10.
Lesson 7	Revise: <ul style="list-style-type: none"> Any vocabulary from lesson 2 and 6 in units 6 to 10.
Lesson 8	Revise: <ul style="list-style-type: none"> Comprehension (reading and answering questions) on unit 6 story.
Lesson 9	Revise: <ul style="list-style-type: none"> Any productive writing from lesson 8 in units 6 to 10.
Lesson 10	Assessment <ul style="list-style-type: none"> assess learners in the work covered in Lessons 5 to 8 only (cycle 2) of the target units. <p>Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers</p>

As standard 4 teachers, it is important to note that the first four revision lessons (1 to 4) focus on revising the content covered in lessons 1 to 4 of every teaching unit. Then, in Lesson 5, it is also suggested that you should assess the content covered in lessons 1 to 4 of the target units. As you assess some learners, the other learners can be asked to read any supplementary readers from lessons 9 of the first 2 target units. When concluding the assessment lesson, you should ask some learners to talk about what they have learnt.

Then, for Lessons 6- 9 it is suggested that you should revise the content that was covered in lessons 5 to 8 of the target units. In Lesson 10, you should also assess learners in the content that was covered in lessons 5-8 of the target units. As you assess some learners in Lesson 10, the other learners can be asked to read any supplementary or review unit story. When concluding the assessment lesson, you should ask some learners to talk about what they have learnt.

Teaching, learning and assessment methods

Effective teaching and learning involves the participation of both the teacher and the learners in the lesson. This requires the teacher to ask questions, initiate ideas and facilitate the learning process while the learners answer questions, discuss ideas in pairs or groups or act out a situation. These strategies promote understanding of the concepts and application of ideas in solving problems. The following are some of the teaching and learning methods used in this guide.

Pair work

Pair work involves the learners talking to each other or doing an activity in twos. There are two types of pair work; open and closed. Open or demonstration pair work involves two learners talking to each other while other learners are listening and watching. Closed pair work, on the other hand, involves all learners talking to each other in twos at the same time.

How to conduct pair work

The following are some of the guidelines for conducting pair work:

- tell the learners to hold hands with a friend. Then pair those who are not holding hands.
- use numbers one, two, one, two. Then tell the ones to pair with the twos.
- make the two learners sit in front of the class, turn towards each other and tell the rest of the class to do the same.

How to make pair work successful

Some of the ways to make pair work successful are as follows:

- the learners must know what to do. This means that there must be a demonstration of the language the learners are going to practise in pairs.
- the learners must know who to work with. Each learner must know his/her partner. They should be trained to work in pairs in order to minimize delays.
- the learners must know when to begin an activity and when to stop it. They should be trained in how to begin and end the activity.

Importance of pair work

Pair work is important since it:

- gives many learners the opportunity to participate within a short time; for example, several learners may read at a time in reading lessons
- gives the teacher a chance to attend to low achievers
- gives shy learners a chance to share ideas and participate in the lesson fully
- is a natural way of learning
- helps the learners to develop confidence, self-esteem and assertiveness
- adds variety to the teaching and learning process
- maximizes the learners' participation in the lesson

Guidelines for organizing groups

The following are some of the guidelines for organizing groups:

- four to six learners in a group is convenient
- choose quick and clever learners as group leaders
- decide quickly who will form the demonstration group. The teacher may ask group leaders to form a demonstration group. The teacher may also call upon a whole group to demonstrate to the class
- the learners of different abilities or of similar abilities may be put together
- the teacher may take advantage of learners sitting together to form a group.

Later, a definite grouping pattern can be established

Advantages of group work

The following are the advantages of group work:

- it trains the learners in leadership skills
- it maximizes teacher's assistance to the learners
- it helps the learners to actively participate in the classroom activities
- it promotes social interaction among the learners
- it develops in the learners a sense of responsibility
- it is ideal for carrying out projects

How to manage groups

The following are some of the ways for managing groups:

- give groups names, e.g., names of mountains, rivers, cities, countries or animals
- give individual members of the group names
- choose leaders who are clever and quick. Rotate leadership regularly
- decide quickly who will form the demonstration group
- practise getting into and out of groups with the learners

UNIT 1	My new friends: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify places where we meet new friends • introduce oneself • complete a dialogue about making introductions <p>Suggested resources (in addition to learners' book) charts with expressions for introduction</p>	

Introduction	(2 minutes)
Ask the learners to say what they do when they meet a new friend both at school and home.	

Activity 1.1.1	Oral Language: Identifying places where we meet new friends	(5 minutes)
We meet new friends in different places. In this lesson, we will talk about places where we meet new friends.		
	<ul style="list-style-type: none"> • Tell the learners where you meet new friends. For example, say: <i>I meet new friends at the market.</i> 	
	<ul style="list-style-type: none"> • Ask some learners to tell the class where they meet new friends. • Listen and give feedback. 	
	<ul style="list-style-type: none"> • Ask the learners to work in groups of three and to think of more places where they meet new friends. 	

Activity 1.1.2	Oral Language: Introducing oneself	(15 minutes)
Sometimes we tell our new friends about ourselves. This is called making introductions. Now we will introduce ourselves.		
	<ul style="list-style-type: none"> • Tell learners that: <i>When I meet new friends, I tell them my name, where I live and what I like to do.</i> • Demonstrate introducing oneself by saying: <i>My name is _____. I live in _____. I like to _____.</i> 	
	<ul style="list-style-type: none"> • Invite a learner to the front. • Demonstrate with the learner how to introduce oneself by saying <i>I am... I live at... I am... years old.</i> • Help the other learner to respond: <i>Nice meeting you... I am ... I live in ... I like to....</i> • Repeat several times with different learners. 	
	<ul style="list-style-type: none"> • Ask the learners to be in pairs. • Ask them to introduce oneself. • Invite some pairs to show the class what they were doing. • Listen to their presentations and give feedback. 	

Activity 1.1.3**Writing connected to Oral language structure:
Completing a dialogue****(10 minutes)**

Now we will complete a dialogue about making introductions.



- Ask the learners to open their books at page 3.
- Go over the instructions for Exercise A.



- Discuss the example with learners.



- Ask learners to complete the exercise in their exercise books.
- Walk around and help struggling learners.
- Ask some learners to read their answers to the class.
- Listen and give feedback.

Conclusion**(3 minutes)**

Ask the learners what they say when introducing oneself to a new friend.

Teacher Reflection

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

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

UNIT 1**My new friends: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- ask themselves questions as they read
- read a dialogue using dramatised reading

Suggested resources (in addition to learners' book)

word cards

Introduction**(2 minutes)**

Ask learners to repeat what they say when they meet new friends.

Activity 1.2.1**Vocabulary: Giving meanings of words****(8 minutes)**

Now we will learn meanings of words.



- Write the word **lonely** on the chalkboard.
- Read the word aloud.

	<ul style="list-style-type: none"> • Read the word again with learners several times. • Ask learners who know the meaning of the word to raise their hands. • Ask the learners who have raised hands to say the meaning of the word to the class. • Consolidate the meaning of the word using appropriate strategies. • Do the same with nice and show.
	<ul style="list-style-type: none"> • Write the words interesting and friendly on the chalkboard. • Let learners read the words aloud. • Let learners give the meaning of the words. • Consolidate the meaning of the words using appropriate strategies.

Activity 1.2.2

Comprehension: Self-questioning

(15 minutes)

When I am reading a text, I ask myself questions. Asking myself questions as I read helps me to check my understanding of the story. Now, we will learn how to ask ourselves questions as we read.

Tip: In self-questioning, the questions should be asked as one reads and not after reading.

	<ul style="list-style-type: none"> • Tell learners that in self-questioning, readers ask themselves questions as they read a text in order to understand the story better. • Ask learners to open their books at page 1. • Let learners predict the dialogue using the title and illustration. • Demonstrate self-questioning by reading some lines of the dialogue aloud and ask yourself questions on what you have read. For example, after reading some lines, stop reading and ask yourself: <i>Who is Temwani?</i> If you cannot find the answer, read the lines again. If you find the answer to that question, continue reading say: <i>Temwani is a new learner.</i>
	<ul style="list-style-type: none"> • Read more lines with learners until you reach the part where Chimwemwe and Frank have met Temwani. Say: <i>Can anyone think of a question to ask about the story at this point?</i> • Listen to self-questions from several learners and provide feedback.
	<ul style="list-style-type: none"> • Ask the learners to read the rest of the dialogue silently while asking themselves questions as they read. • Walk around and support struggling learners. • Ask some learners to share their questions to the class. • Listen and give feedback.

Activity 1.2.3

Fluency: Reading the dialogue by dramatizing it

(8 minutes)

Acting out when reading a dialogue makes the dialogue sound real. This type of reading is called dramatised reading. Now we will read the dialogue *My new friend* by dramatising it.

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 1. • Demonstrate dramatised reading by reading part of the dialogue while changing the voice and using gestures.
	<ul style="list-style-type: none"> • Read the dialogue with the whole class while dramatising the role of the characters.
	<ul style="list-style-type: none"> • Tell learners to be in groups of three.

	<ul style="list-style-type: none"> Ask the learners to finish reading the dialogue in their groups, each learner taking the role of one character. Walk around and assist struggling learners.
--	--

Conclusion

(2 minutes)

Ask learners to give the meanings of the words **lonely**, **interesting** and **friendly**.

Teacher Reflection

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

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

UNIT 1

My new friends: Oral Language and Grammar

Lesson 3

Success criteria

Learners must be able to:

- introduce oneself
- identify simple present tense
- complete sentences

Suggested resources (in addition to learners' book)

Sample sentences in simple present tense

Introduction

(2 minutes)

Ask learners to say where they meet new friends.

Activity 1.3.1

Oral Language: Introducing oneself

(10 minutes)

At the places where we meet new friends, we introduce ourselves as we did in one of the previous lessons. In this lesson, we will introduce ourselves again.



- Remind learners how to introduce oneself by giving our names, where we live and what we like doing.



- Invite some learners to show the class how to introduce oneself.
- Listen to the presentations and give feedback.



- Ask the learners to be in groups of three.
- Ask them to take turns introducing themselves.
- Walk around and help struggling learners.

Activity 1.3.2

Grammar: Identifying simple present tense

(8 minutes)

In standard 3 we learnt verb tenses. One of these tenses is the simple present tense. Now we are going to identify verbs that are in simple present tense.

	<ul style="list-style-type: none"> Write the following sentences on the chalkboard: <ol style="list-style-type: none"> <i>She likes nsima.</i> <i>We live in Kawale.</i> Read the sentences while drawing learners' attention to the verbs <i>likes</i> and <i>live</i>. Tell the learners that the verbs; <i>likes</i> and <i>live</i> in these sentences are showing actions that are done repeatedly. These verbs are in simple present tense. Tell the learners that the verbs in simple present tense have an s at the end if the sentence has a singular subject and without an s if the sentence has a plural subject.
	<ul style="list-style-type: none"> Write the following sentences on the chalkboard: <ol style="list-style-type: none"> <i>We play football.</i> <i>She eats nsima every day.</i> Ask learners to read the sentences aloud. Help learners to identify the simple present tense verb in the sentences.
	<ul style="list-style-type: none"> Write two more sentences with verbs in simple present tense on the chalkboard as: <ol style="list-style-type: none"> <i>They go to church every Sunday.</i> <i>He drives a car.</i> Ask learners to identify simple present tense verbs in these sentences in groups. Ask some learners to present their work to the class. Listen and give feedback.

Activity 1.3.3

Grammar: Completing sentences

(12 minutes)

Now we are going to complete sentences using simple present tense verbs.

	<ul style="list-style-type: none"> Tell the learners to open their books at page 3. Go over the instructions and example for Exercise B. Remind students that a simple present tense is a verb tense showing an action that happens repeatedly.
	<ul style="list-style-type: none"> Discuss with learners items 1 and 2 of Exercise B. Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to revise introducing oneself by giving their names, where they live and what they like.

Teacher Reflection

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

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

UNIT 1	My new friends: Reading	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask themselves questions as they read • read a dialogue by dramatising it • answer comprehension questions <p>Suggested resources (in addition to learners' book) Word cards</p>		

Introduction

(2 minutes)

Ask learners to read the following words from the word cards: **nice, show and interesting**

Activity 1.4.1	Comprehension: Self-questioning	(10 minutes)
<p>In one of the previous lessons, we learnt how to ask ourselves questions as we read a text to check our understanding. Now, we will ask ourselves questions as we read the dialogue <i>My new friends</i> again.</p>		
	<ul style="list-style-type: none"> • Ask learners to open their books at page 1. • Remind learners how to pause as they read and ask themselves if what they are reading is making sense. 	
	<ul style="list-style-type: none"> • Read part of the dialogue with learners and help them to ask themselves questions as they read. 	
	<ul style="list-style-type: none"> • Tell learners to read the remaining part of the dialogue silently and ask themselves questions as they read. • Walk around and help struggling learners. 	

Activity 1.4.2

Fluency: Reading a dialogue by dramatising

(5 minutes)

In one of the previous lessons, we read a dialogue by acting it using appropriate gestures and voice. This is dramatised reading. Now we will read the dialogue *My new friend* using dramatised reading again.

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 1. • Demonstrate dramatised reading by reading part of the dialogue while changing the voice and using gestures.
---	---

	<ul style="list-style-type: none"> • Read the dialogue with learners while dramatising the characters. • Help learners if they are struggling and give feedback.
	<ul style="list-style-type: none"> • Tell learners to be in groups of three. • Ask the learners to finish reading the dialogue in their groups, each learner taking the role of one character. • Ask some groups to read to the class. • Listen and give feedback.

Activity 1.4.3

Comprehension: Answering questions orally

(15 minutes)

When answering questions, we look at words that are used to ask questions. Now we will answer questions that use **who, what, why, when, where** and **how**.

	<ul style="list-style-type: none"> • Tell the learners that the words who, what, why, when, where and how are used for asking questions. Say: <ol style="list-style-type: none"> 1. <i>who is used to ask about a person or people in a story,</i> 2. <i>what is used to ask about a thing,</i> 3. <i>why is used to ask the reason for something,</i> 4. <i>how to ask about the way something is,</i> 5. <i>where is used to ask for the place, and</i> 6. <i>when is used for time.</i> • Write the question words on the board. • Model answering comprehension questions for all question words. Say: <i>Who are the three learners in the dialogue? First I look at the question word, who. Who tells me it is about people. I look at the text and find the name of the people in the story. Then I can say, ‘The three learners are Frank, Chimwemwe and Temwani.’</i>
	<ul style="list-style-type: none"> • Answer the second question with the learners as a class. • Say: <i>Look at the next question. First look at the question word. The question word is...?</i> • Let learners respond. • Read the next question with the learners. <i>How old is Chimwemwe?</i> • Tell them to go through the text and find the answer in the dialogue. (<i>Chimwemwe is 9 years old.</i>)
	<ul style="list-style-type: none"> • Let the learners answer the remaining questions orally. • Listen to the answers and give feedback.

Conclusion

(3 minutes)

Ask learners to share their experiences about being new at school.

Teacher Reflection

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

- 1 *For each of the success criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?*
- 2 *Which success criteria do the learners appear to be struggling with the most?*
- 3 *What will you do to address their difficulties?*

UNIT 1**My new friends: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- say what they do with their new friends
- use the simple present tense
- write sentences using simple present tense

Suggested resources (in addition to learners' book)

chart with sentences in simple present tense

Introduction**(2 minutes)**

Ask learners to say what they do with their brothers and sisters.

Activity 1.5.1**Oral Language: Saying what they do with their new friends****(8 minutes)**

We have talked about what we say when we meet a new friend. Now we are going to discuss what we do with our new friends.



- Tell the learners what you do with a new friend. For example:
Ask yourself: *What do I do with my new friend?*
Answer: *I share food with my new friend.*



- Invite a learner and ask: *What do you do with a new friend?*
- Help the learner answer: *I share food with my new friend, etc.*
- Do the same with several learners naming different things (play, eat).
- Listen and give feedback.



- Ask the learners to be in pairs and say what they do with their new friends.
- Walk around, listen and help struggling learners.

Activity 1.5.2**Grammar: Using the simple present tense****(10 minutes)**

In one of the previous lessons, we learnt verbs that are used when talking about actions that are done repeatedly. We call them simple present tense verbs. In this lesson, we will make sentences using simple present tense verbs.



- Write the following sentences on the chalkboard:
 - a. *He walks to school.*
 - b. *We take food to school.*
- Tell the learners to read the sentences.
- Tell the learners that in the sentences, we have used words for actions that are done repeatedly. (We add s to the verb when the subject is singular)



- Write the verb **write** on the chalkboard.
- Ask the learners to raise their hand if they can make a sentence with that verb.
- Listen and give feedback.

	<ul style="list-style-type: none"> • Write some good examples of learners' sentences on the chalkboard. • Do the same with the verb sings.
	<ul style="list-style-type: none"> • Ask the learners to make a sentence with the verb dance. • Listen and give feedback.

Activity 1.5.3

Grammar: Writing sentences using simple present tense

(12 minutes)

Now we are going to write sentences using simple present tense.



- Tell the learners to open their books at page 4.
- Go over the instruction and example for Exercise C.



- Discuss with learners items 1 and 2 of Exercise C.
- Repeat *I do* and *We do* if necessary



- Ask learners to complete the exercise in their exercise books.
- Walk around and help struggling learners.
- Ask some learners to read their answers to the class.
- Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to make sentences with verbs in simple present tense.

Teacher Reflection

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

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

UNIT 1

My new friends: Vocabulary

Lesson 6

Success criteria

Learners must be able to:

- identify words they do not know
- give meanings of words
- match words with their meanings

Suggested resources (in addition to learners' book)

Word cards

Introduction

(2 minutes)

Ask learners to say how they felt when they went to a new place.

Activity 1.6.1**Vocabulary: Identifying words we do not know****(5 minutes)**

In some of the previous lessons, we read a dialogue. Now, we will read the dialogue again silently. As we are reading, we should identify words whose meanings we do not know and think of their meanings.

	<ul style="list-style-type: none">• Tell the learners to open their books at page 1.• Begin to read the dialogue aloud. Pretend there is a word whose meaning you do not know. Say that word aloud to the learners.• Give the meaning of the word using appropriate strategy.
	<ul style="list-style-type: none">• Tell learners to raise their hand when they hear a word they do not know as you continue reading.• Discuss the meaning of the identified words using appropriate strategies.
	<ul style="list-style-type: none">• Ask the learners to continue reading the dialogue silently while identifying words whose meaning they do not know.• Ask them to write the words they have identified in their exercise book.

Activity 1.6.2**Vocabulary: Giving meanings of words****(10 minutes)**

Now we will give meanings of the words we have identified.

	<ul style="list-style-type: none">• Ask some learners to read the words they have identified.• Write the words on the chalkboard.
	<ul style="list-style-type: none">• Tell the learners to read the words on the chalkboard.• Help learners to give meanings to a few words on the chalkboard using appropriate strategies.
	<ul style="list-style-type: none">• Ask learners to be in groups of three.• Ask learners to give the meaning of the remaining words in their groups.• Invite some groups to tell the class the meaning of the words.• Consolidate the meaning of the words using appropriate strategies.

Activity 1.6.3**Vocabulary: Matching words with their meanings****(15 minutes)**

Now we are going to match the words with their meanings.

	<ul style="list-style-type: none">• Tell the learners to open their books at page 4.• Go over the instructions and example for Exercise D.
	<ul style="list-style-type: none">• Discuss with learners items 1 and 2 of Exercise D.• Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none">• Ask learners to complete the exercise in their exercise books.• Walk around and help struggling learners.• Ask some learners to read their answers to the class.• Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to give some of the meanings of the words they have learnt.

Teacher Reflection

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

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

UNIT 1**My new friends: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a dialogue silently
- talk about a text
- write answers to comprehension questions

Suggested resources (in addition to learners' book)

Chart with pre-questions

Introduction**(2 minutes)**

Ask learners to say what they learnt from the dialogue *My new friends*.

Activity 1.7.1**Comprehension: Reading Silently****(10 minutes)**

In this lesson, we will read the dialogue *My new friends* again silently and answer some questions on it.



- Write the following pre-questions on the chalkboard:
 - a. *In which class are Chimwemwe and Frank?*
 - b. *How old is Temwani?*



- Read the pre-questions aloud together with learners. Tell learners to work in small groups.



- Tell learners to open their books at page 1.
- Tell learners to work in pairs.
- Tell learners to read the dialogue silently.
- Ask learners to find answers to the pre-questions as they read the dialogue.
- Walk around and help struggling learners.
- Discuss the answers to the pre-questions with the learners.

Activity 1.7.2**Comprehension: Talking about a text****(5 minutes)**

Now we will talk about the dialogue we have read.

	<ul style="list-style-type: none"> Tell the learners what you think about Chimwemwe's behaviour in the dialogue. For example, say: <i>I think Chimwemwe is a good girl. She has welcomed the new learner Temwani.</i>
	<ul style="list-style-type: none"> Tell learners to work in pairs. Help the learners to say what they think about Frank's behaviour in this dialogue. Remind students to use full sentences to say what they think.
	<ul style="list-style-type: none"> Ask learners to discuss in pairs what they think about Temwani's behaviour in this dialogue. Walk around and help struggling learners. Let learners present their discussions to the class. Listen and give feedback.

Activity 1.7.3

Comprehension: Writing answers to comprehension questions

(15 minutes)

Now we will answer questions on the dialogue we have read.



- Ask the learners to turn their books at page 2.
- Read the first questions to the learners.
- Demonstrate answering the question on the chalkboard in a full sentence as: *The learners in the dialogue are Chimwemwe, Frank and Temwani.*



- Together with learners answer the second question in full.
- Repeat *I Do* and *We Do* if necessary.



- Tell the learners to write answers to the rest of the questions in their exercise books.
- Walk around and help struggling learners.
- Ask some learners to read their answers to the class.
- Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to say what they should do with a new friend.

Teacher Reflection

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

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

UNIT 1	My new friends: Productive Writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • describe a new friend • plan to write a paragraph about a new friend • write a paragraph <p>Suggested resources (in addition to learners' book) Chart with guiding questions for paragraph writing</p>	

Introduction	(2 minutes)
Tell learners to say how they felt when they met new friends.	

Activity 1.8.1	Oral Language: Describing their new friends	(10 minutes)
In the previous lessons, we talked about our new friends. In this lesson, we will talk about our new friends again. We will say their names, where they live, how old they are and what we like most about them.		
	<ul style="list-style-type: none"> • Give a description of your new friend by saying his/her name, where he/she lives, how old he/she is and what you like most about him/her. 	
	<ul style="list-style-type: none"> • Help learners to describe their new friends to the class. • Listen to the learners' presentations and give feedback. 	
	<ul style="list-style-type: none"> • Ask learners to be in pairs or groups and practise describing their new friends. • Walk around and help struggling learners. 	

Activity 1.8.2	Productive Writing: Writing a paragraph about a new friend	(20 minutes)
Now we will plan and write a paragraph on <i>My new friend</i> using guiding questions and boxes. Each question is represented by a box. The first box is for the topic sentence and the other boxes for supporting points to the topic sentence. The topic sentence carries the main idea. The supporting points give more information about the main idea in the topic sentence.		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 5. • Go over instruction of Exercise E. • Demonstrate how to plan and write a paragraph using guiding questions and boxes. • Tell learners the connection between the topic sentence and supporting points. 	
	<ul style="list-style-type: none"> • Discuss with learners how to come up with the supporting points by answering the second guiding question. 	
	<ul style="list-style-type: none"> • Let learners plan and write a paragraph using the guiding questions and boxes in their exercise books. • Walk around and help struggling learners. 	

Conclusion	(3 minutes)
Ask some learners to read their paragraphs to the class.	

Teacher Reflection

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

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

UNIT 1	My new friends: Supplementary reading	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • retell stories <p>Suggested resources supplementary readers</p>		

Introduction

(2 minutes)

Ask learners to retell interesting stories they have read or heard.

Activity 1.9.1

Reading supplementary readers

(20 minutes)

Being able to read on our own is an exciting experience. We can learn to read on our own when we are given a chance to read a text or book of our choice. Today we will choose a text or book we would like to read. As we read we should be asking ourselves questions about the text.

	<ul style="list-style-type: none"> • Display different levelled texts and books on the table. • Tell learners that when they read a book of their choice, they should find out where the story takes place, who are the characters, and what happens in the story. • Pick one of the books on the table. Demonstrate how you find out more about the book by looking at the title, the cover, and the pages. • Tell them you will read that book.
	<ul style="list-style-type: none"> • Help learners to pick a text or book of their choice from the displayed supplementary readers.
	<ul style="list-style-type: none"> • Let them read the text they have chosen. • Monitor learners as they are reading.

Activity 1.9.2

Retelling stories

(10 minutes)

We have read different stories. Now we are going to tell the class what we have read.

	<ul style="list-style-type: none"> • Use the book you picked to demonstrate to the learners how to retell the story. • Say where the story takes place, who are the characters, and what happens in the story.
---	--

	<ul style="list-style-type: none"> Help one or two learners to retell the story they have read by saying where the story takes place, who are the characters, and what happens in the story. Listen and give feedback.
	<ul style="list-style-type: none"> Ask learners to retell the stories they have read to the class. Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to say which of the stories they listened to were the most interesting and why.

Teacher Reflection

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

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

UNIT 1	My new friends: Revision	Lesson 10
In Lesson 10, choose 2-4 success criteria that were not understood by most learners and revise them.		

Success criteria	Lessons

UNIT 2	Taking care of the body: Oral Language	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • write sentences on giving advice <p>Suggested resources (in addition to learners' book) word cards, chart, tooth paste, toothbrush</p>		

Introduction	(2 minutes)
Ask learners to say how they take care of their bodies.	

Activity 2.1.1	Oral Language: Giving and taking advice	(15 minutes)
Taking care of our bodies is important for our health. In this lesson, we will give and take advice on how we should take care of our bodies.		
	<ul style="list-style-type: none"> • Call one learner and advise him/her as follows: <ul style="list-style-type: none"> a. <i>You should brush your teeth three times every day.</i> b. <i>You should take a bath every morning.</i> c. <i>You should comb your hair every day.</i> • Help the learner to say ‘Yes, I will’ after each piece of advice. • Exchange roles with the learner. 	
	<ul style="list-style-type: none"> • Help several learners to give and take advice about caring for their body. 	
	<ul style="list-style-type: none"> • Ask learners to work in pairs and practise giving and taking advice. • Walk around and help struggling learners. • Let some pairs give and take advice while the rest are watching and listening. • Listen and give feedback. 	

Activity 2.1.2	Writing: writing sentences on giving advice	(15 minutes)
Now we will write sentences on giving advice from a table.		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 7. • Go over the instruction and example for Exercise A orally. 	
	<ul style="list-style-type: none"> • Make two sample sentences from the table with the learners. • Repeat <i>I do</i> and <i>We do</i> if necessary. 	
	<ul style="list-style-type: none"> • Ask learners to write the sentences in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback. 	

Conclusion	(3 minutes)
Ask learners in pairs to give and take pieces of advice on taking care of the body.	

UNIT 2	Taking care of the body: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> give meanings of words ask themselves questions as they read read a text using buddy reading <p>Suggested resources (in addition to learners' book) word cards</p>	

Introduction	(2 minutes)
Ask learners how they take care of their body.	

Activity 2.2.1	Vocabulary: Giving meanings of words	(10 minutes)
Now we will learn meanings of words. This will help us to understand the story we are going to read.		
	<ul style="list-style-type: none"> Write the word advice on the chalkboard. Read the word aloud. 	
	<ul style="list-style-type: none"> Read the word again with learners several times. Ask learners who know the meaning of the word to raise their hands. Ask the learners who have raised hands to say the meaning of the word to the class. Consolidate the meaning of the word using appropriate strategies. Do the same with bamboo and remove. 	
	<ul style="list-style-type: none"> Write the words reduce and prevent on the chalkboard. Let the learners read the words aloud. Let learners give the meanings of the words. Consolidate the meanings of the words using appropriate strategies. 	

Activity 2.2.2	Comprehension: Self-questioning	(10 minutes)
In one of the previous lessons, we learnt how to ask oneself questions while reading a text to check understanding. Now, we will ask ourselves questions as we read the story <i>Caring for the body</i> .		
Tip: In self-questioning, the questions should be during one reads and not after reading.		
	<ul style="list-style-type: none"> Ask learners to open their books at page 6. Ask learners to predict the story using the title and illustration. Tell learners that they will read this story while asking themselves questions as they read it. Remind learners to make some pauses as they read and ask themselves questions. 	
	<ul style="list-style-type: none"> Ask learners to say some questions they can ask when reading a story. Remind them to use question words (who, what, why, how, where, and when.) Listen and provide feedback. 	



- Tell learners to read the story silently and ask themselves questions as they read.
- Walk around and help struggling learners.

Activity 2.2.3

Fluency: Reading a text using buddy reading (10 minutes)

Now we are going to read a story using buddy reading. Buddy means friend. In buddy reading, readers read with their friends while helping each other. Buddy reading helps readers to learn correct pronunciation of words from their friends and improve reading speed.



- Tell learners to open the learners' book at page 6.
- Demonstrate buddy reading with a learner by reading the first paragraph while helping him/her in correct pronunciation of words.



- Read the same paragraph with the learners using buddy reading.



- Tell learners to be in pairs and practise buddy reading.
- Walk around and help struggling learners.

Conclusion

(3 minutes)

Ask learners to give meanings of the words they have learnt from the word cards.

UNIT 2

Taking care of the body: Oral Language and Grammar

Lesson 3

Success criteria

Learners must be able to:

- give and take advice
- add **-ing** to verbs according to their groups
- write verbs by adding **-ing**

Suggested resources (in addition to learners' book)

A list of **-ing** verbs

Introduction

(2 minutes)

Ask learners to say what they do to take care of their bodies.

Activity 2.3.1

Oral Language: Giving and taking advice

(10 minutes)

In one of the previous lessons, we learnt how to give and take advice. In this activity, we will give and take advice again.



- Call one learner and advise him/her as follows:
 - You should take breakfast before coming to school.*
 - You should keep your hair short.*
 - You should respect parents and teachers.*
- Help the learner say *Yes, I will* after each piece of advice.
- Exchange roles with the learner.

	<ul style="list-style-type: none"> Ask learners to be in pairs and help them to give and take advice. Let learners exchange roles.
	<ul style="list-style-type: none"> Ask learners to work in pairs and practise giving and taking advice. Walk around listen and give feedback.

Activity 2.3.2

Grammar: Adding -ing to words

(10 minutes)

Some verbs can be changed by adding **-ing** at the end of the word. Today we will add **-ing** to verbs according to their groups. To the first group, we add **-ing** to the word. To the second group, we double the consonant and add **-ing**. To the third group, we drop the **e** then add **-ing**.

	<ul style="list-style-type: none"> Write the following on the chalkboard <table border="1"> <thead> <tr> <th>Add ing</th><th>Double the consonant and add ing</th><th>Drop the 'e' and add ing</th></tr> </thead> <tbody> <tr> <td>eat - eating</td><td>mop - mopping</td><td>drive - driving</td></tr> <tr> <td>walk -</td><td>jog -</td><td>take -</td></tr> <tr> <td>talk -</td><td>skip -</td><td>make -</td></tr> </tbody> </table> <ul style="list-style-type: none"> Ask learners to read the words in the table. Demonstrate how eating, mopping and driving have been changed by adding ing, doubling the consonant and add -ing, and dropping the e and add -ing, respectively. 	Add ing	Double the consonant and add ing	Drop the 'e' and add ing	eat - eating	mop - mopping	drive - driving	walk -	jog -	take -	talk -	skip -	make -
Add ing	Double the consonant and add ing	Drop the 'e' and add ing											
eat - eating	mop - mopping	drive - driving											
walk -	jog -	take -											
talk -	skip -	make -											
	<ul style="list-style-type: none"> Invite three learners to the front to complete the exercises in the second row of the table on the chalkboard. Give feedback. 												
	<ul style="list-style-type: none"> Ask learners to work in groups to change the verbs in the third row. Ask learners to present their work to the class. Listen and give feedback. 												

Activity 2.3.3

Grammar: Writing verbs by adding -ing

(10 minutes)

Now we will add **-ing** to the verbs.

	<ul style="list-style-type: none"> Ask learners to open their books at page 8. Go over the instruction and example for Exercise B orally.
	<ul style="list-style-type: none"> Discuss verbs shown in the example for the first, second, and third rows. Remind learners how in the previous day, they added -ing to verbs categorized into one of three types of groups: adding -ing, doubling the consonant and add -ing, and dropping the e and add -ing. Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to give other verbs that end with **-ing**.

UNIT 2	Taking care of the body: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask themselves questions as they read • read a text using buddy reading • answer comprehension questions <p>Suggested resources (in addition to learners' book) word cards, pictures</p>	

Introduction	(2 minutes)
Ask learners to say what they do to take care of their bodies.	

Activity 2.4.1	Comprehension: Self-questioning	(10 minutes)
In one of the previous lessons, we learnt how to ask ourselves questions while we read a text to check our understanding. Now, we will ask ourselves questions as we read the story <i>Caring for the body</i> .		
	<ul style="list-style-type: none"> • Ask learners to open their books at page 6. • Remind learners how to pause as they read and ask themselves if what they are reading is making sense. 	
	<ul style="list-style-type: none"> • Ask learners to say some questions they can ask when reading a story. Remind them to use question words (who, what, why, how, where, and when.) • Listen and provide feedback. 	
	<ul style="list-style-type: none"> • Tell learners to read the story silently and ask themselves questions as they read. • Ask some learners to share to the class the questions they asked themselves. • Listen and give feedback. 	

Activity 2.4.2	Fluency: Reading a story using buddy reading	(10 minutes)
In one of the previous lessons, we read a story using buddy reading. Now we will read the story <i>Caring for the body</i> using buddy reading again.		
	<ul style="list-style-type: none"> • Demonstrate buddy reading with a learner by reading the first paragraph while helping him/her in correct pronunciation of words. 	
	<ul style="list-style-type: none"> • Read the same paragraph with the learners using buddy reading. 	
	<ul style="list-style-type: none"> • Tell learners to be in pairs and practise buddy reading. • Walk around and help struggling learners. 	

Activity 2.4.3	Comprehension: Answering questions orally	(10 minutes)
Now we will answer questions about the story.		
	<ul style="list-style-type: none"> • Ask learners to open their books at page 7. • Read the question. • Model going through the text and finding the answer in the dialogue. 	

	<ul style="list-style-type: none"> Model answering the first question in full.
	<ul style="list-style-type: none"> Answer the second question with the learners as a class. Say: <i>Look at the next question. First look at the question word. The question word is...?</i> Let learners respond. Read the question with the learners. <i>Why should we take a bath with soap daily?</i> Tell them to go through the text and find the answer in the dialogue. For example: <i>We take a bath with soap in order to remove dirt, reduce bad smell and kill germs.</i>
	<ul style="list-style-type: none"> Ask the learners to answer the remaining comprehension questions orally. Remind learners to answer the questions in full. Listen to the answers and give feedback.

Conclusion

(3 minutes)

Ask learners to say the importance of caring for the body.

UNIT 2	Taking care of the body: Oral Language and grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> express opinions use present continuous tense complete a paragraph using present continuous tense <p>Suggested resources (in addition to learners' book) sample sentences of present continuous tense</p>	

Introduction

(2 minutes)

Ask learners to say why they should brush their teeth daily.

Activity 2.5.1

Oral Language: Expressing opinions

(8 minutes)

Sometimes we share what we think with others. This helps them know what we believe or think about something. This is expressing opinions. Today, we are going to express opinions.

	<ul style="list-style-type: none"> Demonstrate expressing opinions on <i>Caring for the body</i>. For example: <ol style="list-style-type: none"> <i>I think it is good to drink water every morning because it is good for our health.</i> <i>In my opinion, it is important to bathe every day to remove dirt.</i>
	<ul style="list-style-type: none"> Call a learner and help him/her to express his/her opinion. Do the same with several learners. Listen and give feedback.
	<ul style="list-style-type: none"> Tell learners to be in pairs and express their opinions on <i>Caring for the body</i>.

	<ul style="list-style-type: none"> Walk around and help struggling learners.
--	---

Activity 2.5.2

Grammar: Using present continuous tense

(8 minutes)

In one of the previous lessons, we changed verbs by adding **-ing**. Verbs ending with **-ing** show that the action is continuous. In this activity, we are going to use the present continuous tense.

	<ul style="list-style-type: none"> Write the following sentences on the chalkboard: <ol style="list-style-type: none"> <i>John _____ (play) with a ball.</i> <i>I am _____ (write) a letter.</i> <i>They _____ (watch) football.</i> <i>She _____ (eat) nsima.</i> <i>They _____ (dance) Malipenga.</i> <i>I _____ (ride) a bicycle.</i> Demonstrate changing the first three sentences to present continuous tense as: <ol style="list-style-type: none"> <i>John is playing with a ball.</i> <i>I am writing a letter.</i> <i>They are watching football.</i> Remind learners that in a previous lesson they learnt that when adding -ing to verbs, they can be categorized into one of three types of groups: adding ing, doubling the consonant and add -ing, and dropping the e and add -ing. Explain to the learners that is is added before the verb when the sentence has a singular subject and are when the sentence has a plural subject and am when the subject is in first person singular. Finally, we add -ing to the verb in the sentence. Tell learners that these sentences are in present continuous tense. Present continuous tense is a verb showing an action that is taking place now and is continuing.
	<ul style="list-style-type: none"> Change sentence d to present continuous tense together with learners.
	<ul style="list-style-type: none"> Ask learners to be in pairs and change the remaining sentences to present continuous tense. Walk around and help struggling learners. Repeat <i>I Do</i> and <i>We Do</i> if necessary.

Activity 2.5.3

Grammar: Completing a paragraph using present continuous tense

(15 minutes)

Now we are going to complete a paragraph using present continuous tenses.

	<ul style="list-style-type: none"> Ask learners to open their books at page 9. Go over the instruction and example for Exercise C.
	<ul style="list-style-type: none"> Discuss with learners how to fill the first blank space. Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to make sentences using verbs in simple present tense.

UNIT 2**Taking care of the body: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- give synonyms

Suggested resources (in addition to learners' book)

word cards

Introduction**(2 minutes)**

Ask learners to make sentences with these word: **bamboo** and **advice**.

Activity 2.6.1**Vocabulary: Identifying words we do not know****(10 minutes)**

In some of the previous lessons, we read the story *Caring for the body*. Now, we will read the story again silently. As we are reading, we should identify the words whose meaning we do not know and try to think of their meanings.



- Tell the learners to open their books at page 6.
- Begin to read the story out loud. Pretend there is a word whose meaning you do not know. Say that word aloud to the learners.
- Give the meaning of the word using appropriate strategy.



- Tell learners to raise their hand when they hear a word they do not know as you continue reading.
- Discuss the meanings of the identified words using appropriate strategies.



- Ask the learners to continue reading the story silently while identifying words whose meaning they do not know.
- Ask them to write the words they have identified in their exercise books.

Activity 2.6.2**Vocabulary: Giving meanings of words****(10 minutes)**

Now we will give meanings of the words we have identified.



- Ask some learners to read the words they have identified.
- Write the words on the chalkboard.



- Tell the learners to read the words on the chalkboard.
- Help learners to give meaning to a few words on the chalkboard using appropriate strategies.



- Ask learners to be in groups of three.
- Ask learners to give the meaning of the remaining words in their groups.
- Invite some groups to tell the class the meaning of the words.
- Consolidate the meaning of the words using appropriate strategies.

Activity 2.6.3		Vocabulary: Writing synonyms	(10 minutes)
Now we are going to choose words with similar meanings.			
		<ul style="list-style-type: none"> • Tell the learners to open their books at page 9. • Go over the instruction and the example for Exercise D. 	
		<ul style="list-style-type: none"> • Discuss with learners items 1 and 2 of Exercise D. • Repeat <i>I Do</i> and <i>We Do</i> if necessary. 	
		<ul style="list-style-type: none"> • Ask learners to complete the exercise in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback. 	

Conclusion		(3 minutes)
Ask learners to give meanings of some of the words learnt.		

UNIT 2	Taking care of the body: Comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • talk about a text • write answers to comprehension questions <p>Suggested resources (in addition to learners' book) toothbrush, toothpaste</p>		

Introduction	(2 minutes)
Ask learners to say what they learnt about caring for the body.	

Activity 2.7.1		Comprehension: Reading a story silently	(12 minutes)
In this lesson, we will read the story <i>Taking care of the body</i> again silently and answer some questions about it.			
		<ul style="list-style-type: none"> • Write the following pre-questions on the chalkboard: <ol style="list-style-type: none"> How should we take care of our hair? Mention two things that can be used to take care of our bodies. 	
		<ul style="list-style-type: none"> • Read the pre-questions aloud together with learners. 	
		<ul style="list-style-type: none"> • Tell learners to open their books at page 6. • Tell the learners to read the story silently • Ask learners to find the answers to the pre-questions as they read. • Discuss the answers to the pre-questions with the learners. 	

Activity 2.7.2**Comprehension: Talking about a text****(8 minutes)**

Now we will talk about the story we have read.

	<ul style="list-style-type: none">• Tell learners what you think about the story. For example, say: <i>I think this is a good story because it gives us advice on how to take care for our bodies.</i>
	<ul style="list-style-type: none">• Help learners to say what they think about the story using the following guiding question: <i>What do you like/dislike in the story?</i>• Listen and give feedback.
	<ul style="list-style-type: none">• Ask learners to discuss in groups what they liked or did not like about the story.• Walk around and help struggling learners.• Let learners present their discussions to the class.• Listen and give feedback.

Activity 2.7.3**Comprehension: Writing answers to comprehension questions****(10 minutes)**

Now we are going to answer questions on the story we have read.

	<ul style="list-style-type: none">• Ask the learners to open their books at page 7.• Read the first question to the learners.• Demonstrate answering the question on the chalkboard in full sentence as: <i>We can care our bodies by bathing and combing our hair.</i>• Read aloud the written response.
	<ul style="list-style-type: none">• Together with the learners answer the second question in full.• Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none">• Tell the learners to write answers to the rest of the questions in their exercise books.• Walk around and help struggling learners.• Ask some learners to read their answers to the class.• Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to retell the story they have read.

UNIT 2	Taking care of the body: Productive Writing	lesson 8
--------	--	-----------------

Success criteria

Learners must be able to:

- give ways of caring for the body
- write a paragraph

Suggested resources (in addition to learners' book)

sample paragraph

Introduction	(2 minutes)
---------------------	--------------------

Ask learners to give three reasons why it is important to take care of the body.

Activity 2.8.1	Oral Language: Giving ways for caring the body (10 minutes)
-----------------------	--

In previous lessons, we talked about giving and taking advice on how to care for our bodies. In this lesson, we will give ways of caring for our body.

	<ul style="list-style-type: none"> • Revise ways of caring for the body, such as: <ol style="list-style-type: none"> a. <i>We should keep our hair short.</i> b. <i>We should brush our teeth every day.</i> c. <i>We should comb our hair.</i> d. <i>We should take a bath every day.</i>
	<ul style="list-style-type: none"> • Discuss with learners other ways of caring for our bodies.
	<ul style="list-style-type: none"> • Ask learners to be in pairs and discuss more ways of taking care for their bodies. • Walk around and help struggling learners.

Activity 2.8.2	Productive Writing: Writing a paragraph (20 minutes)
-----------------------	---

Now we will plan and write a paragraph on *Taking care of my body* using guiding questions and boxes. Each question is represented by a box. The first box is for the topic sentence and the other boxes are for supporting points to the topic sentence. The topic sentence carries the main idea. Supporting points give more information about what is said in the topic sentence.

	<ul style="list-style-type: none"> • Tell learners to open their books at page 10. • Go over the instruction for Exercise E. • Demonstrate how to plan and write a paragraph using the guiding questions and boxes. • Tell the learners the connection between the topic sentence and supporting points.
	<ul style="list-style-type: none"> • Discuss with learners how to come up with supporting points by answering the second guiding question.
	<ul style="list-style-type: none"> • Let learners plan and write a paragraph using the guiding questions and boxes in their exercise books. • Walk around and help struggling learners.

Conclusion**(3 minutes)**

Ask learners to read their paragraphs to the class.

UNIT 2	Taking care of the body: Supplementary Reading	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read supplementary readers• retell stories <p>Suggested resources (in addition to learners' book) Supplementary readers</p>	

Introduction**(2 minutes)**

Tell learners to retell interesting stories they have read or heard.

Activity 2.9.1	Reading supplementary readers	(20 minutes)
Being able to read on our own is an exciting experience. We can learn to read on our own when we are given a chance to read a text or book of our choice. Today we will choose a text or book we would like to read. As we read we should be asking ourselves questions about the text.		
	<ul style="list-style-type: none">• Display different levelled texts and books on the table.• Tell learners that when they read a book of their choice, they should find out where the story takes place, who are the characters, and what happens in the story.• Pick one of the books on the table. Demonstrate how you find out more about the book by looking at the title, the cover, and the pages.• Tell them you will read that book.	
	<ul style="list-style-type: none">• Help learners to pick a text or book of their choice from the displayed supplementary readers.	
	<ul style="list-style-type: none">• Let them read the text they have chosen.• Monitor learners as they are reading.	

Activity 2.9.2**Retelling stories****(10 minutes)**

We have read different stories. Now we are going to tell the class what we have read.

	<ul style="list-style-type: none">• Use the book you picked to demonstrate to the learners how to retell the story.• Say where the story takes place, who are the characters, and what happens in the story.
	<ul style="list-style-type: none">• Help learners to retell the story they have read by saying where the story took place, who are the characters, and what happens in the story.• Listen and give and feedback.
	<ul style="list-style-type: none">• Ask learners to retell the stories they have read to the class.• Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to say which of the stories they listened to were the most interesting and why.

UNIT 2	Taking care of the body: Revision	Lesson 10
In Lesson 10, choose 2-4 success criteria that were not understood by most learners and revise them.		

Success criteria	Lessons

UNIT 3**School rules: Oral Language****Lesson 1****Success criteria**

Learners must be able to:

- identify situations for expressing approval
- express approval
- complete blank spaces to express approval

Suggested resources (in addition to learners' book)

a list of situations for expressing approval

Introduction**(2 minutes)**

Ask learners to say some good things they or other people do.

Activity 3.1.1**Oral Language: Identifying situations for expressing approval****(5 minutes)**

When we tell someone that they have done something good, we are expressing approval. This encourages people to continue doing good things. In this lesson, we will learn when to express approval.



- Tell learners situations for expressing approval. For example, when a learner answers a question correctly; when a learner dresses smartly.

	<ul style="list-style-type: none"> Discuss with learners other situations that require expressing approval at school or at home.
	<ul style="list-style-type: none"> Ask learners to work in pairs and think of more situations that require expressing approval at school or at home. Let learners present their work to the class. Listen and give feedback.

Activity 3.1.2

Oral Language: Expressing approval

(12 minutes)

We have discussed situations for expressing approval. Now we will learn how we should express approval in such situations.

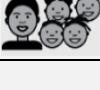
	<ul style="list-style-type: none"> Tell learners that when someone gets high marks, you say: <i>Well done, keep it up!</i> When someone shows politeness, you say: <i>You are a polite boy/girl. I like your good behaviour.</i>
	<ul style="list-style-type: none"> Guide learners to express approval using different situations. Use expressions like: <i>Well done, Keep it up, I like it and that's good.</i> For example: <i>You have a good handwriting. I like it!</i> <i>You are a smart boy. Keep it up!</i>
	<ul style="list-style-type: none"> Tell learners to express approval in pairs. Let learners present their work to the class. Listen and give feedback.

Activity 3.1.3

Writing: Expressing approval

(13 minutes)

Now we will complete blank spaces with phrases to express approval.

	<ul style="list-style-type: none"> Tell learners to open their book at page 13. Go over the instruction and example for Exercise A.
	<ul style="list-style-type: none"> Discuss with learners items 1 and 2. Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion

(3 minutes)

Give learners different situations and ask them to express approval.

UNIT 3	School rules: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> give meaning of words ask themselves questions as they read read a story using radio reading <p>Suggested resources (in addition to learners' book) word cards</p>	

Introduction	(2 minutes)
	Ask learners to read the following words from word cards: identity, polite, maintain, discipline and obey .

Activity 3.2.1	Vocabulary: Giving meanings of words	(10 minutes)
Now we will learn meanings of words.		
	<ul style="list-style-type: none"> Write the word identity on the chalkboard. Read the word aloud. 	
	<ul style="list-style-type: none"> Read the word again with learners several times. Ask learners who know the meaning of the word to raise their hands. Ask the learners who have raised hands to say the meaning of the word to the class. Consolidate the meaning of the word using appropriate strategies. Do the same with polite and maintain. 	
	<ul style="list-style-type: none"> Write the words discipline and obey on the chalkboard. Let learners read the words aloud. Let learners give the meaning of the words. Consolidate the meaning of the words using appropriate strategies. 	

Activity 3.2.2	Comprehension: Self-questioning	(13 minutes)
In one of the previous lessons, we learnt how to ask ourselves questions while reading a text to check our understanding. Now, we will ask ourselves questions as we read the story <i>School rules</i> again.		
	<ul style="list-style-type: none"> Ask learners to open their books at page 11. Remind learners how to pause as they read and ask themselves if what they are reading is making sense. 	
	<ul style="list-style-type: none"> Ask learners to say some questions they can ask when reading a story. Remind them to use question words (who, what, why, how, where, and when.) Listen and give feedback. 	
	<ul style="list-style-type: none"> Tell learners to read the story silently and ask themselves questions as they read. Ask some learners to share to the class the questions they asked themselves. Listen and give feedback. 	

Activity 3.2.3	Fluency: Reading a story using radio reading	(7 minutes)
-----------------------	---	--------------------

Radio news readers read with good speed and accuracy. Readers can copy the way radio news readers read. This is called radio reading. Now we will read a story like them.

	<ul style="list-style-type: none"> Ask learners to open their books at page 11. Tell learners your favourite radio news reader and why you like him or her. Demonstrate radio reading to the class using the first paragraph.
	<ul style="list-style-type: none"> Ask learners to say their favourite radio news reader. Let learners explain how these news readers read news on the radio. Read the second paragraph with the learners while imitating some of the mentioned radio news readers.
	<ul style="list-style-type: none"> Ask learners to be in groups. Let learners read the second paragraph in turns, imitating their favourite radio news readers. Walk around and help struggling learners.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to give some of the school rules mentioned in the story.

UNIT 3	School rules: Oral Language and Grammar	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> express approval identify abstract nouns fill blank spaces using abstract nouns <p>Suggested resources (in addition to learners' book) sample sentences with abstract nouns</p>		

Introduction	(2 minutes)
Ask learners to give situations for expressing approval.	

Activity 3.3.1	Oral Language: Expressing approval	(8 minutes)
-----------------------	---	--------------------

In one of the previous lessons, we learnt how to express approval. Now we will express approval again.

	<ul style="list-style-type: none"> Remind learners how to express approval by demonstrating with several learners using different situations for example: <i>You write neatly. Keep it up</i>
	<ul style="list-style-type: none"> Guide learners how to express approval using different situations as a class.
	<ul style="list-style-type: none"> Tell learners to be in pairs and express approval. Walk around and help struggling learners.

	<ul style="list-style-type: none"> Ask learners to present their work to the class. Listen and give feedback.
--	---

Activity 3.3.2

Grammar: Identifying abstract nouns

(12 minutes)

In standard 3 we learnt nouns. One of the types of nouns is abstract nouns. Abstract nouns are names of things that cannot be touched. Now, we will identify them in sentences.

	<ul style="list-style-type: none"> Write the following sentences on the chalkboard: <ol style="list-style-type: none"> <i>You have a very good idea.</i> <i>Show love to your friend.</i> <i>Life is good.</i> Ask learners to read the sentences aloud. Draw their attention to the underlined words. Tell them that the underlined words are names of things that cannot be touched and they are called abstract nouns. For example, <i>idea</i> in the first sentence cannot be touched.
	<ul style="list-style-type: none"> Write two or three more examples of sentences with abstract nouns on the chalkboards. Guide learners to identify abstract nouns in each sentence.
	<ul style="list-style-type: none"> Ask learners to open their books at page 12. Tell learners to be in groups and identify abstract nouns in the last paragraph. Let them share abstract nouns they have identified to the class. Listen and give feedback.

Activity 3.3.3

Grammar: Filling in blank spaces using abstract nouns

(10 minutes)

Now we will fill in blank spaces in a paragraph using abstract nouns.

	<ul style="list-style-type: none"> Ask learners to open their book at page 13. Go over the instruction and example for Exercise B for the exercise.
	<ul style="list-style-type: none"> Complete the first two blank spaces with the learners. Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to mention abstract nouns they have learnt in the lesson.

UNIT 3	School rules: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask themselves questions as they read • read a story using radio reading • answer comprehension questions <p>Suggested resources (in addition to learners' book) Chart with classroom rules</p>	

Introduction	(2 minutes)
Ask learners to say some rules for their classroom.	

Activity 3.4.1	Comprehension: Self-questioning (13 minutes)
In one of the previous lessons, we learnt how to ask oneself questions while reading to check understanding. Now, we will ask ourselves questions as we read the story <i>School rules</i> again.	
	<ul style="list-style-type: none"> • Ask learners to open their books at page 11. • Remind learners how to ask oneself questions as they read a story.
	<ul style="list-style-type: none"> • Tell learners to be in pairs or small groups. • Help learners to read the first paragraph of the story while asking themselves questions as they read. • Remind them to use question words (who, what, why, how, where, and when) when asking themselves questions.
	<ul style="list-style-type: none"> • Tell learners to be in pairs. • Tell learners to read the remaining part of the story silently and ask themselves questions as they read. • Ask some learners to share to the class the questions they asked themselves. • Listen and give feedback.

Activity 3.4.2	Fluency: Reading a story using radio reading (8 minutes)
In one of the previous lessons we learnt how to read like a radio news reader. Now we are going to read like radio news readers again.	
	<ul style="list-style-type: none"> • Remind learners how to read as a radio news reader, thus by imitating how radio news readers read. • Demonstrate radio reading to the class using the first paragraph of the story that is at page 11.
	<ul style="list-style-type: none"> • Read the second paragraph with the learners while imitating radio news readers.
	<ul style="list-style-type: none"> • Ask learners to be in pairs. • Let learners read the remaining paragraphs in turns using radio reading. • Listen and give feedback.

Activity 3.4.3**Comprehension: Answering comprehension questions orally****(9 minutes)**

Now we will answer questions about the story.



- Ask learners to open their book at page 12.
- Ask learners to read the comprehension questions at the end of the story.
- Model answering the first question in full as: *Coming to school early and sweeping the classroom are some of the school rules explained in the story.*



- Answer the second question with the learners as a class.
- Say: *Look at the next question. First look at the question word. The question word is...?*
- Let learners respond.
- Read the question with the learners.
- Tell them to go through the text and find the answer in the story.
- Listen to the learners' answers and give feedback (make sure they answer in complete sentences).



- Tell learners to be in pairs or small groups.
- Let learners answer the remaining comprehension questions orally.
- Listen to the answers and give feedback.

Conclusion**(3 minutes)**

Ask learners to say the importance of wearing school uniform.

UNIT 3**School rules: Oral Language Grammar****Lesson 5****Success criteria**

Learners must be able to:

- express disapproval
- form abstract nouns
- write abstract nouns

Suggested resources (in addition to learners' book)

Chart with abstract nouns formed by adding suffix **-ness** and **-ment**.

Introduction**(2 minutes)**

Ask learners to say what abstract nouns are and give examples.

Activity 3.5.1**Oral Language: Expressing disapproval****(12 minutes)**

It is good to tell other people how we feel when they do something wrong. This can help them to know that they have done something bad. To show our feelings about a bad thing, we express disapproval. Now we will learn how to express disapproval.



- Tell the learners about situations when we express disapproval. For example, when they fight, you tell them: *Please don't fight. I don't like that.* When someone steals, you say: *You should not steal. Stealing is bad.*

	<ul style="list-style-type: none"> Help learners to identify other situations for expressing disapproval. Write the answers on the chalkboard. Call two learners in front to demonstrate. One of the learners should demonstrate the bad action. Help the other learner express disapproval. Repeat with other learners.
	<ul style="list-style-type: none"> Tell learners to be in pairs. Tell learners to express disapproval using different situations in their pairs. Walk around and help struggling learners. Ask learners to show what they were doing in pairs. Listen and give feedback.

Activity 3.5.2	Grammar: Forming abstract nouns	(8 minutes)
-----------------------	--	--------------------

In the previous lesson, we learnt about abstract nouns. Abstract nouns are names of things that cannot be touched. Abstract nouns are formed in different ways. Now we will form abstract nouns by adding **-ness** and **-ment**.

	<ul style="list-style-type: none"> Demonstrate how to form abstract nouns by adding -ness or -ment. For example, fair - fairness, judge - judgement.
	<ul style="list-style-type: none"> Tell the learners you will now form abstract nouns together. Use two or three more examples from the chart. Listen and give feedback.
	<ul style="list-style-type: none"> Ask learners to form abstract nouns from these words using -ness or -ment: agree, assess, fair and good. Listen and give feedback.

Activity 3.5.3	Grammar: Writing abstract nouns	(10 minutes)
-----------------------	--	---------------------

Now we will form abstract nouns.

	<ul style="list-style-type: none"> Tell learners to open their books at page 14. Go over the instructions and example for Exercise C.
	<ul style="list-style-type: none"> Discuss with learners items 1 and 2 for Exercise C. Repeat I Do and We Do if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the rest of the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to give more examples of abstract nouns with suffix **-ness** or **-ment**.

UNIT 3	School rules: Vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • write synonyms of words <p>Suggested resources (in addition to learners' book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to read the following words from the word cards: identity, polite, maintain, discipline and obey.	

Activity 3.6.1	Vocabulary: Identifying the words we do not know	(10 minutes)
In some of the previous lessons, we read a story <i>School rules</i> . Now we will read the story again silently. As we are reading, we should identify words whose meanings we do not know and think of their meanings.		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 11. • Begin to read the story aloud. Pretend you do not know the meaning of a word. Say that word aloud to the learners. • Give the meaning of the word using appropriate strategy. 	
	<ul style="list-style-type: none"> • Tell learners to raise their hand when they hear a word they do not know as you continue reading. • Discuss the meanings of the identified words using appropriate strategies. 	
	<ul style="list-style-type: none"> • Ask the learners to continue reading the story silently while identifying words whose meaning they do not know. • Ask them to write the words they have identified in their exercise books. 	

Activity 3.6.2	Vocabulary: Giving meanings of words	(10 minutes)
Now we will give meanings of the words we have identified.		
	<ul style="list-style-type: none"> • Ask some learners to read the words they have identified. • Write the words on the chalkboard. 	
	<ul style="list-style-type: none"> • Tell the learners to read the words on the chalkboard. • Help learners to give meaning to a few words on the chalkboard using appropriate strategies. 	
	<ul style="list-style-type: none"> • Ask learners to work in groups of three. • Ask learners to give the meaning of the remaining words in their groups. • Invite some groups to tell the class the meaning of the words. • Consolidate the meaning of the words using appropriate strategies. 	

Activity 3.6.3	Vocabulary: Writing sentences using given words	(10 minutes)
Now we are going to choose words with similar meanings.		

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 14. • Go over the instruction and the example for Exercise D.
	<ul style="list-style-type: none"> • Discuss with learners items 1 and 2 of Exercise D. • Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> • Ask learners to complete the exercise in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback.

Conclusion

(3 minutes)

Ask learners use the following words in sentences: **performs**, **surroundings** and **strictly**.

UNIT 3	School rules: Comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • talk about a text • write answers to comprehension questions <p>Suggested resources (in addition to learners' book) Chart with a list of school rules</p>		

Introduction

(2 minutes)

Ask some learners to share their experiences after breaking one of the school rules.

Activity 3.7.1

Comprehension: Reading a story silently

(12 minutes)

In some of the previous lessons, we read the story *School rules* silently. Now, we will read the story silently again and answer questions on it.

	<ul style="list-style-type: none"> • Write some pre-questions on the chalkboard: <ol style="list-style-type: none"> 1. <i>Why are school rules important?</i> 2. <i>What should parents do when their children are sick?</i> 3. <i>Who should explain school rules to learners?</i>
	<ul style="list-style-type: none"> • Read the pre-questions aloud together with the learners.
	<ul style="list-style-type: none"> • Tell learners to open their books at page 11. • Tell the learners to read the story silently. • Ask learners to find the answers to the pre-questions as they read. • Walk around and help struggling learners. • Discuss the answers to the pre-questions with the learners.

Activity 3.7.2

Comprehension: Talking about the story

(6 minutes)

Now we will talk about the story we have read.

	<ul style="list-style-type: none"> Tell the learners what you think about the story. For example: <i>I like this story because it tells us to behave well at school.</i>
	<ul style="list-style-type: none"> Help learners to say what they think about the story using these guiding questions: <ol style="list-style-type: none"> <i>What do you like/dislike in the story?</i> <i>What have you learnt from the story?</i>
	<ul style="list-style-type: none"> Ask learners to discuss in groups what they have liked or disliked and learnt from the story. Walk around and help struggling learners. Let learners present their discussions to the class. Listen and give feedback.

Activity 3.7.3

Comprehension: Writing answers to comprehension questions

(12 minutes)

Now we are going to answer questions on the story we have read.



- Ask the learners to open their books at page 12.
- Read the first question to the learners.
- Demonstrate answering question one on the chalkboard in a full sentence: *The rules are coming to school early and sweeping the classroom.*



- Together with the learners answer the second question in full.
- Repeat *I Do* and *We Do* if necessary.



- Tell learners to work in pairs or small groups.
- Tell the learners to write answers to the rest of the questions in their exercise books.
- Walk around and help struggling learners.
- Ask some learners to read their answers to the class.
- Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to mention some of the punishments they do not like and why.

UNIT 3

School rules: Productive Writing

Lesson 8

Success criteria

Learners must be able to:

- arrange sentences in the right order
- write a paragraph

Suggested resources (in addition to learners' book)

Sample paragraph

Introduction

(2 minutes)

Ask learners to state some of the rules at their school.

Activity 3.8.1**Productive Writing: Arranging sentences****(10 minutes)**

Now we will arrange jumbled sentences about *School rules*, starting with a topic sentence then supporting points.

	<ul style="list-style-type: none">Remind learners that a paragraph has a topic sentence and supporting points by explaining what these are.Tell learners to open their books at page 15.Read the instruction for Exercise E.Tell learners that the sentences are not in the right order.4.4.3
	<ul style="list-style-type: none">Ask learners to read the sentences aloudGuide learners to identify the topic sentence and the first supporting point.
	<ul style="list-style-type: none">Let learners be in groups.Ask learners in groups to finish ordering the sentences by identifying the second, third and fourth supporting points from the jumbled sentences.Walk around and help struggling learners.Ask some groups to present their work to the class.Listen and give feedback.

Activity 3.8.2**Productive Writing: Writing a paragraph****(20 minutes)**

Now we will write a paragraph from the arranged sentences starting with a topic sentence then supporting points to make a paragraph.

	<ul style="list-style-type: none">Model writing the topic sentences on the chalkboard. For example: <i>Learners should obey and follow school rules.</i>
	<ul style="list-style-type: none">Guide learners to write the topic sentence and the first supporting points in their exercise books.Walk around and help struggling learners.
	<ul style="list-style-type: none">Tell learners to complete writing the paragraph in their exercise books.Walk around and help struggling learners.Repeat <i>I Do, We Do</i> if necessary.

Conclusion**(3 minutes)**

Ask some learners to read their paragraphs to the class.

UNIT 3	School rules: Supplementary Reading	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • retell stories <p>Suggested resources (in addition to learners' book) Supplementary readers</p>	

Introduction	(2 minutes)
Tell learners to retell interesting stories they read or heard.	

Activity 3.9.1	Reading supplementary readers	(20 minutes)
Being able to read on our own is an exciting experience. We can learn to read on our own when we are given a chance to read a text or book of our choice. Today we will choose a text or book we would like to read. As we read we should be asking ourselves questions about the text.		
	<ul style="list-style-type: none"> • Display different levelled texts and books on the table. • Tell learners that when they read a book of their choice, they should find out where the story takes place, who are the characters, and what happens in the story. • Pick one of the books on the table. Demonstrate how you find out more about the book by looking at the title, the cover, and the pages. • Tell them you will read that book. 	
	<ul style="list-style-type: none"> • Tell learners to pick a text or book of their choice from the displayed supplementary readers. 	
	<ul style="list-style-type: none"> • Let them read the text they have chosen. • Monitor learners as they are reading. 	

Activity 3.9.2	Retelling stories	(10 minutes)
We have read different stories. Now we are going to tell the class what we have read.		
	<ul style="list-style-type: none"> • Use the book you picked to demonstrate to the learners how to retell the story. • Say where the story takes place, who are the characters, and what happens in the story. 	
	<ul style="list-style-type: none"> • Help learners to retell the story they have read by saying where the story takes place, who are the characters, and what happens in the story. • Listen and give feedback. 	
	<ul style="list-style-type: none"> • Ask learners to retell the stories they have read to the class. • Listen and give feedback. 	

Conclusion	(3 minutes)
Ask learners to say which of the stories they listened to were the most interesting and why.	

UNIT 3	School rules: Revision	Lesson 10
In Lesson 10, choose 2-4 success criteria that were not understood by most learners and revise them.		

Success criteria	Lessons

UNIT 4	Sending messages: Oral Language	Lesson 1
Success criteria Learners must be able to: <ul style="list-style-type: none"> • identify situations for sending messages • mention ways of sending messages • make sentences about sending messages Suggested resources (in addition to learners' book) Real objects for sending messages (e.g. phones, envelopes)		

Introduction	(2 minutes)
Ask learners if they have ever sent or received messages.	

Activity 4.1.1	Oral Language: Identifying situations for sending messages	(9 minutes)
Sometimes we send messages to others. In this activity, we will mention some of the situations that make us send messages.		
	<ul style="list-style-type: none"> • Tell the learners some situations that require one to send messages. For example, say: <i>I send a message to my head teacher when I fall sick and cannot come to school.</i> 	
	<ul style="list-style-type: none"> • Help learners to mention situations that can make them send messages. • Help them say: <i>I send a message to... when...</i> 	
	<ul style="list-style-type: none"> • Ask learners to work in pairs and think of more situations that can make them send messages. • Let learners present their work. • Listen and give feedback. 	

Activity 4.1.2**Oral Language: Mentioning ways of sending messages****(9 minutes)**

Now we will talk about ways of sending messages.



- Tell the learners: *When I want to send a message, I use a phone.*



- Discuss other ways of sending messages with learners.
- Help them say: *I use... when sending messages.*



- Ask learners to be in pairs and identify other ways of sending messages.
- Let them report their answers to the class.
- Listen and give feedback.

Activity 4.1.3**Writing Connected to Oral Language****Structure: Making sentences about sending messages****(12 minutes)**

Now we will make sentences about sending messages from the table.



- Ask learners to open their books at page 18.
- Go over the instruction and example for Exercise A.



- Discuss with learners items 1 and 2 orally.
- Repeat *I Do* and *We Do* if necessary.



- Ask learners to complete the exercise in their exercise books.
- Walk around and help struggling learners.
- Ask some learners to read their answers to the class.
- Listen and give feedback.

Conclusion**(3 minutes)**

Ask the learners to mention ways of sending messages they have learnt.

UNIT 4**Sending messages: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of new words
- read a dialogue by dramatizing it
- generate questions

Suggested resources (in addition to learners' book)

Word cards, phones, letter

Introduction**(2 minutes)**

Ask learners to give reasons for sending messages.

Activity 4.2.1**Vocabulary: Giving meanings of words****(10 minutes)**

Now we will learn meanings of words.



- Write the word **safe** on the chalkboard.
- Read the word aloud.

	<ul style="list-style-type: none"> • Read the word again with learners several times. • Ask learners who know the meaning of the word to raise their hands. • Ask the learners who have raised hands to say the meaning of the word to the class. • Consolidate the meaning of the word using appropriate strategies. • Do the same with send and modern.
	<ul style="list-style-type: none"> • Write the words email and reliable on the chalkboard. • Let learners read the words aloud. • Let learners give the meaning of the words. • Consolidate the meaning of the words using appropriate strategies.

Activity 4.2.2

Fluency: Reading the story by dramatising it

(5 minutes)

In Unit 1 we read a dialogue by dramatizing it. In dramatised reading, readers read the text with actions. Now we will read the dialogue *Sending messages* by dramatising it.

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 16. • Predict the dialogue using the title and illustration. • Demonstrate dramatised reading by reading part of the dialogue while changing the voice and using gestures.
	<ul style="list-style-type: none"> • Read the dialogue with the whole class in a dramatized way while changing the voice and gestures.
	<ul style="list-style-type: none"> • Tell learners to be in pairs. • Ask the learners to read the dialogue in pairs by dramatising it. • Walk around and help struggling learners. • Ask some pairs to read the dialogue to the class while dramatising it. • Listen and give feedback.

Activity 4.2.3

Comprehension: Generating questions

(15 minutes)

In standard 3, we learnt how to generate questions after reading a text. In generating questions, readers formulate some questions from the text they have read and provide answers. Readers should reread the text when they fail to give answers to some of the questions they have generated. This helps them to have a better understanding of the text. In this activity, we will generate questions from the dialogue *Sending messages*.

Tip: Generating questions is done after reading and not during reading.

	<ul style="list-style-type: none"> • Demonstrate generating questions by reading the dialogue and asking additional questions to the ones in the book. For example: <i>What are some of the ways of sending messages?</i> Pretend that you do not have an answer to the question and reread the dialogue to find the answer.
	<ul style="list-style-type: none"> • Generate more questions with learners from the dialogue and answer them as a class or reread the dialogue if you do not have answers to some of the asked questions.
	<ul style="list-style-type: none"> • Let learners generate more questions from the dialogue in groups and answer them. • Walk around and help struggling learners. • Ask the groups to share to the class the questions they have generated and their answers. • Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to revise the meanings of the words **modern** and **reliable**.

UNIT 4	Sending messages: Oral Language and Grammar	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• describe ways of sending message• identifying adjectives• underline adjectives <p>Suggested resources (in addition to learners' book) sample sentences with adjectives</p>		

Introduction**(3minutes)**

Ask learners to give different ways of sending messages.

Activity 4.3.1	Oral Language: Describing ways of sending messages	(8 minutes)
Now we will describe ways of sending messages.		
	<ul style="list-style-type: none">• Tell learners that ways of sending messages can be described in different ways like being safe, quick, reliable, etc. Give them an example as: <i>An email is a safe way to send messages.</i>	
	<ul style="list-style-type: none">• Write many different types of sending messages on the chalkboard like: text message [SMS], letter, etc.• Together with learners, describe some of the ways of sending message listed on the chalkboard using words like: slow, expensive, quick, easy, etc.	
	<ul style="list-style-type: none">• Ask learners to be in pairs to say how they would describe the other examples of ways of sending messages.• Walk around and help struggling learners• Let learners share their descriptions with the class.• Listen and give feedback.	

Activity 4.3.2**Grammar: Identifying adjectives****(9 minutes)**

There are certain words in English which describe people, objects and animals. These words are called adjectives. Today we will learn about these words.

	<ul style="list-style-type: none">• Write the following sentences on the chalkboard.<ol style="list-style-type: none">1. <i>The boy is beating a <u>big</u> drum.</i>2. <i>Jane has an <u>expensive</u> phone.</i>• Read the sentences aloud.• Draw learners' attention to the underlined words.• Explain to the learners that the words big and expensive are saying more (describing) about the nouns drum and phone, respectively.• Tell learners that these words are adjectives.
---	--

	<ul style="list-style-type: none"> Write two or three more examples of sentences with adjectives on the chalkboard. Invite several learners to come to the front and underline the adjective in each sentence. Give feedback.
	<ul style="list-style-type: none"> Write these sentences on the chalkboard: <ol style="list-style-type: none"> <i>She has a green dress.</i> <i>He is a tall boy.</i> <i>Mrs. Phiri is a strong woman.</i> Ask learners to be in groups and identify the adjectives in these sentences. Walk around and help struggling learners. Tell learners to present their answers to the class. Listen and give feedback.

Activity 4.3.3

Grammar: Underlining adjectives

(12 minutes)

Now we will underline adjectives from the given sentences.

	<ul style="list-style-type: none"> Tell the learners to open their books at page 19. Go over the instruction and example for Exercise B.
	<ul style="list-style-type: none"> Discuss items 1 and 2 with learners orally. Repeat I Do and We Do if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to give more examples of adjectives.

UNIT 4

Sending messages: Reading

Lesson 4

Success criteria

Learners must be able to:

- read a text by dramatizing it
- answer comprehension questions orally
- generate questions

Suggested resources (in addition to learners' book)

Letter, phone, computer

Introduction

(2 minutes)

Ask learners to read the following words aloud from the flash card: **safe, modern, email, reliable** and **send**.

Activity 4.4.1**Fluency: Reading a dialogue by dramatizing it (5 minutes)**

In one of the previous lessons, we read a dialogue *Sending messages* by dramatising it. In this activity, we will read the dialogue by dramatising it again.

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 16. • Demonstrate dramatised reading by reading part of the dialogue while changing the voice and using gestures.
	<ul style="list-style-type: none"> • Read the dialogue with the whole class while dramatizing it.
	<ul style="list-style-type: none"> • Tell learners to be in pairs. • Ask the learners to finish reading the dialogue in pairs while dramatising it • Walk around and help struggling learners. • Ask some learners to read the dialogue to the class while dramatising it. • Listen and give feedback.

Activity 4.4.2**Comprehension: Answering questions**

(10 minutes)

Now we will answer questions from the dialogue.

	<ul style="list-style-type: none"> • Ask learners to turn their books at page 17. • Read the first comprehension question at the end of the dialogue. • Demonstrate how to go back to the dialogue to answer the question. • Model answering the question in full.
	<ul style="list-style-type: none"> • Let learners be in small groups or in pairs. • Answer the second question with the learners as a class. • Say: Look at the next question. First look at the question word. The question word is...? • Let learners respond. • Read the question with the learners. • Tell them to go through the dialogue and find the answer. • Listen to the learners' answers and give feedback. Make sure they answer in complete sentences.
	<ul style="list-style-type: none"> • Let learners be in pairs. • Ask the learners to answer the remaining comprehension questions orally. • Listen and give feedback.

Activity 4.4.3**Comprehension: Generating questions**

(15 minutes)

In lesson 2, we learnt how to generate questions after reading a dialogue *Sending messages*. In this activity, we will generate more questions from the dialogue again.

	<ul style="list-style-type: none"> • Remind the learners how to generate questions from a text. Tell them that when generating questions, one formulates additional questions from the text after they have read. If they fail to answer some of the formulated questions, they should reread the text and find their answers. • Demonstrate generating questions by asking a question from the dialogue, like: <i>Give one modern way of sending messages</i>. (One modern way of sending messages is through an email).
	<ul style="list-style-type: none"> • Generate more questions with learners from the dialogue. • Let the learners be in small groups to answer the questions.

	<ul style="list-style-type: none"> Remind students to answer the questions in full. Reread the dialogue if you do not have answers to some of the asked questions.
	<ul style="list-style-type: none"> Tell learners to generate questions from the dialogue Sending messages individually. Walk around and help struggling learners. Ask learners to share to the class some of the questions they generated and their answers. Listen and give feedback.

Conclusion

(3 minutes)

Ask some learners to retell the message in the dialogue using their own words.

UNIT 4

Sending messages: Oral Language and Grammar

Lesson 5

Success criteria

Learners must be able to:

- express preferences
- use adjectives
- complete sentences with adjectives

Suggested resources (in addition to learners' book)

Sample sentences with adjectives

Introduction

(2 minutes)

Ask learners to mention ways of sending messages they like most.

Activity 4.5.1

Oral Language: Expressing preferences

(8 minutes)

When you are telling people about things you like more as compared to other things, you are expressing a preference. Today we will express preferences on the ways of sending messages.



- Demonstrate expressing preference by telling learners about the way of sending messages you prefer. Say: *I prefer phones to letters for sending messages because it is faster.*



- Help learners to say ways of sending messages they like most and give reasons.



- Ask learners to be in pairs and tell each other ways of sending messages they prefer and why.
- Walk around and help struggling learners.
- Let learners share their preferred ways of sending messages and their reasons to the class.
- Listen and give feedback.

Activity 4.5.2

Grammar: Using adjectives

(10 minutes)

In a previous lesson, we learnt about words used to describe things and people. We said the words are called adjectives. Now we will make sentences with adjectives.

	<ul style="list-style-type: none"> Write the following adjectives on the chalkboard: red, wise, good, bad. Demonstrate making a sentence with one of the adjectives, like: <i>I have a red shirt.</i> Tell learners that the word red in the sentence has been used as an adjective because it is describing the noun shirt.
	<ul style="list-style-type: none"> Guide learners to make different sentences using the adjective: wise.
	<ul style="list-style-type: none"> Ask the learners to work in pairs and make sentences using the remaining adjectives. Walk around and help struggling learners. Ask learners to share their answers to the class. Listen and give feedback.

Activity 4.5.3

Grammar: Completing sentences using adjectives (12 minutes)

Now we are going to complete sentences with adjectives.

	<ul style="list-style-type: none"> Tell the learners to open their book at page 19. Go over the instruction and example for Exercise C.
	<ul style="list-style-type: none"> Discuss with learners items 1 and 2 orally. Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion

(3 minutes)

Give the learners more sentences and ask them to identify adjectives from the sentences orally.

UNIT 4

Sending messages: Vocabulary

Lesson 6

Success criteria

Learners must be able to:

- identify words they do not know
- give meanings of words
- make sentences with given words

Suggested resources (in addition to learners' book)

word cards

Introduction

(2 minutes)

Ask learners to give the meanings of the following words: **email** and **modern** as learnt in one of the previous lessons.

Activity 4.6.1**Vocabulary: Identifying the words we do not know****(10 minutes)**

In some of the previous lessons, we read the story *School rules*. Now we will read the story again silently. As we are reading, we should identify words whose meanings we don't know and think of their meanings.

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 16. • Begin to read the story aloud. Pretend there is a word whose meaning you do not know. Say that word aloud to the learners. • Give the meaning of the word using an appropriate strategy.
	<ul style="list-style-type: none"> • Tell learners to raise their hand when they hear a word they do not know as you continue reading. • Discuss the meanings of the identified words using appropriate strategies.
	<ul style="list-style-type: none"> • Ask the learners to continue reading the story silently while identifying words whose meaning they do not know. • Ask them to write the words they have identified in their exercise book.

Activity 4.6.2**Vocabulary: Giving meanings of words****(8 minutes)**

Now we will give meanings of the words we have identified.

	<ul style="list-style-type: none"> • Ask some learners to read the words they have identified. • Write the words on the chalkboard.
	<ul style="list-style-type: none"> • Tell the learners to read the words on the chalkboard. • Help learners to give meaning to a few words on the chalkboard using appropriate strategies.
	<ul style="list-style-type: none"> • Ask learners to work in groups of three. • Ask learners to give the meaning of the remaining words in their groups. • Invite some groups to tell the class the meaning of the words. • Consolidate the meaning of the words using appropriate strategies.

Activity 4.6.3**Vocabulary: Writing sentences using given words****(12 minutes)**

Now we are going to write sentences using given words.

	<ul style="list-style-type: none"> • Ask learners to open their book at page 20. • Go over the instruction and example for Exercise D orally.
	<ul style="list-style-type: none"> • Discuss with learners items 1 and 2 of Exercise D. • Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> • Ask learners to complete the exercise in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to make sentences using some of the words they have learnt.

UNIT 4	Sending messages: Comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a dialogue silently • talk about a text • write answers to comprehension questions <p>Suggested resources (in addition to learners' book) letter, pictures, phone</p>		

Introduction	(2 minutes)
Ask learners to read words they learnt in lesson 6 from flash cards.	

Activity 4.7.1	Comprehension: Answering pre-questions	(12 minutes)
In this lesson, we will read a dialogue on <i>Sending messages</i> silently then answer some questions about it.		
	<ul style="list-style-type: none"> • Write the following pre-questions on the chalkboard: <ol style="list-style-type: none"> 1. <i>Who did Jane meet on the way to the post office?</i> 2. <i>What is Jane going to send through the post office?</i> 	
	<ul style="list-style-type: none"> • Read the pre-questions aloud together with learners. 	
	<ul style="list-style-type: none"> • Tell learners to open their books at page 16. • Tell learners to read the story silently. • Ask learners find the answers to the pre-questions as they read. • Discuss the answers to the pre-questions with the learners. 	

Activity 4.7.2	Comprehension: Identifying characters and setting (9 minutes)
Now we will talk about the dialogue we have read. We will talk about the characters and setting.	
	<ul style="list-style-type: none"> • Tell learners that a person that takes part in a story or dialogue is called a <i>character</i> and the place where a story is taking place is called a <i>setting</i>. • Tell learners that one of the characters in this dialogue is Jane. Jane is an example of a character because she is involved in the dialogue. • Tell the learners that the story takes place along a village road. Tell learners that the village road is an example of a <i>setting</i> because it is where the story takes place.
	<ul style="list-style-type: none"> • Help learners to identify one other character and setting in the dialogue. • Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> • Ask learners to discuss in groups other characters and settings in the dialogue. • Walk around and help struggling learners. • Let learners present their discussions to the class. • Listen and give feedback.

Activity 4.7.3**Comprehension: Writing answers to comprehension questions**

(10 minutes)

Now we are going to answer questions on the dialogue we read.

	<ul style="list-style-type: none"> Ask the learners to open their books at page 17. Read the first question to the learners. Model how to go back to the dialogue to find the answer to the question. Demonstrate answering the question on the chalkboard in a full sentence. Read aloud the written answer.
	<ul style="list-style-type: none"> Together with learners, read the second question. Together with learners, practice finding the answer in the dialogue. Have a learner answer the second question in full on the chalkboard. Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> Tell the learners to write answers to the rest of the questions in their exercise books. Remind learners to answer the questions in full. Walk around and help struggling learners. Ask some learners to read their answers to the class. Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to say what they have learnt about sending message.

UNIT 4**Sending messages: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- describe ways of sending message
- writing a paragraph

Suggested resources (in addition to learners' book)

Chart with jumbled sentences

Introduction

(3minutes)

Ask learners to revise ways of sending messages they learnt in previous lessons.

Activity 4.8.1**Productive Writing:
Describing ways of sending message**

(15 minutes)

Now we will arrange jumbled sentences starting with a topic sentence then supporting points that are describing different ways of sending messages.

	<ul style="list-style-type: none"> Write the following sentences on the chalkboard: <ol style="list-style-type: none"> These ways are easier, faster and safer. Some of these ways are letters, phone and emails. Emails and phones are modern ways of sending messages. There are many ways of sending messages. Read the sentences aloud to the learners.
---	--

	<ul style="list-style-type: none"> Remind learners that a paragraph has a topic sentence and supporting points by explaining what these are. Tell learners that the sentences are not in the right order.
	<ul style="list-style-type: none"> Help learners to identify the topic sentence and first supporting point from the jumbled sentences.
	<ul style="list-style-type: none"> Ask learners to finish identifying the second and fourth supporting points in groups. Let learners present their discussions to the class. Listen and give feedback.

Activity 4.8.2

Productive Writing: Writing a paragraph

(15 minutes)

Now we will write a paragraph from the arranged sentences.



- Tell the learners to open their books at page 20.
- Read the instruction for Exercise E.



- Guide learners to write the topic sentence and first supporting point in their exercise books.
- Walk around and help struggling learners.



- Ask learners to complete writing a paragraph in their exercise books.
- Walk around and help struggling learners.

Conclusion

(3 minutes)

Ask some learners to read the paragraph they have written to the class.

UNIT 4

Sending messages: Supplementary Reading

Lesson 9

Success criteria

Learners must be able to:

- read supplementary readers
- retell stories

Suggested resources

Supplementary readers

Introduction

(2 minutes)

Tell learners to retell interesting stories they have read or heard.

Activity 4.9.1

Reading supplementary readers

(20 minutes)

Being able to read on our own is an exciting experience. We can learn to read on our own when we are given a chance to read a text or book of our choice. Today we will choose a text or book we would like to read.



- Display different levelled texts and books on the table.
- Tell learners that when they read a book of their choice, they should find out where the story takes place, who are the characters, and what happens in the story.

	<ul style="list-style-type: none"> • Pick one of the books on the table. Demonstrate how you find out more about the book by looking at the title, the cover, and the pages. • Tell them you will read that book.
	<ul style="list-style-type: none"> • Guide learners to pick a text or book of their choice from the displayed supplementary readers.
	<ul style="list-style-type: none"> • Let them read the text they have chosen. • Monitor learners as they are reading.

Activity 4.9.2

Retelling stories

(10 minutes)

We have read different stories. Now we are going to tell the class what we have read.

	<ul style="list-style-type: none"> • Use the book you picked to demonstrate to the learners how to retell the story. • Say where the story takes place, who are the characters, and what happens in the story.
	<ul style="list-style-type: none"> • Help learners to retell the story they have read by saying where the story takes place, who are the characters, and what happens in the story. • Listen and give feedback.
	<ul style="list-style-type: none"> • Ask learners to retell the stories they have read to their partner. • Walk around the room, observe learners, and help those who are struggling with the exercise.

Conclusion

(3 minutes)

Ask learners to say which of the stories they listened to were the most interesting and why.

UNIT 4

Sending messages: Revision

Lesson 10

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and revise them.

Success criteria	Lessons

UNIT 5	The changed boy: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> give information on behaviour give effects of different types of behaviour at school match different types of behaviour with their reasons <p>Suggested resources (in addition to learners' book) Charts with different forms of behaviour</p>	

Introduction	(2 minutes)
Ask learners to mention forms of behaviour that learners show at school.	

Activity 5.1.1	Oral Language: Giving information on behaviour	(10 minutes)
At school, different learners behave in different ways. In this lesson, we will discuss different forms of behaviour that learners show at school.		
	<ul style="list-style-type: none"> Tell learners that some of the forms of behaviour that learners show at school might be good while others might be bad. Give learners examples of good behaviour as respecting others and examples of bad behaviour as making noise in class. 	
	<ul style="list-style-type: none"> Discuss with learners more examples of good and bad behaviour learners show at school. 	
	<ul style="list-style-type: none"> Ask learners to work in pairs and discuss more forms of good and bad behaviour at school. Walk around and help struggling learners. Ask learners to report to the class forms of behaviour they have discussed in pairs. Listen and give feedback. 	

Activity 5.1.2	Oral Language: Giving effects of different forms of behaviour at school	(8 minutes)
Now we will discuss the effects of different forms of behaviour that learners show at school.		
	<ul style="list-style-type: none"> Tell learners effects of some forms of behaviour. For example: <i>If you make noise in the class, then you will disturb your friends.</i> 	
	<ul style="list-style-type: none"> Discuss with the learners effects of different behaviours. Help them use: <i>If... then...</i> 	
	<ul style="list-style-type: none"> Ask learners to work in pairs and think of the effects of other behaviours in school. Walk around and help struggling learners. Ask learners to share to the class what they have discussed with their partner. Listen and give feedback. 	

Activity 5.1.3**Writing: Matching the forms of behaviour with their effects****(12 minutes)**

Now we will match forms of behaviour with their effects.

	<ul style="list-style-type: none"> • Tell learners to open their books at page 23. • Go over the instruction and example for Exercise A.
	<ul style="list-style-type: none"> • Discuss items 1 and 2 with learners orally. • Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> • Ask learners to complete the exercise in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to say different forms of behaviour at school and their effects.

UNIT 5**The changed boy: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a text using chunking
- generating questions

Suggested resources (in addition to learners' book)

word cards

Introduction**(2 minutes)**

Ask learners to say different forms of behaviours and their effects.

Activity 5.2.1**Vocabulary: Giving meanings of words****(8 minutes)**

Now we will learn meanings of words.

	<ul style="list-style-type: none"> • Write the word improve on the chalkboard. • Read the word aloud.
	<ul style="list-style-type: none"> • Read the word again with learners several times. • Ask learners who know the meaning of the word to raise their hands. • Ask the learners who have raised hands to say the meaning of the word to the class. • Consolidate the meaning of the word using appropriate strategies. • Do the same with behave and famous.
	<ul style="list-style-type: none"> • Write the words advice and respect on the chalkboard. • Let learners read the words aloud. • Let learners give the meaning of the words. • Consolidate the meaning of the words using appropriate strategies.

Activity 5.2.2**Fluency: Reading a story using chunking****(7 minutes)**

Now we will read the story *The changed boy* using sensible groups of words. This is called chunking. Chunking helps readers to read with good speed while understanding the story.

	<ul style="list-style-type: none">• Tell learners to open their books at page 21.• Ask learners to predict the story using the illustration and the title.• Demonstrate reading sentences in the first paragraph of the story aloud using chunking. For example: <i>Chikondi is a standard 4 boy/ at Chikwenga Primary School. / He has three friends / Peter, Mary and Yankho.</i>
	<ul style="list-style-type: none">• Read the first paragraph again with learners using chunking.
	<ul style="list-style-type: none">• Let learners read the rest of the text in pairs using chunking.• Walk around and help struggling learners• Ask some learners to read the story to the class using chunking.• Listen and give feedback.

Activity 5.2.3**Comprehension: Generating questions****(15 minutes)**

In some of the previous lessons, we learnt generating questions on a text we read. In this activity, we will generate questions from the story *The changed boy*.

	<ul style="list-style-type: none">• Demonstrate generating questions by asking an additional question to the list of comprehension questions. For example: <i>Who are Chikondi's friends?</i> Pretend that you do not have an answer to the question and reread the story to find the answer.
	<ul style="list-style-type: none">• Generate more questions from the story with learners and answer them as a class or reread the story if you do not have answers to some of the asked questions.
	<ul style="list-style-type: none">• Tell learners to generate more questions from the story in groups and answer them.• Walk around and help struggling learners.• Ask the groups to present the questions they have generated and their answers.• Listen and give feedback.

Conclusion**(3 minutes)**

Ask some learners to read some paragraphs aloud using chunking.

Success criteria

Learners must be able to:

- ask for information about behaviour at school
- give information about behaviour at school
- form adjectives with suffix **-ous**
- write adjectives with suffix **-ous**

Suggested resources (in addition to learners' book)

A list of adjectives with suffix **-ous**

Introduction

(2 minutes)

Ask learners to give examples of bad behaviour at school.

Activity 5.3.1

Oral Language: Asking and giving information about behaviour at school

(7 minutes)

Different learners show different types of behaviour at school. In this lesson, we will talk about behaviour that some learners show at school and their effects.

	<ul style="list-style-type: none"> • Tell learners that some of the forms of behaviour that learners show at school might be good while others might be bad. • Remind learners some of the effects of bad behaviour that were discussed in lesson 2. Say: <i>Why is playing outside while others are learning in class bad? It is bad because you miss lessons.</i>
	<ul style="list-style-type: none"> • Help the learners to give effects of different behaviours shown at school.
	<ul style="list-style-type: none"> • Ask learners to give effects of different behaviours shown by learners at school. • Walk around and help struggling learners. • Ask some learners to share effects of different behaviours to the class. • Listen and give feedback.

Activity 5.3.2

Grammar: Forming adjectives with the suffix **-ous**

(8 minutes)

Remind learners that an adjective is a word that describes a person, place, or thing. One way of forming adjectives from other words is by adding the suffix **-ous** at the end of the word. Now we will form adjectives with the suffix **-ous**.

	<ul style="list-style-type: none"> • Write the following words on the chalk board: danger, continue, courage. • Read the words to the learners. • Tell learners that an adjective formed from the word danger is dangerous. Dangerous has been formed by adding the suffix -ous to the word danger.
	<ul style="list-style-type: none"> • Guide learners to form an adjective using the word continue. Explain that in some cases, the -e at the end of a word is dropped before adding the suffix -ous, such as in the words continue and fame.
	<ul style="list-style-type: none"> • Ask learners to form adjectives using the words courage and fame in pairs. • Walk around and help struggling learners. • Ask some learners to share their answers to the class. • Listen and give feedback.

Activity 5.3.3	Grammar: Writing adjectives with suffix -ous	(15 minutes)
-----------------------	---	---------------------

Now we will pair words with adjectives formed by adding the suffix **-ous**.

	<ul style="list-style-type: none"> • Tell learners to open their books at page 24. • Go over the instruction and example for Example B.
	<ul style="list-style-type: none"> • Discuss with learners items 1 and 2 of Exercise B. • Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> • Ask learners to complete the exercise in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to form more adjectives ending with suffix **-ous**.

UNIT 5	The changed boy: Reading	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story using chunking • answer comprehension questions orally • generate questions <p>Suggested resources (in addition to learners' book) list of forms of behaviour</p>		

Introduction	(2 minutes)
---------------------	--------------------

Ask learners to give some good behaviour they show at school.

Activity 5.4.1	Fluency: Reading a story using chunking	(5 minutes)
<p>In one of the previous lessons, we learnt how to read groups of words that make sense with good speed. This is called chunking. Now, we will read the story <i>The changed boy</i> using chunking again.</p>		
	<ul style="list-style-type: none"> • Ask learners to open their books at page 21. • Remind learners how to read using chunking by reading the first paragraph in sensible parts. 	
	<ul style="list-style-type: none"> • Read the first paragraph again with learners using chunking. 	
	<ul style="list-style-type: none"> • Let learners read the rest of the text in pairs using chunking. • Walk around and help struggling learners. • Ask some learners to read to the class using chunking. • Listen and give feedback. 	

Activity 5.4.2**Comprehension: Answering questions orally****(10 minutes)**

Now we will answer comprehension questions from the story we have read.

	<ul style="list-style-type: none"> Ask learners to open their books at page 22. Read the first question: <i>What are some of the behaviours of Chikondi and his friends?</i> Model how to go back to the story to find the answer. Demonstrate answering the first question in full as: <i>Chikondi and his friends liked playing outside during lessons.</i>
	<ul style="list-style-type: none"> Read the second question with learners: <i>What is Mrs. Malizani's advice?</i> Practice with the learners how to go back to the story to find the answer. Answer the second question with learners in full: <i>Mrs. Malizani's advice was not to play outside while others are in class.</i>
	<ul style="list-style-type: none"> Let learners be in pairs. Ask the learners to answer the remaining comprehension questions orally. Listen to the answers and give feedback.

Activity 5.4.3**Comprehension: Generating questions****(15 minutes)**

In one of the previous lessons, we learnt how to generate questions from the story *The changed boy*. In this activity, we will generate more questions from the story again.

	<ul style="list-style-type: none"> Remind the learners how to generate questions from a text by formulating an additional question and answer it. For example: <i>Who advised Chikondi? Chikondi was advised by his teacher.</i>
	<ul style="list-style-type: none"> Generate more questions from the story with learners and answer them. If you do not have answers to the generated questions, reread the story with the learners and find their answers.
	<ul style="list-style-type: none"> Tell learners to generate more questions from the story in pairs and answer them. Walk around and help struggling learners. Ask some learners to present to the class the questions they have generated and their answers. Listen and give feedback.

Conclusion**(3 minutes)**

Ask a few learners to read some sentences from the story using chunking.

Success criteria

Learners must be able to:

- express approval
- express disapproval
- identify adjectives with the suffix **-ous**
- complete sentences using adjectives with the suffix **-ous**

Suggested resources (in addition to learners' book)

sentences with **-ous** adjectives

Introduction

(2 minutes)

Ask learners to give examples of good and bad behaviour at school.

Activity 5.5.1**Oral Language: Expressing approval and disapproval**

(10 minutes)

In one of the previous lessons, we talked about good and bad behaviour at school. We encourage good behaviour by approving it and discourage bad behaviour by disapproving it. In this lesson, we will express approval and disapproval on good and bad behaviour.



- Remind learners ways of expressing approval and disapproval. For example, Say: *Do you play in class?* Respond by saying *No I don't*. Approve the behaviour by saying *that's good. Keep it up*. If the answer is: *Yes I do*, then disapprove the behaviour by saying *That's bad. Don't do it again*.



- Help learners to express approval and disapproval on different forms of behaviour.



- Ask learners to be in pairs and practise approving and disapproving different forms of behaviour.
- Walk around and help struggling learners.
- Ask some learners to express approval and disapproval to the class.
- Listen and give feedback.

Activity 5.5.2**Grammar: Identifying adjectives with the suffix **-ous****

(8 minutes)

Now we will identify adjectives with the suffix **-ous** in sentences. Remember that an *adjective* describes a *noun* (a person, place, or thing).



- Write the following sentences on the chalkboard:
 1. *He is a famous boy at school.*
 2. *Lions are dangerous animals.*
 3. *I am a joyous person today.*
 4. *There are various books on the table.*
- Read the first sentence and tell learners that **famous** is an adjective in this sentence.



- Ask learners to read the second sentences aloud.
- Guide learners to identify an adjective in the second sentence.



- Ask the learners to be in pairs and identify adjectives in the remaining sentences.

	<ul style="list-style-type: none"> • Walk around and help struggling learners. • Ask learners to share their answers to class. • Listen and give feedback.
--	---

Activity 5.5.3	Grammar: Completing sentences using adjectives with the suffix -ous	(12 minutes)
-----------------------	--	---------------------

Now we will complete sentences using adjectives with the suffix **-ous**.

	<ul style="list-style-type: none"> • Tell the learners to open their book at page 24. • Go over the instruction and example for Exercise C.
	<ul style="list-style-type: none"> • Discuss with learners items 1 and 2 orally. • Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> • Ask learners to complete the exercise in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to mention some of the adjectives with suffix **-ous** from what they have learnt.

UNIT 5	The changed boy: Vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • make sentences with given words <p>Suggested resources (in addition to learners' book) word cards</p>	

Introduction	(2 minutes)
---------------------	--------------------

Ask learners to give some of the words they learnt when they read the story *The changed boy for the first time in lesson 2*.

Activity 5.6.1	Vocabulary: Identifying the words we do not know	(10 minutes)
-----------------------	---	---------------------

In some of the previous lessons, we read the story *The changed boy*. Now we will read the story again silently. As we are reading, we should identify words whose meanings we do not know and think of their meanings.

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 21. • Begin to read the story aloud. Pretend there is a word whose meaning you do not know, such as behaviour. Say that word aloud to the learners. • Give the meaning of the word using appropriate strategies.
---	---

	<ul style="list-style-type: none"> • Tell learners to raise their hand when they hear a word they do not know as you continue reading. • Discuss the identified words using appropriate strategies.
	<ul style="list-style-type: none"> • Ask the learners to continue reading the story silently while identifying words whose meaning they do not know. • Ask them write the words they have identified in their exercise book.

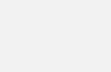
Activity 5.6.2	Vocabulary: Giving meanings of words	(8 minutes)
-----------------------	---	--------------------

Now we will give the meanings of the words we have identified.

	<ul style="list-style-type: none"> • Ask some learners to read the words they have identified. • Write the words on the chalkboard.
	<ul style="list-style-type: none"> • Tell the learners to read the words on the chalkboard. • Help learners to give the meaning of a few words on the chalkboard using appropriate strategies.
	<ul style="list-style-type: none"> • Ask learners to work in groups of three. • Ask learners to give the meaning of the remaining words in their groups. • Invite some groups to tell the class the meaning of the words. • Consolidate the meaning of the words using appropriate strategies.

Activity 5.6.3	Vocabulary: Writing sentences with given words	(15 minutes)
-----------------------	---	---------------------

Now we are going to write sentences with given words.

	<ul style="list-style-type: none"> • Tell the learners to open their books at page 25. • Go over the instruction and the example for Exercise D.
	<ul style="list-style-type: none"> • Discuss with the learners items 1 and 2 of Exercise D. • Repeat <i>I Do</i> and <i>We Do</i> if necessary.
	<ul style="list-style-type: none"> • Ask learners to complete the exercise in their exercise books. • Walk around and help struggling learners. • Ask some learners to read their answers to the class. • Listen and give feedback.

Conclusion	(3 minutes)
-------------------	--------------------

Ask some learners to give meanings of the words they have learnt.

UNIT 5	The changed boy: Comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • talk about a text • write answers to comprehension questions <p>Suggested resources (in addition to learners' book) Charts with different forms of behaviour</p>		

Introduction	(2 minutes)
Ask learners to say what they remember from the story <i>The changed boy</i> .	

Activity 5.7.1	Comprehension: Reading a story silently	(9 minutes)
In some of the previous lessons, we read the story <i>The changed boy</i> silently. Now we will read the story silently again and answer some questions on it.		
	<ul style="list-style-type: none"> • Write the following pre-questions on the chalkboard: <ol style="list-style-type: none"> 1. <i>How many friends does Chikondi have?</i> 2. <i>Mention two bad things that Chikondi's friends do at school.</i> 	
	<ul style="list-style-type: none"> • Read the pre-questions aloud together with learners. 	
	<ul style="list-style-type: none"> • Tell learners to work in pairs or small groups. • Tell learners to open their books at page 21. • Tell the learners to read the story silently. • Ask learners to find the answer to the pre-questions as they read. • Discuss the answers to the pre-questions with the learners. 	

Activity 5.7.2	Comprehension: Talking about a text	(6 minutes)
Now we will talk about the story we have read.		
	<ul style="list-style-type: none"> • Tell the learners what you think about the story. For example: <i>I like this story because it tells us how learners should behave at school.</i> 	
	<ul style="list-style-type: none"> • Help learners to say what they think about the story using these guiding questions. <ol style="list-style-type: none"> 1. <i>What do you like/dislike in the story?</i> 2. <i>What have you learnt from the story?</i> 	
	<ul style="list-style-type: none"> • Ask learners to discuss in groups what they liked or disliked and learnt from the story. • Walk around and help struggling learners. • Let learners present their discussions to the class. • Listen and give feedback. 	

Activity 5.7.3**Comprehension: Writing answers to comprehension questions**

(15 minutes)

Now we will answer questions on the story we have read.



- Ask learners to open their books at page 22.
- Read the first question to the learners.
- Model going back to the story to find the answer.
- Demonstrate answering the first question in full on the chalkboard.



- Together with learners, practice going back to the story to find the answer.
- Together with learners, answer the second question in full on the chalkboard.
- Repeat *I Do* and *We Do* if necessary.



- Let learners be in pairs.
- Tell learners to write answers to the rest of the questions in their exercise books.
- Walk around and help struggling learners.
- Ask some learners to read their answers to the class.
- Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to say what they have liked about *The changed boy*.

UNIT 5**The changed boy: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- arrange sentences in the right order
- write a paragraph

Suggested resources (in addition to learners' book)

a chart with jumbled sentences

Introduction

(2 minutes)

Ask learners to say some of the behaviours they show at school.

Activity 5.8.1**Productive Writing: Arranging sentences in the right order**

(15 minutes)

In one of the previous lessons we wrote a paragraph from jumbled sentences. Now we will arrange jumbled sentences again starting with a topic sentence then supporting points that are describing *The changed boy*.



- Remind learners that a paragraph has a topic sentence and supporting points by explaining what these are.
- Tell learners to open their books at page 25.
- Read the instruction for Exercise E.
- Tell learners that the sentences are not in the right order.



- Guide learners to identify the topic sentence and the first supporting point.

	<ul style="list-style-type: none"> Let learners be in groups. Ask learners in groups to finish identifying the second, third and fourth supporting points from the jumbled sentences. Walk around and help struggling learners. Ask some groups to present their work to the class. Listen and give feedback.
---	--

Activity 5.8.2

Productive Writing: Writing a paragraph

(15 minutes)

Now we will write a paragraph by arranging the jumbled sentences in the right order.



- Model writing the topic sentence on the chalkboard.



- Guide learners to write the topic sentence and the first supporting points in their exercise books.
- Walk around and help struggling learners



- Tell learners to complete writing the paragraph in their exercise books.
- Walk around and help struggling learners.
- Repeat *I Do* and *We Do* if necessary.

Conclusion

(3 minutes)

Ask learners to read their paragraphs to the class.

UNIT 5

The changed boy: Supplementary Reading

Lesson 9

Success criteria

Learners must be able to:

- read supplementary readers
- retell stories

Suggested resources

Supplementary readers

Introduction

(2 minutes)

Tell learners to retell interesting stories they have read or heard.

Activity 5.9.1

Reading supplementary readers

(20 minutes)

Being able to read on our own is an exciting experience. We can learn to read on our own when we are given a chance to read a text or book of our choice. Today we will choose a text or book we would like to read.



- Display different levelled texts and books on the table.
- Tell learners that when they read a book of their choice, they should find out where the story takes place, who are the characters, and what happens in the story.
- Pick one of the books on the table. Demonstrate how you find out more about the book by looking at the title, the cover, and the pages.

	<ul style="list-style-type: none"> • Tell them you will read that book.
	<ul style="list-style-type: none"> • Guide learners to pick a text or book of their choice from the displayed supplementary readers.
	<ul style="list-style-type: none"> • Let them read the text they have chosen. • Monitor learners as they are reading.

Activity 5.9.2

Retelling stories

(10 minutes)

We have read different stories. Now we are going to tell the class what we have read.

	<ul style="list-style-type: none"> • Use the book you picked to demonstrate to the learners how to retell the story. • Say where the story takes place, who are the characters, and what happens in the story.
	<ul style="list-style-type: none"> • Help learners to retell the story they have read by saying where the story takes place, who are the characters, and what happens in the story. • Listen and give and feedback.
	<ul style="list-style-type: none"> • Ask learners to retell the stories they have read to the class. • Listen and give and feedback.

Conclusion

(3 minutes)

Ask learners to say which of the stories they listened to were the most interesting and why.

UNIT 5

The changed boy: Revision

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and revise them.

Success criteria	Lessons

UNIT 6	Let's do it again: Oral language	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral language structures learnt • write oral language structure activity <p>Suggested resources (in addition to learners' book) The resource will depend on the nature of the selected review activity.</p>		

Introduction	(2 minutes)
Ask learners to introduce their friends to the class.	

Activity 6.1.1	Oral Language: Using oral language structure	(15 minutes)
Use the advance organiser for the language structure selected for revision.		
<ul style="list-style-type: none"> • Revise any of the following language structures that was not well understood by the learners: <ul style="list-style-type: none"> a. Introducing a friend to others activity 1.3.1 b. Giving and taking advice activity 2.1.1 c. Expressing approval activity 3.1.2 d. Describing ways of sending messages activity 4.3.1 e. Asking and giving information about behaviour at school activity 5.3.1 • Move around, listen and give feedback. 		

Activity 6.1.2	Writing Connected to Oral language structure	(15 minutes)
Use the advance organiser for the writing activity selected for revision.		
<ul style="list-style-type: none"> • Revise writing activities from oral language structure selected in Activity 6.1.1: <ul style="list-style-type: none"> a. Completing a dialogue on making introductions activity 1.1.3 b. Writing sentences on giving advice activity 2.1.2 c. Writing sentences on expressing approval activity 3.1.3 d. Writing sentences on sending messages activity 4.1.3 e. Matching forms of behaviour with their effects activity 5.1.2 • Move around and help struggling learners. 		

Conclusion	(3 minutes)
Ask some learners to read the sentences they have written to the class.	

UNIT 6	Let's do it again: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • use fluency strategies learnt • use comprehension strategies learnt <p>Suggested resources (in addition to learners' book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Ask learners to read some words introduced in units 1 to 5 from word cards.	

Activity 6.2.1	Vocabulary: Giving meanings of words	(8 minutes)
Now we will revise meanings of words learnt in unit 1-5.		
<ul style="list-style-type: none"> • Revise any of the words learnt in units 1-5 using different techniques like: Giving synonyms, antonyms, using them in sentences or defining them. When learners continue to struggle with understanding you may use local language to teach the meaning of the word. 		

Activity 6.2.2	Fluency: Using fluency strategy	(12 minutes)
Use the advance organiser for fluency strategy selected from lessons 2 and 4 in units 1 to 5.		
<ul style="list-style-type: none"> • Revise any of the fluency strategies that learners had problems with using the story <i>Our classroom</i>. <ul style="list-style-type: none"> a. dramatized reading b. buddy reading c. radio reading d. chunking 		

Activity 6.2.3	Comprehension: Using comprehension strategy	(10 minutes)
Use the advance organiser for comprehension strategy in Lesson 2 of units 1 to 5.		
<ul style="list-style-type: none"> • Revise any of these comprehension strategies that learners had problems with in units 1-5 using the story <i>Our classroom</i>: <ul style="list-style-type: none"> a. Self-questioning b. Generating questions. 		

Conclusion	(3 minutes)
Ask learners read words from word cards.	

UNIT 6	Let's do it again: Oral Language and Grammar	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral language structure learnt • use grammar learnt • write grammar activity <p>Suggested resources (in addition to learners' book) The resource will depend on the nature of the selected review activity</p>		

Introduction
(2 minutes)

Ask learners to make sentences in simple present tense using verbs: eat, play, and walk

Activity 6.3.1
Oral Language: Using oral language structure
(8 minutes)

Use the advance organiser for the language structure selected for the revision.

- Revise any language structure that the learners did not do well from;
 - a. Introducing oneself activity 1.1.2
 - b. Giving and taking advice activity 2.3.1
 - c. Expressing approval activity 3.1.2
 - d. Mentioning ways of sending messages activity 4.1.2
 - e. Asking and giving information activity 5.3.1

Activity 6.3.2
Grammar: Using grammar
(10 minutes)

Use the advance organiser for the grammar point selected for revision.

- Revise the use of any of the following grammar point that was not well understood by the learners introduced in units 1 to 5:
 - a. using simple present tense activity 1.3.2
 - b. adding -ing to words according to their groups activity 2.3.2
 - c. forming abstract nouns activity 3.5.2
 - d. identifying adjectives activity 4.3.2
 - e. identifying adjectives with suffix -ous activity 5.5.2
- Listen and give feedback

Activity 6.3.3
Writing on grammar
(12 minutes)

Use the advance organiser for writing grammar selected for revision.

- Revise writing grammar point selected in activity 6.3.2;
 - a. completing sentences using verbs in simple present tense activity 1.3.3
 - b. writing verbs by adding -ing according to their groups activity 2.3.3
 - c. writing abstract nouns with suffix -ment or -ness activity 3.5.3
 - d. underlining adjectives in sentences activity 4.3.3
 - e. completing sentences with adjectives having suffix -ous activity 5.5.3

(You can use Unit 6 Exercise A or B if possible)

- Move around and help struggling learners.

Conclusion

(3 minutes)

Ask some learners to read their work to the class.

UNIT 6

Let's do it again: Reading

Lesson 4

Success criteria

Learners must be able to:

- read a story from unit 6 using any fluency strategy
- use comprehension strategies learnt
- answer comprehension questions orally

Suggested resources (in addition to learners' book)

The resource will depend on the nature of the selected review activity

Introduction

(2 minutes)

Ask learners to read some of the words found in Unit 1 to 5 from word cards.

Activity 6.4.1

Fluency: Using fluency strategy

(10 minutes)

Use any advance organiser for the fluency strategy used in lessons 2 and 4 of units 1 to 5.

- Use the story in unit 6, *Our classroom* to revise any fluency strategy that learners were struggling with in units 1 to 5.
 - a. Dramatised reading
 - b. Buddy reading
 - c. Radio reading
 - d. Chunking.

Activity 6.4.2

Comprehension: Using comprehension strategy

(12 minutes)

Use any advance organiser for comprehension strategy in lesson 2 of units 1 to 5.

- Use the story in Unit 6, Our classroom to revise any comprehension strategy that learners were struggling with in Units 1 to 5:
 - a. self-questioning
 - b. generating questions.

Activity 6.4.3

Comprehension: Answering comprehension questions orally

(8 minutes)

Now we will answer questions on the story.

- Ask learners to read the comprehension questions at the end of the story.
- Model how to find the answer in the story.
- Model answering the first question in full orally.
- Help learners to answer the second question.
- Let learners answer the remaining questions orally.

- Listen to their answers and give feedback.

Conclusion

(3 minutes)

Ask learners to say what they have learnt from the story.

UNIT 6

Let's do it again: Assessment

Lesson 5

Assessing learners

Learners must be able to:

- use what they have learnt in lessons 1 to 5 of units 1 to 5.

Tip: Develop assessment items that will guide in checking the learners' achievements of the success criteria in lessons 1 to 5 of units 1 to 5.

Assessing Learners

Below are the success criteria from lessons 1 to 5 of units 1 to 5.

Check whether learners are able to:

- Use the oral language structures.
- Write oral language structures.
- Give meanings of words.
- Read fluently any story.
- Use grammar point.
- Write grammar.
- Answer comprehension orally.

Note: As the teacher is assessing some learners, the other learners can be asked to read supplementary readers of their choice.

UNIT 6

Let's do it again: Oral and Grammar

Lesson 6

Success criteria

Learners must be able to:

- use oral language structures learnt
- use grammar point learnt
- write grammar activity

Suggested resources (in addition to learners' book)

Include any resource that will support your review.

Introduction

(2 minutes)

Ask learners to give examples of words used as adjectives.

Activity 6.6.1**Oral language: Using oral language structure****(8 minutes)**

Use the advance organiser for the language structure selected for the revision.

- Revise any language structure that the learners did not do well from the following:
 - a. introducing oneself activity 1.1.2
 - b. giving and taking advice activity 2.3.1
 - c. expressing approval activity 3.1.2
 - d. mentioning ways of sending messages activity 4.1.2
 - e. asking and giving information activity 5.3.1
- Listen and give feedback.

Activity 6.6.2**Grammar: Using grammar point****(10 minutes)**

Use the advance organiser for writing grammar selected for revision.

- Revise the use of any grammar point that was not well understood by the learners introduced in units 1 to 5;
 - a. using simple present tense activity 1.3.2
 - b. adding -ing to words according to their groups activity 2.3.2
 - c. forming abstract nouns activity 3.5.2
 - d. identifying adjectives activity 4.3.2
 - e. identifying adjectives with suffix -ous activity 5.5.2
- Listen and give feedback.

Activity 6.6.3**Writing on grammar****(12 minutes)**

Use the advance organiser for writing grammar selected for revision.



- Revise writing any grammar point selected in 6.6.2;
 - a. Completing sentences using verbs in simple present tense activity 1.3.3
 - b. Writing verbs by adding -ing according to their groups activity 2.3.3
 - c. Writing abstract nouns with suffix -ment or -ness activity 3.5.3
 - d. Underlining adjectives in sentences activity 4.3.3
 - e. Completing sentences with adjectives having suffix -ous activity 5.5.3

(You can use Unit 6 Exercise A or B if possible)

- Walk around and help learners who are struggling.

Conclusion**(3 minutes)**

Ask some learners to read their work to the class.

UNIT 6	Let's do it again	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • write a vocabulary activity <p>Suggested resources (in addition to learners' book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(4 minutes)
	Ask learners to read these words from the flash cards nice, interesting, friendly, advises and respect.

Activity 6.7.1	Vocabulary: identifying words they do not know	(8 minutes)
Now we are going to read the story <i>Our classroom</i> silently and identify words whose meanings we do not know.		
<ul style="list-style-type: none"> • Tell the learners to open their books at page 26. • Demonstrate to identify words you do not know by reading the story silently. • Let learners find words they do not know from the story through silent reading. • Ask them to write the words they identified in their exercise books. 		

Activity 6.7.2	Vocabulary: Giving meanings of words	(8 minutes)
Now we will give meanings of the words we have identified.		
<ul style="list-style-type: none"> • Ask some learners to read the words they have identified. • Write the words on the chalkboard. • Tell the learners to read the words on the chalkboard. • Help learners to give the meanings. • Consolidate the meanings using appropriate strategies. • Use appropriate vocabulary teaching strategies to teach the meanings of each word. 		

Activity 6.7.3	Vocabulary: Using words in sentences to show their meanings	(12 minutes)
Now we will make sentences with some words we learnt in the previous units.		
<ul style="list-style-type: none"> • Tell learners to open their books at page 29. • Go over the instructions and the example of Exercise C with the learners orally. • Tell learners to write the exercise in their exercise books. • Move around and help struggling learners. 		

Conclusion	(3 minutes)
	Ask learners to spell some words learnt in unit 6.

UNIT 6	Let's do it again: Comprehension	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • talk about a text • answer comprehension questions <p>Suggested resources (in addition to learners' book) The resource will depend on the nature of the selected review activity.</p>		

Introduction

(2 minutes)

Ask learners to read words from the story in Unit 6.

Activity 6.8.1

Comprehension: Reading a story silently

(10 minutes)

Now we will read the story *Our classroom* from Unit 6 silently and answer comprehension questions.

- Write pre-questions on the chalkboard.
- Read the pre-questions with learners.
- Tell the learners to open their books at page 26.
- Tell learners to read the story silently and find answers to pre-questions.
- Listen and give feedback.

Activity 6.8.2

Comprehension: Talking about a text

(8 minutes)

Now we are going to talk about a text.

- Revise any of the item covered on talking about a text which learners had problems with. For example: *Who are the characters in the story? Where is the story taking place? What have you learnt from the story? What do you think about the behaviour of the characters?*
- Listen and give feedback.

Activity 6.8.3

Comprehension: Writing answers to comprehension questions

(12 minutes)

Now we will answer comprehension questions in writing.

- Ask learners to open their books at page 27.
- Demonstrate how to answer comprehension questions in full on the chalkboard.
- Ask learners to answer the remaining questions in their exercise books.
- Move around and help struggling learners.
- Ask some learners to read their answers to the class.
- Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to say the difference between the classroom in the story and their classroom.

UNIT 6**Let's do it again: Productive writing****Lesson 9****Success criteria**

Learners must be able to:

- discuss a sample paragraph
- write a paragraph selected from units 1 to 5

Suggested resources (in addition to learners' book)

Sample paragraph

Introduction**(2 minutes)**

Read some of the good paragraphs written by the learners from unit 1 to 5.

Activity 6.9.1**Productive Writing: Discussing a sample paragraph****(12 minutes)**

Now we will revise how to write a good paragraph by using one of the paragraphs we wrote in the previous lessons.

- Show learners a model paragraph, for example from page 15:
Learners should obey and follow school rules. They must come to school early. Learners must wear school uniform. They must also respect their teachers and parents.
- Discuss the topic sentence with learners.
- Tell learners that the topic sentence is “Learners should obey and follow school rules”
The other sentences are saying more about the first sentence. These sentences are talking about rules to be followed by the learners and these are supporting points. They can also give examples of what is said in the topic sentence.

Activity 6.9.2**Productive Writing: Writing a paragraph****(18 minutes)**

Now we will rewrite one of the paragraphs we wrote in the previous lessons.

- Ask learners to select and revise one of the paragraphs they wrote from unit 1 to 5.
- Tell learners to rewrite the paragraph bearing in mind the topic sentence and supporting points flow.
- Walk around and help learners who are struggling to write.

Conclusion**(3 minutes)**

Select the good paragraph from learners and let the writer read it to the class.

UNIT 6	Let's do it again	Lesson 10
<p>Assessing learners</p> <ul style="list-style-type: none"> Assess learners on what they have learnt in lessons 6 to 9 of units 1 to 5. <p>Tip: Develop assessment items that will guide in checking the learners' achievements of the success criteria in lessons 6 to 9 of units 1 to 5.</p>		

Assessing Learners

Below are the success criteria from lessons 6 to 9 of units 1 to 5.

Check whether learners are able to:

- Read any story silently.
- Talk about a text.
- Make sentences with given words.
- Answer comprehension questions.
- Write a paragraph.

Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers of their choice.

UNIT 7	The wind blew past our village: Oral Language	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> ask and give information about weather express feelings about weather solve a crossword puzzle <p>Suggested resources (in addition to learner's book)</p> <p>weather for the particular day</p>		

Introduction

(2 minutes)

Ask learners to describe the day's weather using the following guiding question: *How does the sky look today?*

Activity 7.1.1

Oral Language: Asking for and giving information about weather

(6 minutes)

Follow *I do, We do and You do* to teach asking for and giving information about weather using this question: *How is today's weather?*

Help learners to say: *Today, it is ... (sunny/ hot/windy/ cloudy).*

Ask learners to practise asking for and giving information about weather in pairs.

Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.1.2**Oral Language: Expressing feelings about weather**

(15 minutes)

Follow *I do*, *We do* and *You do* to teach expressing likes or dislikes about weather and give reasons. Use these questions and answers: *What weather do you like? I like hot weather because I can play outside.* *What weather do you dislike? I dislike wet weather because I get dirty easily.* Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.1.3**Oral Language: Solving a crossword puzzle**

(10 minutes)

Follow *I do*, *We do* and *You do* to solve the crossword puzzle in Exercise A at page 31. Help learners to write the exercise in their exercise books. Walk around and give feedback. Repeat *I do* and *We do* if necessary.

Answers: windy, cloudy, cold, sunny, warm, calm

Conclusion

(2 minutes)

Ask learners to describe today's weather.

UNIT 7**The wind blew past our village: Reading****Lesson 2****Success criteria**

Learners must be able to:

- activating background knowledge
- give meanings of words
- read the poem by dramatizing

Suggested resources (in addition to learner's book)

Word cards, pictures

Introduction

(2 minutes)

Ask learners to describe the weather.

Activity 7.2.1**Comprehension: Activating background knowledge to the poem**

(15 minutes)

In this activity we will read a poem *The wind blew past over village*. Before reading the poem, we are going to think about what we already know about the strong wind and connect it to the text we will read. Connecting what we already know to the poem will help us understand it.



Tell learners to open their books at page 30. Tell learners that activating background knowledge means using what you know about a topic to better understand a poem or story. Tell learners what the title and illustration reminds you. For example: *It reminds me about the strong wind that blew past my area. The wind made some houses and trees to fall down. It made people run to their homes for safety.* This is similar to what we will read today.

	Ask learners to read the title and look at the illustration. Ask them to say what the title and illustration reminds them about the strong wind. Help learners say what they know about strong wind that blew past their area. Listen and give feedback.
	Ask learners to be in pairs. Let them tell each other what they know about strong wind. Walk around, listen and give feedback.

Activity 7.2.2

Vocabulary: Giving meanings of words

(10 minutes)

Follow *I do*, *We do* and *You do* to find meanings of the following words using appropriate strategies: **chase, bare, undressed, bending** and **rejoice**. Help struggling learners.

Activity 7.2.3

Fluency: Reading a poem by dramatizing

(5 minutes)

Follow *I do*, *We do* and *You do* to teach reading the poem at page 30 by dramatising it. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to give meanings of some words learnt.

UNIT 7

The wind blew past our village: Oral Language and Grammar

Lesson 3

Success criteria

Learners must be able to:

- ask for information about weather
- give information about weather
- form opposites
- make sentences

Suggested resources (in addition to learner's book)

Weather condition for the day, pictures of happy and unhappy faces

Introduction

(2 minutes)

Ask learners to say words that are used to describe weather.

Activity 7.3.1

Oral Language: Asking and giving information about weather

(8 minutes)

Follow *I do*, *We do* and *You do* to teach asking for and giving information about weather using the following guiding questions: *How is today's weather? (Today's weather is sunny, rainy...)*. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 7.3.2**Grammar: Forming opposites using prefix un-****(10 minutes)**

Follow *I do*, *We do* and *You do* to form opposites of the following words by adding prefix -un: **happy, able, tie** and **well**. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 7.3.3**Grammar: Making sentences by using words with prefix -un****(12 minutes)**

Follow *I do*, *We do* and *You do* to write sentences in Exercise B at page 33. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to mention words with their opposites using prefix un-.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 7**The wind blew past our village: Reading****Lesson 4****Success criteria**

Learners must be able to:

- activate background knowledge
- read the poem by dramatizing it
- answer comprehension questions orally

Suggested resources (in addition to learner's book)

Word cards

Introduction**(2 minutes)**

Ask learners to read some words from word cards: **chasing, bare, undressed, bending** and **rejoice**.

Activity 7.4.1**Comprehension: Activating background knowledge****(15 minutes)**

Follow *I do*, *We do* and *You do* to practise activating background knowledge on the poem at page 30 using the title and illustration. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.4.2**Fluency: Reading the poem by dramatising****(5 minutes)**

Follow *I do*, *We do* and *You do* to read the poem by dramatising it. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.4.3**Comprehension: Answering comprehension questions orally****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 31 orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read the poem by dramatising.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 7**The wind blew past our village: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- express feelings about weather
- form opposites
- complete sentences

Suggested resources (in addition to learner's books)

chart of words with their opposites

Introduction**(2 minutes)**

Ask learners to say what they learnt in lesson 3 about opposites.

Activity 7.5.1**Oral Language: Expressing feelings about weather****(8 minutes)**

Follow *I do*, *We do* and *You do* to practise *likes* or *dislikes* about weather and give reasons. For example *I dislike cold weather because it makes me feel cold*. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.5.2**Grammar: Forming opposites using prefix un-****(10 minutes)**

Follow *I do*, *We do* and *You do* to form opposites of the following words by adding prefix - *un*: **able**, **well**, **fair** and **like**. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.5.3**Grammar: Completing sentences using the opposites of words by adding the prefix -un****(12 minutes)**

Follow *I do*, *We do* and *You do* to write opposites in Exercise C at page 33. Tell learners to write the exercise in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give opposites of the following words: **fair**, **faithful** and **able**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 7**The wind blew past our village: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- write words with similar meanings

Suggested resources (in addition to learner's book)

word cards

Introduction**(2 minutes)**

Ask learners to share their experiences on a strong windy day. For example, what happens when the strong wind is blowing?

Activity 7.6.1**Vocabulary: identifying words they do not know****(8 minutes)**

Follow *I do*, *We do* and *You do* in identifying words that learners do not know from the poem at page 30 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 7.6.2**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I Do*, *We Do* and *You Do* in teaching the meaning of the identified words. On the chalkboard, write the unfamiliar words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.6.3**Vocabulary: Writing words with similar meanings****(12 minutes)**

Follow *I do*, *We do* and *You do* to write words with similar meanings in Exercise D at page 34. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences with some of the words they have identified.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 7**The wind blew past our village: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a poem
- talk about the poem
- write answers to comprehension questions

Suggested resources (in addition to learner's book)

Word cards

Introduction**(2 minutes)**

Ask learners to read words they identified during silent reading in previous lesson from word cards.

Activity 7.7.1**Comprehension: Reading the poem silently****(10 minutes)**

Follow *I do*, *We do* and *You do* to read a poem at page 30 and find answers to the following pre-questions:

1. *What did the wind chase away?*
2. *What was left undressed by the wind?*

Monitor the reading. Repeat *I do* and *We do* if necessary.

Activity 7.7.2**Comprehension: Talking about the poem****(10 minutes)**

Follow *I do*, *We do* and *You do* to talk about the poem they have read. Use these questions: *Who are the characters in the poem? What do you like in the poem? What have you learnt from the poem?* Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.7.3**Comprehension: Writing answers to comprehension questions****(10 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 31. Tell learners to write answers of the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to retell the poem.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 7**The wind blew past our village: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a paragraph
- write a paragraph

Suggested resources (in addition to learner's book)

Chart with guiding questions for paragraph writing

Introduction**(2 minutes)**

Ask learners to share experiences about weather.

Activity 7.8.1**Productive Writing: Planning a paragraph****(15 minutes)**

Following *I do* *We do* and *You do* to plan a paragraph using guiding questions and boxes at page 34 of the Learner's Book. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 7.8.2**Productive Writing: Writing a paragraph****(15 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a paragraph on *Today's weather*. Write a sample paragraph on the chalkboard using the plan made. Ask learners to write a paragraph

in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Select well written paragraphs and ask the learners to read to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 7

The wind blew past our village: Supplementary Reading

Lesson 9

Success criteria

Learners must be able to:

- read supplementary readers
- retell a story

Suggested resources (in addition to learner's book)

Supplementary readers

Introduction

(2 minutes)

Ask learners to retell interesting stories they have read or heard.

Activity 7.9.1

Reading supplementary readers

(20 minutes)

Follow *I do*, *We do* and *You do* on activating background knowledge using the title and illustration of the story they have chosen to read. Let learners read a book they have chosen. Monitor the reading.

Activity 7.9.2

Retelling a story

(10 minutes)

Follow *I do*, *We do* and *You do* in retelling the story that has been read. Demonstrate to the learners how to retell a story using the story you have read. Ask some learners to retell their stories. Help learners who are struggling. Listen and give feedback.

Conclusion

(3 minutes)

Ask learners to say which of the stories they listened to were most interesting and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 7

The wind blew past our village: Revision

Lesson 10

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 8

Our school garden: Oral Language

Lesson 1

Success criteria

Learners must be able to:

- identify vegetables grown in their areas
- praise others
- complete a dialogue

Suggested resources (in addition to learner's book)

list of vegetables, real objects

Introduction

(2 minutes)

Ask learners to mention vegetables grown in their areas.

Activity 8.1.1

Oral Language: Identifying vegetables grown in their areas

(10 minutes)

Follow *I do*, *We do* and *You do* to identify vegetables grown in different areas using this question: *What vegetables do you grow at your home?* Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.1.2**Oral Language: Praising others****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach praising others using this question: *What vegetables do you grow at your home? I grow tomatoes at home.*

Praise him/her by saying: **Keep it up**. You may also use these expressions: **Thank you, I appreciate, That is great, Well done and That is good.**

Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.1.3**Writing: Completing a dialogue****(10 minutes)**

Follow *I do*, *We do* and *You do* to complete the dialogue in Exercise A at page 37. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say some words used to praise others.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8**Our school garden: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a story using radio reading
- summarise a story

Suggested resources (in addition to learner's book)

Word cards

Introduction**(2 minutes)**

Ask learners to say crops they grow in their homes.

Activity 8.2.1**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **fertile, pesticides, harmful and weeds**. Help struggling learners.

Activity 8.2.2**Fluency: Reading a story using radio reading****(5 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *Our school garden* using radio reading. Let learners read the story the way radio news readers do. Walk around, listen and give feedback.

Activity 8.2.3**Comprehension: Summarising a story****(15 minutes)**

Readers can show understanding of the story they have read through summarising. Summarising involves taking main points from a text. This helps the reader to understand the text. Now we are going to learn how to summarise a text.



Read the first paragraph aloud to the learners. Say: In the first paragraph the main points are Ngweko School has a fertile garden along Themba River. Tell learners the other sentences are supporting points. Tell the learners that when summarizing, we take main points of a text and write them in our own words.



Together with the learners, read and summarise the second paragraph of the story on the chalkboard.



Tell learners to summarise the third paragraph in groups. Walk around and assist groups that are struggling. Let learners share their summaries to the class. Listen and give feedback.

Conclusion**(3 minutes)**

Select the best summaries and ask the writers to read them aloud to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8**Our school garden: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- praise others
- identify nouns with plural marker s.
- complete sentences using plural forms

Suggested resources (in addition to learner's book)

list of sentences with plural nouns

Introduction**(2 minutes)**

Ask learners to say what they do when someone has done something good.

Activity 8.3.1**Oral Language: Praising others****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach praising others using words like: *Keep it up!*

Excellent! Great! Wonderful! Fantastic! Well done! Very good!

Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.3.2**Grammar: Identifying nouns with plural marker ‘s’****(10 minutes)**

Follow *I do*, *We do* and *You do* to identify nouns with plural marker **s** in the first two paragraphs of the story at page 35. Let learners identify these nouns and write them in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 8.3.3**Grammar: Completing sentences with plural forms of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise B at page 37. Help learners to write the exercise in their exercise books. Let learners read their answers. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to mention some plural nouns with marker ‘s’.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8**Our school garden: Reading****Lesson 4****Success criteria**

Learners must be able to:

- read a text like a radio presenter
- answer comprehension questions orally
- summarise a story

Suggested resources (in addition to learner’s book)

word cards

Introduction**(2 minutes)**

Ask learners to say how they take care of their gardens.

Activity 8.4.1**Fluency: Reading a story using radio reading (10 minutes)**

Follow *I do*, *We do* and *You do* to read the story *Our school garden* at page 35 using radio reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.4.2**Comprehension: Answering comprehension questions orally (10 minutes)**

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 36 orally. Remind learners to answer the questions in full. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.4.3**Comprehension: Summarising a story (10 minutes)**

Follow *I do*, *We do* and *You do* to practise summarising the 3rd and 4th paragraph of the story *Our school garden*. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read some paragraphs of the story *Our school garden* using radio reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8**Our school garden: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- give and take advice
- use plural nouns with plural marker '-ies'
- write plural nouns with plural marker '-ies'

Suggested resources (in addition to learner's book)

Chart with list of words that form their plurals by adding -ies

Introduction**(2 minutes)**

Ask learners to form plural forms for words such as *girl*, *book*, *pair*, *teacher*, *learner*, etc.

Activity 8.5.1**Oral Language: Giving and taking advice****(10 minutes)**

Follow *I do*, *We do* and *You do* to practise giving and taking advice like: *You should build a fence around the garden. Thank you, I will build the fence.* Ask learners to practise giving and taking advice in pairs using phrases like *You should ...; You need to...; ...* in pairs. Walk around, listen and give feedback.

Activity 8.5.2**Grammar: Using plural nouns with marker ‘ies’****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach plurals with plural marker *-ies*. Let learners form the plurals of the following words: *activity, country, lorry* and *fly*. Walk around, listen and give feedback.

Activity 8.5.3**Grammar: Writing plurals with marker ‘-ies’****(10 minutes)**

Follow *I do*, *We do* and *You do* to form plurals in Exercise C at page 38. Tell learners to write the exercise in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to form plural nouns using marker ‘-ies’ using the following words: *body* and *story*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8**Our school garden: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- make sentences with given words

Suggested resources (in addition to learner’s book)

reading boards, word cards

Introduction**(2 minutes)**

Ask learners to read sentences with these words on reading boards: **fertile, apply, pesticides, harmful and weeds.**

Activity 8.6.1**Vocabulary: identifying words they do not know (10 minutes)**

Follow *I do*, *We do* and *You do* in identifying words that learners do not know from the story at page 35 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 8.6.2**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* in giving the meaning of the identified words. On the chalkboard, write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.6.3**Vocabulary: Making sentences using given words to show their meanings****(10 minutes)**

Follow *I do*, *We do* and *You do* to write sentences in Exercise D at page 38. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give the meanings of the words **manure** and **fertile**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8**Our school garden: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a text silently
- write answers to comprehension questions
- talk about a text

Suggested resources (in addition to learner's book)

Chart with different vegetables

Introduction**(2 minutes)**

Ask learners to mention ways of taking care of a garden.

Activity 8.7.1**Comprehension: Reading a text silently****(10 minutes)**

Follow *I do*, *We do* and *You do* on reading the story *Our school garden* at page 35 and find answers to the following pre-questions:

- 1 *Where is Ngweko school garden located?*
- 2 *How many plots does the school garden have?*

Monitor the reading. Repeat *I do* and *We do* if necessary.

Activity 8.7.2**Comprehension: Talking about a text****(10 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions: *Where is the story taking place? Name the main characters in the story. What have you learnt from the story?* Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.7.3**Comprehension: Writing answers to comprehension questions****(10 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 36. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say what they have learnt about growing vegetables.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8**Our school garden: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a paragraph
- write a paragraph

Suggested resources (in addition to learner's book)

Guiding questions for paragraph writing

Introduction**(2 minutes)**

Ask learners to name different types of vegetables grown in their areas.

Activity 8.8.1**Productive Writing: Planning a paragraph****(15 minutes)**

Follow *I do*, *We do* and *You do* to plan a paragraph using guiding questions and circles at page 39 of the Learner's Book. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 8.8.2**Productive Writing: Writing a paragraph****(15 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a paragraph on *My garden*. Write a sample paragraph on the chalkboard using the plan made. Ask learners to write a paragraph in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select well written paragraph and ask the learners to read to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8	Our school garden: Supplementary Reading	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • summarise a story <p>Suggested resources (in addition to learner's book) Supplementary readers</p>	

Introduction	(2 minutes)
Ask learners to retell interesting stories they have read or heard.	

Activity 8.9.1	Reading supplementary readers	(20 minutes)
Review with learners what they should do when reading a text they have chosen. Remind them how they can summarise the story they will read. Let learners read a book they have chosen. Walk around and supervise the reading.		

Activity 8.9.2	Summarising a story	(10 minutes)
Demonstrate to the learners how to summarise a story using the story you have read. Model how to select the main points in the story. Ask learners to summarise their stories. Help learners who are struggling. Listen and give feedback.		

Conclusion	(3 minutes)
Ask learners to say which of the stories they listened to were most interesting and why.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 8	Our school garden	Lesson 10
In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.		

Success criteria	Lessons	Activities

UNIT 9	Safety at school: Oral Language and Writing	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • describe dangerous things at school • give warnings • respond to warnings • write warnings <p>Suggested resources (in addition to learner's book) Sharp objects, chalkdust, plastic bags</p>		

Introduction	(2 minutes)
Ask learners to mention some accidents that occur at school.	

Activity 9.1.1	Oral Language: Describing dangerous things at school	(6 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach dangerous things that can cause accidents at school. For example: <i>Playing with sharp objects can hurt us</i> . Move around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 9.1.2	Oral Language: Giving and responding to warnings on safety at school	(12 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach giving and responding to warnings on school safety. Help learners say: <i>Do not push each other when receiving porridge, it will burn you</i> . Respond by saying: <i>I promise, I will not</i> .		

Use different situations for giving and responding to warnings in pairs. walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.1.3**Writing Connected to Oral language****Structure: Matching sentences that warn about safety****(12 minutes)**

Follow *I Do*, *We Do* and *You Do* to match sentences with phrases in Exercise A at page 42. Tell learners to write the exercise in their exercise books. walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to mention ways of preventing accidents at school.

UNIT 9**Safety at school: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a text using repeated reading
- summarise a story

Suggested resources (in addition to learner's book)

Word cards

Introduction**(2 minutes)**

Ask learners to mention things that are dangerous at school.

Activity 9.2.1**Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to find meanings of the following words using appropriate strategies: **chemical**, **swallow**, **sharp**, **queuing** and **chalkdust**. Help struggling learners.

Activity 9.2.2**Reading a story using repeated reading****(5 minutes)**

Follow *I do*, *We do* and *You do* to teach repeated reading. In repeated reading, readers read a text several times. The reader reads a sentence, several sentences or a paragraph repeatedly. This helps us to improve our reading speed and understand the text we are reading.

Let learners read the story *Safety at school* using repeated reading in groups at page 40. Move around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.2.3**Summarising a story****(15 minutes)**

Follow *I do*, *We do* and *You do* to practise summarising the story *Safety at school* using paragraph 1 and 2. Model how to find the main points in the story. walk around and help struggling groups. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give the meaning of words from the story, for example: **safe** and **swallow**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 9**Safety at school: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- give warnings
- respond to warnings
- identify adverbs with suffix **-ly** in sentences
- make sentences with adverbs with suffix **-ly**

Suggested resources (in addition to learner's book)

A list of adverbs ending **-ly**

Introduction**(2 minutes)**

Ask learners to tell things that can cause accidents at school.

Activity 9.3.1**Oral Language: Giving and responding to warnings****(8 minutes)**

Follow *I do*, *We do* and *You do* to practise giving and responding to warnings. For example: *Do not push each other when entering the classroom, you may hurt each other.* Help learners say: *Okay thank you, I will not push anyone when entering the classroom.* Use different situations for practise. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.3.2**Grammar: Identifying adverbs with suffix -ly in sentences****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach adverbs ending with suffix **-ly**. Use these sentences:

- 1 Eat the porridge slowly.
- 2 We should stand in a queue peacefully.
- 3 He writes neatly.
- 4 She reads carefully.

Tell learners that the word **slowly** in the first sentence shows how an action is done. Tell learners that this word is called **an adverb**. Do the same with other sentences. Explain to learners that these *adverbs show how an action is done. Adverbs are words that describe*

verbs, adjectives and other adverbs. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 9.3.3**Written Exercise: Writing adverbs with suffix –ly****(12 minutes)**

Follow *I do*, *We do* and *You do* to identify adverbs from the story *Safety at school* at page 40. Tell learners to write the adverbs identified in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to mention other adverbs with suffix –ly.

UNIT 9**Safety at school: Reading****Lesson 4****Success criteria**

Learners must be able to:

- read a story using repeated reading
- answer comprehension questions orally
- summarise a story

Suggested resources (in addition to learner's book)

Word cards

Introduction**(2 minutes)**

Ask learners to make sentences with the following words: **swallow**, **sharp** and **safe**.

Activity 9.4.1**Fluency: Reading a story using repeated reading****(5 minutes)**

Follow *I do*, *We do* and *You do* to read the story *Safety at school* using repeated reading.

When reading, model how to read with good speed. Learners should not read too fast or too slow. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.4.2**Comprehension: Answering comprehension questions orally****(10 minutes)**

Follow *I do*, *We do* and *You do* in answering comprehension questions at page 41 orally.

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.4.3**Summarising a story****(15 minutes)**

Follow *I do*, *We do* and *You do* to practise summarising paragraph 3 and 4 of the story *Safety at school*. Walk around and help struggling groups. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask learners to retell the story.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 9**Safety at school: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- express opinion
- identify adverbs with suffix -ly
- make sentences using adverbs with suffix -ly

Suggested resources (in addition to learner's book)

Word cards with adverbs

Introduction**(2 minutes)**

Ask learners to explain importance of taking pieces of advice given at school.

Activity 9.5.1**Oral Language: Expressing opinion****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing opinion. For example: *Is it good to stand in a queue when receiving porridge?* Answer: *It is good because we will not burn each other.*

'Is it right to push each other when playing? Answer: *It is not right because we can hurt each other.* Walk around, listen and help struggling pairs. Repeat *I do* and *We do* if necessary.

Activity 9.5.2**Grammar: Using adverbs with suffix -ly****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach adverbs with -ly in sentences. Use these verbs: quickly, sadly, happily, noisily and carelessly. Help struggling learners. Repeat *I do* and *We do* if necessary

Activity 9.5.3**Grammar: Making sentences using adverbs with suffix -ly****(10 minutes)**

Follow *I do*, *We do* and *You do* to make sentences with adverbs in Exercise B at page 43. Help learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say what an adverb is with examples.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 9**Safety at school: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- write words with opposite meanings

Suggested resources (in addition to learner's book)

Flash cards

Introduction**(2 minutes)**

Ask learners to make sentences with **safe** and **swallow** to show that they know their meanings.

Activity 9.6.1**Vocabulary: Identifying words they do not know (8 minutes)**

Follow *I do*, *We do* and *You do* in identifying words that learners do not know from the story at page 40 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 9.6.2**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to give the meaning of the identified words. Write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.6.3**Vocabulary: Completing sentences using given words****(12 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise C at page 43. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to mention the words they have learnt in this lesson and their meanings.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 9	Safety at school: Comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a story silently• talk about the story• write answers to comprehension questions <p>Suggested resources (in addition to learner's book) Word cards</p>	

Introduction

(2 minutes)

Ask learners to read these words from word cards: **chalkdust, swallow and chemicals**.

Activity 9.7.1

Comprehension: Reading a story silently

(10 minutes)

Follow *I do, We do* and *You do* to read a story at page 40 silently and find answers to the following pre-questions:

- 1 *What is the name of the head teacher of Mpetu Primary School?*
- 2 *Why does the head teacher call for the assembly?*

Monitor the reading. Repeat *I do* and *We do* if necessary.

Activity 9.7.2

Comprehension: Talking about a text

(8 minutes)

Follow *I do, We do* and *You do* to talk about the story they have read. Use these questions: *Who are the characters in the story? Where is the story taking place? What do you like in the story? What have you learnt from the story?* Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.7.3

Comprehension: Answering comprehension

(12 minutes)

Follow *I do, We do* and *You do* to write answers to comprehension questions at page 41.

Tell learners to write answers of the comprehension questions in their exercise books.

Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to say one thing they like and dislike most in the story *Safety at school*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 9	Safety at school: Productive Writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• plan a paragraph• write a paragraph <p>Suggested resources (in addition to learner's book) Chart with guiding questions on paragraph writing</p>	

Introduction

(2 minutes)

Ask learners to mention some safety rules at school.

Activity 9.8.1

Productive Writing: Planning a paragraph

(15 minutes)

Following *I do* *We do* and *You do* to plan a paragraph using guiding questions and circles in Exercise D at page 44 of the Learner's Book. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 9.8.2

Productive Writing: Writing a paragraph

(20 minutes)

Follow *I do*, *We do* and *You do* in writing a paragraph on *Safety at school*. Write a sample paragraph on the chalkboard using the plan made. Ask learners to write a paragraph in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Select well written paragraphs and ask the learners to read to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 9	Safety at school: Supplementary Reading	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • summarise a story <p>Suggested resources Supplementary readers</p>	

Introduction	(2 minutes)
Ask learners to retell interesting stories they have read or heard.	

Activity 9.9.1	Reading supplementary readers	(20 minutes)
Follow <i>I do, We do and You do</i> on remind learners how to summarise a story. Let learners read a book they have chosen. Walk around and supervise learners as they read.		

Activity 9.9.2	Summarising a story	(10 minutes)
Follow <i>I do, We do and You do</i> in summarising the story that has been read. Demonstrate to the learners how to summarise a story using the story you have read. Ask some learners to summarise their stories. Help learners who are struggling. Listen and give feedback.		

Conclusion	(3 minutes)
Ask learners to say which of the stories they listened to were most interesting and why.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 9	Safety at home	Lesson 10
In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.		

Success criteria	Lessons	Activities

UNIT 10	Keeping money safe: Oral Language	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • write sentences on giving advice <p>Suggested resources (in addition to learner's book) list of sentences on giving advice</p>		

Introduction	(2 minutes)
Ask learners to say ways of keeping things like books, food, pencils, pens, and money safe.	

Activity 10.1.1	Oral Language: Giving and taking advice	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach giving and taking advice on keeping money safe drawing their attention on should and need to . For example: <i>You should keep money in the pocket when at school</i> . <i>You need to keep money dry</i> . <i>People should keep money in the bank</i> . Help learners to say: <i>Yes, I will</i> . Ask learners to practise giving and taking advice. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 10.1.2	Oral Language: Making sentences on giving advice	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach making sentences on giving advice using should and need to . For example: <i>You need to keep money on a dry place</i> . <i>You should fold money well when putting in a wallet</i> . Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 10.1.3**Writing Connected to Oral structures****(10 minutes)**

Follow *I do*, *We do* and *You do* to write sentences on giving advice. Demonstrate writing sentences using **should** and **need to** on the chalkboard. Tell learners to write their own sentences using **should** and **need to** in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to give and take advice on keeping money safe.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10**Keeping money safe: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give the meanings of words
- read the story using chunking
- summarise a text

Suggested resources (in addition to learner's book)

word cards

Introduction**(2 minutes)**

Ask learners to say ways of keeping money safe.

Activity 10.2.1**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **banknotes**, **savings**, **reliable**, **nodded** and **interest**. Help struggling learners.

Activity 10.2.2**Fluency: Reading a poem using chunking****(5 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story at page45 using chunking.

Remind learners that chunking is reading a meaningful group of words in a sentence.

Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.2.3**Comprehension: Summarising****(15 minutes)**

Follow *I do*, *We do* and *You do* to teach summarising the story *Keeping money safe*. Model how to select the main points from the story and put them in your own words. Remind learners to present main points from the story using their own words. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give meanings of some words learnt.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10**Keeping money safe: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- give advice
- take advice
- use modals
- underline modal verbs

Suggested resources (in addition to learner's book)

Chart with modal verbs

Introduction**(2 minutes)**

Ask learners to mention words used when giving advice.

Activity 10.3.1**Oral Language: Giving and taking advice****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach giving and taking advice on keeping money safe.

For example: *You should keep money safe. You need to keep money at the bank.* Walk around helping struggling learners. Repeat *I do* and *We do* if necessary.

Activity 10.3.2**Grammar: Identifying modal verbs****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach modal verbs. Write the following sentences on the chalkboard: *You should keep money in a dry place. I will go tomorrow.* Help learners to identify modal verbs in the sentences as: **should** and **will** respectively. Explain to learners that *modal verbs are helping verbs*. Give more examples. Help learners to identify modal verbs such as: **may**, **can** and **would** from sentences. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.3.3**Grammar: Underlining modal verbs in sentences****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach modal verbs in Exercise A at page 47. Help learners to write the exercise in their exercise books. Walk around and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to mention some modal verbs.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10**Keeping money safe: Reading****Lesson 4****Success criteria**

Learners must be able to:

- read a story using chunking
- answer comprehension questions orally
- summarise a story

Suggested resources (in addition to learner's book)

Word cards

Introduction**(2 minutes)**

Ask learners to read these words from word cards: **banknotes, savings, reliable, nodded** and **interest**.

Activity 10.4.1**Fluency: Reading a story using chunking****(5 minutes)**

Follow *I do, We do* and *You do* to practise reading a story using chunking. Remind learners that chunking is reading a meaningful group of words in a sentence. Listen and give feedback. Model again for the struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.4.2**Comprehension: Answering comprehension questions orally****(10 minutes)**

Follow *I do, We do* and *You do* to teach answering comprehension questions at page 46 orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.4.3**Comprehension: Summarising a story****(15 minutes)**

Follow *I do, We do* and *You do* to teach summarising the story *Keeping money safe* by presenting the main points in their own words. Help learners pick main points from the story. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read the story using chunking.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10**Keeping money safe: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- give reasons for taking advice
- use modal verbs
- make sentences using modal verbs

Suggested resources (in addition to learner's books)

Sentences with modal verbs

Introduction**(2 minutes)**

Ask learners to identify modal verbs from sentences.

Activity 10.5.1**Oral Language: Giving reasons for taking advice****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach giving reasons for taking advice on keeping money safe. For example: *Why should you keep money at the bank? I should keep money at the bank to protect it from thieves.* Use different questions for the learners to give the following reasons: *I should keep money on dry place to protect it from being wet. I need to put money in the pocket to protect it from being lost.* Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.5.2**Grammar: Using modal verbs****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach modal verbs. Use these modal verbs in sentences: **can, will, would, should, and may**. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.5.3**Grammar: Making sentences using modal verbs****(12 minutes)**

Follow *I do*, *We do* and *You do* to write Exercise B at page 48. Tell learners to write the exercise in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to mention some modal verbs they have learnt.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10**Keeping money safe: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- write words with opposite meanings

Suggested resources (in addition to learner's book)

word cards

Introduction**(2 minutes)**

Ask learners to say what they remember about the story they read last time on *Keeping money safe*.

Activity 10.6.1**Vocabulary: Identifying words they do not know****(8 minutes)**

Follow *I do*, *We do* and *You do* in identifying words that learners do not know from the story at page 45 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 10.6.2**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* in giving the meaning of the identified words. Write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.6.3**Vocabulary: Writing words with opposite meanings****(12 minutes)**

Follow *I do*, *We do* and *You do* to write words with opposite meanings in Exercise C at page 48. Tell learners to write the exercise in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to read the words identified from the story on the chalkboard.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10

Keeping money safe: Comprehension

Lesson 7

Success criteria

Learners must be able to:

- read a story silently
- talk about the story
- write answers to comprehension questions

Suggested resources (in addition to learner's book)

Word cards

Introduction

(2 minutes)

Ask learners to read words they identified during silent reading in previous lesson from word cards.

Activity 10.7.1

Comprehension: Reading the story silently

(10 minutes)

Follow *I do*, *We do* and *You do* on reading the story *Keeping money safe* at page 45 and find answers to the following pre-questions:

- 1 Which school does Malita go to?
- 2 Why is it not safe to keep a lot of money in the house?

Monitor the reading. Repeat *I do* and *We do* if necessary.

Activity 10.7.2

Comprehension: Talking about the story

(8 minutes)

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions: *Who are the characters in the story? Where is the story taking place? What is happening in the story? What have you learnt from the story?* Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.7.3

Comprehension: Answering questions

(12 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 46. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to retell the story.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10

Keeping money safe: Productive Writing

Lesson 8

Success criteria

Learners must be able to:

- plan a paragraph
- write a paragraph

Suggested resources (in addition to learner's book)

Chart with guiding questions for paragraph writing

Introduction

(2 minutes)

Ask learners to share experiences about keeping money safe.

Activity 10.8.1

Productive Writing: Planning a paragraph

(10 minutes)

Following *I do*, *We do* and *You do* to plan a paragraph using guiding questions and circles in Exercise D at page 49 of the Learner's Book. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 10.8.2

Productive Writing: Writing a paragraph

(20 minutes)

Follow *I do*, *We do* and *You do* to teach writing a paragraph on *Keeping money safe*. Write a sample paragraph on the chalkboard using the plan made. Ask learners to write a paragraph in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Select well written paragraphs and ask the learners to read to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10	Keeping money safe: Supplementary Reading	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • retell a story <p>Suggested resources (in addition to learner's book) Supplementary readers</p>	

Introduction (2 minutes)

Ask learners to retell interesting stories they have read or heard.

Activity 10.9.1 Reading supplementary readers (10 minutes)

Review with learners what they should do when reading a text they have chosen. Remind them how they can activate background knowledge using the title and illustration of the story they will read. Let learners read a book they have chosen. Walk around and supervise learners as they read.

Activity 10.9.2 Retelling a story (15 minutes)

Demonstrate to the learners how to retell a story using the story you have read. Ask some learners to retell their stories. Guide the learners who are struggling. Listen and give feedback.

Conclusion (3 minutes)

Ask learners to say which of the stories they listened to were most interesting and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 10	Keeping money safe	Lesson 10
In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.		

Success criteria	Lessons	Activities

UNIT 11	Let's do it again: Oral Language	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> use oral language structure learnt write oral language structure activity <p>Suggested resources The resource will depend on the nature of the selected review activity.</p>		

Introduction	(2 minutes)
Introduction for this lesson will depend on the oral language structure selected for revision.	

Activity 11.1.1	Oral Language: Using oral language structures	(17 minutes)
<ul style="list-style-type: none"> Revise with the learners any of the following oral language structures which learners had problems with from activity 1 and 2 of lessons 1 and 3 of units 7 to 10 <ul style="list-style-type: none"> 1 Asking and giving information about weather Activity 7.1.1 2 Expressing feelings about weather Activity 7.1.2 3 Praising others Activity 8.1.2 4 Giving and responding to warnings Activity 9.1.2 5 Giving and taking advice Activity 10.1.1 Walk around and help learners who are struggling. 		

Activity 11.1.2**Writing linked to oral language structure****(11 minutes)**

- Revise writing oral language structure selected in Activity 11.1.1:
 - 1 Solving crossword puzzle using words that describe weather
 - 2 Completing a dialogue on praising others
 - 3 Matching sentences
 - 4 Writing sentences on giving advice
- Walk around and help learners who are struggling.

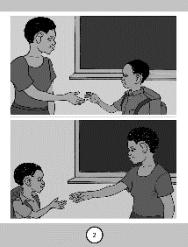
activity 7.1.3
activity 8.1.3
activity 9.1.3
activity 10.1.3

Conclusion**(3 minutes)**

Ask some learners to repeat the oral activity they have practised.

Teacher reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 11**Let's do it again: Reading****Lesson 2****Success criteria**

Learners must be able to:

- use meanings of words
- use fluency strategies learnt
- use comprehension strategies learnt

Suggested resources

Include resources to support you review.

Introduction**(2 minutes)**

Ask learners to read some words covered in units 7 to 11 from the word cards.

Activity 11.2.1**Vocabulary: Giving meanings of words****(8 minutes)**

Revise any of the words learnt in units 7 to 10 using different techniques like: giving synonyms, antonyms, using them in sentences or defining them. When learners continue to struggle with understanding you may use local language to teach the meaning of the word.

Activity 11.2.2**Fluency: Using fluency strategy****(12 minutes)**

Revise any of the fluency strategy that learners had problems with using the story Chimwemwe and Tadala. The strategies include:

- 1 *dramatised reading*
- 2 *radio reading*
- 3 *chunking*

4 repeated reading

Activity 11.2.3

Comprehension: Using comprehension strategy (10 minutes)

Revise any comprehension strategy that learners had problems with in units 7-10 using the story Chimwemwe and Tadala. The strategies include:

- 1 Activating background knowledge
 - 2 Summarising

Conclusion

(3 minutes)

Ask learners to give meanings of some words in the story

UNIT 11

Let's do it again: Oral Language and Grammar

Lesson 3

Success criteria

Learners must be able to:

- revise oral language structure
 - revise grammar
 - write grammar activity

Suggested resources

The resource will depend on the nature of the selected review activity.

Introduction

(2 minutes)

Ask learners to mention things that are dangerous at school.

Activity 11.3.1

Oral Language: Revising oral language structure (33 minutes)

- Revise with the learners any of the following language structures from activity 1 and 2 of lessons 1 and 3 of units 7 to 10
 - a. expressing feeling about weather activity 7.1.2
 - b. praising others activity 8.1.2
 - c. describing dangerous things at school activity 9.1.1
 - d. giving and responding to warnings on how to stay safe at school activity 9.3.1
 - e. giving and taking advice on keeping money safe activity 10.1.1
 - Walk around and struggling learners.

Activity 11.3.2**Grammar: Using grammar****(10 minutes)**

- Revise any of the following grammar activities from activity 2, lessons 1 and 3 in units 7 to 10
 - a. Forming opposites using prefix un- activity 7.3.2
 - b. Plurals with the suffix ‘s’ activity 8.3.2
 - c. Using plural with suffix ‘-ies’ activity 8.5.2
 - d. Identifying adverbs with suffix ‘-ly’ activity 9.5.2
 - e. Identifying modal verbs activity 10.3.2
- Walk around and help struggling learners.

Activity 11.3.3**Written Exercise: Writing on grammar****(12 minutes)**

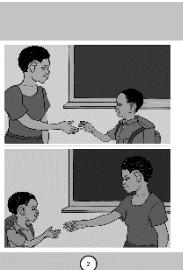
- Revise writing grammar point selected in activity 11.3.1:
 - a. Making sentences using words with prefix -un activity 7.3.3
 - b. Writing plurals with the suffix ‘s’ activity 8.3.3
 - c. Using plural with suffix ‘-ies’ activity 8.5.3
 - d. Identifying adverbs with suffix ‘-ly’ activity 9.5.3
 - e. Underlining modal verbs in sentences activity 10.3.3
 - f. Making sentences with modal verbs activity 10.5.3
- (You can use Unit 11 Exercise A or B if possible)
- Walk around and help struggling learners.

Conclusion**(3 Minutes)**

Ask learners some questions on the grammar item revised.

Teacher reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 11	Let's do it again: Reading	Lesson 4
	<p>Success criteria: Learners must be able to: <ul style="list-style-type: none"> • use fluency strategies • use comprehension strategies learnt • answer comprehension questions orally Suggested resources The resource will depend on the nature of the selected review activity.</p>	

Introduction

(2 Minutes)

Read words from the story Chimwemwe and Tadala from word cards.

Activity 11.4.1

Fluency: Using fluency strategy

(8 Minutes)

Use the story in Unit 11, Chimwemwe and Tadala to revise any of the fluency strategy that learners were struggling with in Units 7 to 10.

- Dramatised reading
- Radio reading
- Chunking
- Repeated reading

Activity 11.4.2

Comprehension: Using comprehension strategy

(10 Minutes)

Use the story in Unit 11, Chimwemwe and Tadala to revise any comprehension strategy that learners were struggling with in Units 7 to 10.

- Activating background knowledge
- Summarising

Activity 11.4.3

Comprehension: Answering comprehension questions orally

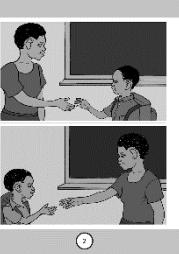
(12 Minutes)

Demonstrate answering in full one comprehension question. With learners answer the remaining questions orally. Listen and give feedback.

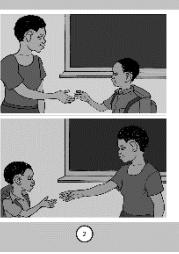
Conclusion

(3 Minutes)

Ask learners to give meanings of some words from the story Chimwemwe and Tadala.

UNIT 11	Let's do it again: Assessment	Lesson 5
	<p>Assessing learners</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> use what they have learnt in lessons 1 to 5 of units 7 to 10 <p>Tip: Develop assessment items that will guide in checking the learners' achievements of the success criteria in lessons 1 to 5 of units 7 to 10</p>	

Assessing learners	(35 minutes)
Below are the success criteria from lessons 1 to 5 of units 7 to 10	
Check whether learners are able to:	
<ol style="list-style-type: none"> Use the oral language structures. Write exercise linked to oral language structures. Give meanings of words. Read fluently. Use comprehension strategy. Use grammar point. Write grammar activity. Answer comprehension questions orally. 	
Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers of their choice.	

UNIT 11	Let's do it again: Oral and Grammar	Lesson 6
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> revise oral language structure revise grammar point write grammar activity <p>Suggested resources</p> <p>The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Ask learners to mention things that are dangerous at school.	

Activity 11.6.1	Oral language: Using oral language structure	(8 minutes)
Revise with the learners any of the following oral language structures which learners did not do well.		

- | | |
|--|-----------------|
| a. expressing feeling about weather | activity 7.1.2 |
| b. praising others | activity 8.1.2 |
| c. describing dangerous things at school | activity 9.1.1 |
| d. giving and responding to warnings on how to stay safe at school | activity 9.1.2 |
| e. giving and taking advice on keeping money safe | activity 10.1.1 |

Walk around and help learners who are struggling.

Activity 11.6.2

Grammar: Using grammar

(8 minutes)

Revise any of the following grammar activities from activity 2, lessons 1 and 3 in units 7 to 10:

- Forming opposites using un- activity 7.3.2
- Identifying nouns with plural marker ‘-s’ activity 8.3.2
- Using plural nouns with marker ‘-ies’ activity 8.5.2
- Using adverbs with suffix ‘-ly’ activity 9.5.2
- Using modal verbs activity 10.5.2

Walk around and help learners who are struggling.

Activity 11.6.3

Written Exercise: Writing grammar point

(8 minutes)

Revise writing grammar point selected in activity 11.6.2:

- Making sentences using words with prefix un- activity 7.3.3
- Plurals with the suffix ‘s’ activity 8.3.3
- Using plural with suffix ‘-ies’ activity 8.5.3
- Identifying adverbs with suffix ‘-ly’ activity 9.5.3
- Underlining modal verbs in sentences activity 10.3.3
- Walk around and help learners who are struggling. activity 10.5.3
- Making sentences with modal verbs
(You can use Unit 11 Exercise A or B if possible)

Walk around and help learners who are struggling.

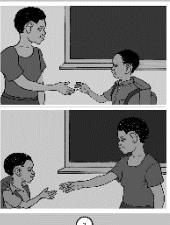
Conclusion

(3 minutes)

Ask learners some questions on the grammar item revised.

Teacher reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 11	Let's do it again: Vocabulary	Lesson 7
	<p>Success criteria Learners must be able:</p> <ul style="list-style-type: none"> • Identify words they do not know • give meanings of words • write a vocabulary activity <p>Suggested resources The resource will depend on the nature of the selected review activity.</p>	

Introduction

(2 minutes)

Ask learners to read some words learnt in units 7 to 10 from word cards.

Activity 11.7.1

Vocabulary: Identifying words learners do not know

(8 minutes)

Follow *I do*, *We do* and *You do* in identifying words that learners do not know from the story *Chimwemwe and Tadala* at page 50 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 11.7.2

Vocabulary: Giving meanings of words

(10 minutes)

Follow *I do*, *We do* and *You do* to give the meaning of the identified words from the story *Chimwemwe and Tadala*. Write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 11.7.3

Making sentences

(15 minutes)

Follow *I do*, *We do* and *You do* to make sentences in Exercise C at page 53. Tell learners to make sentences in their exercise books. Walk around and give feedback.

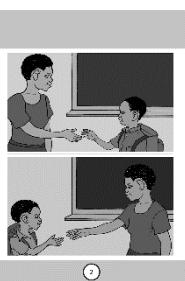
Conclusion

(3 minutes)

Ask learners to read some words learnt in units 7 to 10 from word cards.

Teacher reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 11**Let's do it again: Comprehension****Lesson 8****Success criteria**

Learners must be able to:

- read a story silently
- talk about a text
- answer comprehension questions

Suggested resources

The resource will depend on the nature of the selected review activity.

Introduction**(2 minutes)**

Ask learners to read some words from units 7 to 10 from word cards.

Activity 11.8.1**Comprehension: Reading a story silently****(7 minutes)**

Follow *I do*, *We do* and *You do* to read a story at page 50 silently and find answers to the following pre-questions:

- a *What subject does Chimwemwe like?*
- b *Why does Tadala find mathematics easy?*

Monitor the reading. Repeat *I do* and *We do* if necessary.

Activity 11.8.2**Comprehension: Talking about a text****(8 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions: *Who are the characters in the story? Where is the story taking place? What have you learnt from the story?* Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 11.8.3**Comprehension: Writing answers to comprehension questions****(13 minutes)**

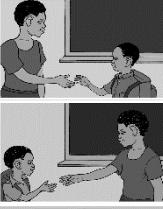
Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 51. Tell learners to write answers of the remaining comprehensions in their exercise books. Walk around and help learners who are struggling.

Conclusion**(3 minutes)**

Ask some learners to give meanings of some words learnt in unit 11.

Teacher reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 11	Let's do it again: Productive Writing	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • discuss a sample paragraph • write a paragraph selected from Units 7-10 <p>Suggested resources Sample paragraph.</p>	

Introduction

(2 minutes)

Read some of the good paragraphs written by learners from Units 7 to 10

Activity 11.9.1

Productive Writing: Discussing a sample paragraph

(10 minutes)

Discuss a sample paragraph made from Exercise D of Unit 10 at page 49. Focus much on the topic sentences and the supporting points

Activity 11.9.2

Productive Writing: Writing a paragraph

(20 minutes)

Ask learners to select and revise one of the paragraphs they wrote from Unit 7 to 10. Tell learners to rewrite the paragraph bearing in mind the topic sentence and supporting points. Walk around and help struggling learners.

Conclusion

(3 minutes)

Select well written paragraph and ask the learner to read to the class.

Teacher reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.



Assessing learners

Learners must be able to:

- use what they have learnt in lessons 6 to 9 of units 7 to 10

Tip: Develop assessment items that will guide in checking the learners' achievements of the success criteria in lessons 6 to 9 of units 7 to 10

Assessing learners

(35 minutes)

Below are the success criteria from lessons 6 to 9 of units 7 to 10



Check whether learners are able to:

- a. Read a story silently
- b. Make sentences with given words
- c. Answer comprehension questions
- d. Write a paragraph
- e. Retell a story

Note: As the teacher is assessing some learners, the other learners can be asked to

read any supplementary readers.

UNIT 12	My other home: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express likes with reasons • express dislikes with reasons • make sentences about likes and dislikes <p>Suggested resources (in addition to the learner's book) Real objects, pictures of some food, sporting activities, type of clothes, shoes</p>	

Introduction	(2 minutes)
Ask learners to mention things they like or dislike. For example food, sporting activities, clothes, colours.	

Activity 12.1.1	Oral Language: Expressing likes with reasons	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing likes. Say: <i>I like mangoes because they are sweet</i> . Ask learners to practice expressing likes in pairs using different situations. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 12.1.2	Oral Language: Expressing dislikes with reasons	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing dislikes. Say: <i>I dislike lemons because they are sour</i> . Ask learners to practice expressing dislikes in pairs using different situations. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 12.1.3	Writing connected to oral language structure: Making sentences on likes and dislikes	(14 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to make sentences on expressing likes and dislikes in Exercise A at page 56. Tell learners to write the sentences in their exercise books. Walk around and help learners who are struggling. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask some learners to say their likes or dislikes	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12	My other home: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate background knowledge • give meanings of words • read a story using buddy reading <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(3 minutes)

Ask learners to explain how they feel when they visit their relatives.

Activity 12.2.1

Comprehension: Activating background knowledge (3 minutes)

Follow *I do*, *We do* and *You do* to teach activating background knowledge on the story *My other home* at page 54 using title and illustration. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 12.2.2

Vocabulary: Giving meanings of words

(3 minutes)

Follow *I do*, *We do* and *You do* to teach the meanings of the following words using appropriate strategies **excited**, **snacks**, **mother-in-law**, **brother-in-law** and **wonderful**. Help struggling learners.

Activity 12.2.3

Fluency: Reading a story using buddy reading

(10 minutes)

Follow *I do*, *We do* and *You do* to teach how to teach reading the story *My other home* at page 54 using buddy reading. Let learners read the story using buddy reading listen and give feedback. Repeat *I do* and *We do* if necessary

Conclusion

(2 minutes)

Ask learners to make sentences using words for example **snacks**, **mother-in-law**, **brother-in-law**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12	My other home: Oral Language and Grammar	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express likes with reasons • express dislikes with reasons • use adjectives that end with -ful • complete sentences with adjectives that end with -ful <p>Suggested resources (in addition to the learner's book) Real objects, pictures of some food, sporting activities, type of clothes, shoes</p>		

Introduction

(2 minutes)

Ask learners to express likes and dislikes.

Activity 12.3.1

Oral Language: Expressing likes and dislikes

(8 minutes)

Follow *I do*, *We do* and *You do* to teach expressing likes and dislikes, for example. *I like bananas because they taste good. I dislike green mangoes because they taste sour.* Tell learners to practice expressing likes and dislikes using different situations. Help struggling learners. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 12.3.2

Grammar: Using adjectives that end with -ful

(9 minutes)

Follow *I do*, *We do* and *You do* to teach adjectives ending with -ful. Use these sentences:

- It was a successful journey.
- John is a cheerful boy.
- We had a wonderful trip.

Tell learners that the words **successful** and **cheerful** are adjectives. Explain to the learners that an adjective is a word that describes people, animals, places and things. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 12.3.3

Grammar: Completing sentences using adjectives that end in -ful

(13 minutes)

Follow *I do*, *We do* and *You do* to complete sentences with adjectives in Exercise B at page 56. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion

(3 minutes)

Ask some learners to give adjective that are formed by adding the suffix -ful.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12	My other home: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• activate background knowledge• read a text using buddy reading• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to share their experiences on visits they made to different relatives.	

Activity 12.4.1	Comprehension: Activating background knowledge	(13 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach activating background knowledge on the story <i>My other home</i> at page 54 using the title and illustration. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 12.4.2	Fluency: Reading a story using buddy reading	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach reading the story <i>My other home</i> at page 54 using buddy reading. Let learners read the story using buddy reading. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 12.4.3	Comprehension: Answering comprehension questions orally	(6 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach answering comprehension questions at page 55 orally. Show how to answer questions in full using details from the story. Let learners answer the comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion**(2 minutes)**

Ask learners to read these words from word cards **excited**, **snacks**, **mother-in-law**, **brother-in-law** and **wonderful**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12**My other home: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- express likes and dislikes with reasons
- use adjectives that end with -ful
- write sentences using adjectives that end with -ful

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

Sentences with adjectives that end with –ful on a chart

Introduction**(2 minutes)**

Ask learners to mention adjectives that end with -ful.

Activity 12.5.1**Oral Language: Expressing likes and dislikes****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing likes and dislikes, for example. *I like netball because it is an interesting game. I dislike boxing because people hurt each other.*

Tell learners to practice expressing likes and dislikes using different situations. Help struggling learners. Walk around, listen and give feedback.

Activity 12.5.2**Grammar: Using adjectives****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach adjectives using these sentences. For example:

- My brother has a playful dog.
- Tadala is a helpful girl.
- My home is a beautiful village.

Draw learners' attention to how these words describe things. For example: *playful* dog, *helpful* girl and *beautiful* village. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 12.5.3**Grammar: Writing sentences using adjectives****(12 minutes)**

Follow *I do*, *We do* and *You do* to make sentences using adjectives in Exercise C at page 57. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to read some of the sentences they have written.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12**My other home: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- match words with similar meaning

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

Word cards, pictures

Introduction**(2 minutes)**

Ask learners to make sentences with the following words: **snacks**, **excited** and **wonderful**.

Activity 12.6.1**Vocabulary: Identifying words they do not know****(10 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 54 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 12.6.2**Vocabulary: Giving meanings of words****(5 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the unfamiliar words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 12.6.3**Vocabulary: Matching words with similar meaning (15 minutes)**

Follow *I do*, *We do* and *You do* to match words with their meanings in Exercise D at page 58. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(2 minutes)**

Ask learners to make sentences with the words identified during reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12**My other home: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about a text
- write answers to comprehension questions

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

Word cards, pictures

Introduction**(2 minutes)**

Ask learners to mention what they remember about the story *My other home*.

Activity 12.7.1**Comprehension: Reading a story silently****(12 minutes)**

Follow *I do*, *We do* and *You do* to read the story *My other home* at page 54 and find answers to the following pre-questions:

1. What juice did Tadala like?
2. Mention three people Tadala met at her other home.
3. Let learners read the story silently.

Walk around and assist struggling learners. Repeat *I do* and *We do* if necessary.

Activity 12.7.2**Comprehension: Talking about a text****(6 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

1. Where is the story taking place?

2. Name the main characters in the story.
3. What have you learnt from the story?

Help struggling learners. Show how to answer questions in full using details from the story. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 12.7.3

Comprehension: Writing answers to comprehension questions (6 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 55.

Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to say what they have learnt from the story.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12

My other home: Productive Writing

Lesson 8

Success criteria

Learners must be able to:

- plan a composition
- write a composition

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

Pictures, real objects

Introduction

(2 minutes)

Ask learners to say what they like about their houses.

Activity 12.8.1

Productive Writing: Planning a composition

(10 minutes)

Follow *I do*, *We do* and *You do* to plan a composition using guiding questions in circles on Exercise E at page 59. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 12.8.2	Productive Writing: Writing a composition	(20 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to teach writing a composition on *The house I like*. Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion	(3 minutes)
-------------------	--------------------

Select a well written paragraph and ask the learners to read it to the class.

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12	My other home: Supplementary Readers	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read supplementary readers• retell stories <p>Suggested resources (in addition to the learner's book) Supplementary readers</p>	

Introduction	(2 minutes)
---------------------	--------------------

Ask learners learners to share interesting stories they read or heard about.

Activity 12.9.1	Reading supplementary readers	(8 minutes)
------------------------	--------------------------------------	--------------------

Follow *I do*, *We do* and *You do* to activate learners' background knowledge using the title and illustration of the story they have chosen to read. Let learners read the story. Walk around and help struggling learners.

Activity 12.9.2	Retelling stories	(10 minutes)
------------------------	--------------------------	---------------------

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place and who is involved in the story. Ask some learners to retell their stories. Help learners who are struggling. Listen and give feedback.

Conclusion**(3 minutes)**

Ask the learners to say which of the stories they listened to is most interesting and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 12**My other home: Revision****Lesson 10 (35 minutes)**

In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 13	Thandizo's school uniform: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give information on what can make clothes dirty • give information on how they can keep clothes clean • reorder jumbled sentences <p>Suggested resources (in addition to the learner's book) Real objects</p>	

Introduction

(2 minutes)

Ask learners to say how they feel when they look dirty or their clothes are dirty.

Activity 13.1.1

Oral Language: Giving information on what can make clothes dirty

(8 minutes)

Follow *I do*, *We do* and *You do* to teach giving information on what makes clothes dirty.

Say: *One of the things that make clothes dirty is sitting on dirty chairs.* Ask learners to discuss other practices that make clothes dirty in groups. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.1.2

Oral Language: Giving information on how to keep clothes clean

(12 minutes)

Follow *I do*, *We do* and *You do* to teach giving information on how to keep clothes clean.

Say: *I keep my clothes clean by washing them with soap.* Ask learners to discuss ways of keeping clothes clean in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.1.3

Writing connected to Oral Language structure: Reordering jumbled sentences

(10 minutes)

Follow *I do*, *We do* and *You do* to teach how to reorder jumbled sentences in Exercise A at page 61. Tell learners to write the exercise in their exercise books. Walk around and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask the learners to say what they have learnt about keeping clothes clean.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.



UNIT 13	Thandizo's school uniform: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• activate background knowledge• give meanings of words• read a dialogue using shared reading <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to repeat saying how they feel when their clothes look clean or dirty.	

Activity 13.2.1	Comprehension: Activating background knowledge	(12 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach activating background knowledge on the story at page 60 using its title and illustration. Let learners activate the background knowledge. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 13.2.2	Vocabulary: Giving meanings of words	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach meanings of the following words using appropriate strategies: obedient , beautiful , irons , hanger and mend . Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 13.2.3	Fluency: Reading a story using shared reading	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach reading the story <i>Thandizo's school uniform</i> at page 60 using shared reading. In shared reading, learners read different sections of the story in turns. When one learner is reading, the rest follow attentively in order to take their turn. Shared reading helps readers attain speed and accuracy in their reading. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(2 minutes)
Ask the learners to say how Thandizo was taking care of her school uniform and relate it to how they care for their own uniform.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13	Thandizo's school uniform: Oral Language and grammar	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give information on what makes clothes dirty• use prefix dis- to form opposites• form opposites by adding prefix dis- <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(2 minutes)

Ask the learners to share experiences about being dirty.

Activity 13.3.1

Oral Language: Giving information on what makes clothes dirty

(5 minutes)

Follow *I do*, *We do* and *You do* to give information on what makes clothes dirty. Say: *Sweat makes clothes dirty*. Ask learners to say things that make clothes dirty in pairs. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 13.3.2

Grammar: Using **dis-** to form opposites of words

(10 minutes)

Follow *I do*, *We do* and *You do* to form opposites of the following words by adding prefix **dis-**: **obey**, **like**, **agree** and **appear**. Make sure learners understand the opposite meaning of these words. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 13.3.3

Grammar: Forming opposites of words by adding prefix **dis-**

(15 minutes)

Follow *I do*, *We do* and *You do* to form opposites of words by adding prefix **dis-** in Exercise B at page 62. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask the learners to form the opposites of the following words by adding prefix **dis-**: **like**, **appear** and **approve**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13	Thandizo's school uniform: Reading	Lesson 4
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• activate background knowledge• read a story using shared reading• answer comprehension questions orally		
Suggested resources (in addition to the learner's book)		
Pictures of well cared uniforms		

Introduction

(2 minutes)

Ask learners to say how they care for their clothes.

Activity 13.4.1

Comprehension: Activating background knowledge

(12 minutes)

Follow *I do*, *We do* and *You do* to teach activating background knowledge on the story Thandizo's school uniform at page 60 using its title and illustration. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.4.2

Fluency: Reading a story using shared reading

(10 minutes)

Follow *I do*, *We do* and *You do* to read the story *Thandizo's school uniform* using shared reading. Let learners read the story using shared reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.4.3

Comprehension: Answering comprehension questions orally

(12 minutes)

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 61 orally. Show how to answer questions in full using details from the story. Let learners answer the comprehension questions orally. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to read the story using shared reading again.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13**Thandizo's school uniform: Oral Language and grammar****Lesson 5****Success criteria**

Learners must be able to:

- express likes and dislikes on how to keep clothes clean
- form opposites using prefix *dis-*
- complete sentences

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

word cards

Introduction**(2 minutes)**

Ask learners to say what they use when washing their clothes.

Activity 13.5.1**Oral Language: Expressing likes and dislikes on how to keep clothes clean****(5 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing likes and dislikes on how to keep clothes clean. Say: *I like washing my clothes with clean water to keep them clean and I dislike storing them while they are still wet*. Ask learners to discuss what they like or dislike on how to keep clothes clean in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.5.2**Grammar: Forming opposites using *dis* –****(10 minutes)**

Follow *I do*, *We do* and *You do* to form opposites of the following words using prefix *dis* – **appear, agree, respect, connect and obey**. Make sure learners understand the meaning of the opposite words. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.5.3**Grammar: Completing sentences****(15 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise C at page 62. Tell learners to write the exercise in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give opposites of **allow** and **like** by adding prefix *dis-*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13**Thandizo's school uniform: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- complete sentences

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

word cards

Introduction**(2 minutes)**

Ask learners to say their own experiences on caring for clothes.

Activity 13.6.1**Vocabulary: Identifying words they do not know****(8 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story *Thandizo's school uniform* at page 60 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 13.6.2**Vocabulary: Giving meanings of words****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the unfamiliar words identified by the learners on the chalkboard. Discuss the meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.6.3**Vocabulary: Completing sentences****(10 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise D at page 63. Tell the learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give the meanings of words they have learnt.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13**Thandizo's school uniform: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about a text
- write answers to comprehension questions

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

Learners' book

Introduction**(2 minutes)**

Ask learners to say what they remember about the story *Thandizo's school uniform*.

Activity 13.7.1**Comprehension: Reading a story silently****(12 minutes)**

Follow *I do*, *We do* and *You do* to read the story at page 60 and find answers to the following pre-questions:

1. Where does Thandizo live?
2. Why is Thandizo's uniform clean every day?
3. Let learners read the story silently.

Walk around. Encourage learners to respond to the questions in full using details from the story. Repeat *I do* and *We do* if necessary.

Activity 13.7.2**Comprehension: Talking about a story****(6 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story they have read. Use these questions:

1. What do you like in the story?
2. What is the setting for this story?

Walk around and help struggling learners. Encourage learners to respond to the questions in full using details from the story. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.7.3**Comprehension: Writing answers to comprehension questions****(12 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 61. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners what they have learnt about Thandizo's behavior.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13**Thandizo's school uniform: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Learners' book

Introduction**(2 minutes)**

Ask learners to share what they do to care for their clothes.

Activity 13.8.1**Productive Writing: Planning a composition****(10 minutes)**

Follow *I do*, *We do* and *You do* to write a composition on *Taking care of clothes* using the guiding question and the boxes in Exercise E at page 64. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 13.8.2**Productive Writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition on *Taking care of clothes* using the guiding question and the boxes in Exercise E at page 64. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written composition and ask the learner to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13**Thandizo's school uniform: Supplementary Reading****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 13.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* on activating background knowledge using the title and illustration of the story they have chosen to read. Let learners read the story. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 13.9.2**Retelling stories****(6 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved in the story and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback.

Conclusion**(2 minutes)**

Ask the learners to say which of the stories they listened to they liked the most and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 13	Thandizo's school uniform: Revision	Lesson 10	(35 minutes)
----------------	--	------------------	---------------------

In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 14	The wise chief: Oral Language	Lesson 1
----------------	--------------------------------------	-----------------

Success criteria

Learners must be able to:

- give advice using should/should not
- take advice
- match situations with pieces of advice

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

Pieces of advice

Introduction

(2 minutes)

Ask the learners to say pieces of advice they get from parents.

Activity 14.1.1

Oral Language: Giving and taking advice using should **(10 minutes)**

Follow *I do, We do* and *You do* to give and take advice using *should*. For example: *You should come to school early. Okay, thank you.* Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.1.2**Oral language: Giving and taking advice using
should not** (10 minutes)

Follow *I do*, *We do* and *You do* to give and take advice using *should not*. For example *You should not come to school late. Okay thank you.* Let learners practice giving advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.1.3**Writing connected to Oral Language structure:
Matching the situations with pieces of advice** (10 minutes)

Follow *I do*, *We do* and *You do* to match situations with pieces of advice in Exercise A at page 67. Help learners to match situations with pieces of advice from the table. Tell learners to write the exercise in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask some learners to give some pieces of advice.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14**The wise chief: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of new words
- read a story using chunking
- generate questions from a story

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

Word cards

Introduction

(2 minutes)

Ask learners to mention things that hinder them from education.

Activity 14.2.1**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies **wisdom**, **rights**, **servant**, **forced** and **cruel**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 14.2.2**Fluency: Reading a story using chunking****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *The wise chief* at page 65 using chunking. Let learners read the story using chunking. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.2.3**Comprehension: Generating questions****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach generating questions on the story *The wise chief* at page 65. Let learners read the story and generate questions after reading in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give the meaning of the words they have learnt e.g. **wisdom** and **cruel**

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14**The wise chief: Oral language and grammar****Lesson 3****Success criteria**

Learners must be able to:

- give advice
- take advice
- identify nouns with suffix –ness
- form nouns with suffix –ness

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

Word cards

Introduction**(2 minutes)**

Ask learners to give pieces of advice given at school.

Activity 14.3.1**Oral language: Giving and taking advice****(10 minutes)**

Follow *I do*, *We do* and *You do* to give and take advice using *should or should not*. For example: *You should not play on the road. Thank you for the advice.* Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.3.2**Grammar: Identifying abstract nouns****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach abstract nouns with suffix-ness. Use these sentences:

1. Jane was afraid of the *darkness*.
2. John is loved because of his *politeness*.
3. Singing brings *happiness*.
4. Eating bad food can cause *sickness*.

Explain that darkness and politeness in the first two sentences are abstract nouns formed by suffix *-ness*. Ask learners to identify abstract nouns from the last two sentences. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 14.3.3**Grammar: Forming abstract nouns with suffix –ness****(12 minutes)**

Follow *I do*, *We do* and *You do* to form abstract nouns by adding suffix –ness on Exercise B at page 68. Tell learners to write the exercise in their exercise books. Make sure learners understand the meaning of the abstract nouns with the suffix –ness. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to mention other abstract nouns with suffix –ness.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14	The wise chief: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story using chunking • answer comprehension questions • generate questions from the story <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
---------------------	-------------

Ask the learners to read the following words from word cards: **wisdom, rights, servant, forced** and **cruel**.

Activity 14.4.1	Fluency: Reading a story using chunking	(5 minutes)
------------------------	--	-------------

Follow *I do*, *We do* and *You do* to teach reading the story *The wise chief* at page 65 using chunking. Let learners read the story using chunking. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.4.2	Comprehension: Answering comprehension questions orally	(12 minutes)
------------------------	--	--------------

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 66 orally. Show how to answer questions in full using details from the story. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.4.3	Comprehension: Generating questions	(13 minutes)
------------------------	--	--------------

Follow *I do*, *We do* and *You do* to teach generating questions on the story *The wise chief* at page 65. Let learners read the story and generate questions. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion	(3 minutes)
-------------------	-------------

Ask some learners to read the first and second paragraphs in chunks.

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14	The wise chief: Oral Language and Grammar	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • form abstract nouns with suffix –ness • make sentences using abstract nouns with suffix –ness <p>Suggested resources (in addition to the learner's book) Chart</p>		

Introduction	(2 minutes)
Ask learners to give and take advice on different situations.	

Activity 14.5.1	Oral language: Giving and taking advice	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to give and take advice using <i>should or should not</i> . Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 14.5.2	Grammar: Using abstract nouns with suffix –ness	(7 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach making sentences with abstract nouns politeness and sickness . For example: <ol style="list-style-type: none"> 1. Children should show politeness to elders. 2. Anna's sickness made her not to report for classes. Ask learners to be in pairs and make their own sentences using goodness and neatness . Make sure learners understand the meaning of the abstract nouns with the suffix –ness. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 14.5.3	Grammar: Making sentences with abstract nouns	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to make sentences using abstract nouns in Exercise C at page 68. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask learners to make more sentences with abstract nouns.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14	The wise chief: Vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • solve a crossword puzzle <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
--------------	-------------

Ask learners to play a bingo game using words.

Activity 14.6.1	Vocabulary: Identify words they do not know	(8 minutes)
-----------------	---	-------------

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 65 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 14.6.2	Vocabulary: Giving meanings of words	(12 minutes)
-----------------	--------------------------------------	--------------

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the unfamiliar words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.6.3	Vocabulary: Solving a crossword puzzle	(12 minutes)
-----------------	--	--------------

Follow *I do*, *We do* and *You do* to solve a crossword puzzle in Exercise D at page 68. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion	(3 minutes)
------------	-------------

Ask learners to make sentences with the words used in the crossword puzzle.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14	The wise chief: Comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • write answers to comprehension questions • analyse characters in a story <p>Suggested resources (in addition to the learner's book) Checklist</p>	

Introduction	(2 minutes)
Ask learners to say what they remember about the story <i>The wise chief</i> .	

Activity 14.7.1	Comprehension: Reading a story silently	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to read the story <i>The wise chief</i> at page 65 and find answers to the following pre-questions: <ol style="list-style-type: none"> 1. <i>Why was Chief Chembeta well known?</i> 2. <i>Who should respect the rights of the children?</i> Let learners read the story silently. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 14.7.2	Comprehension: Talking about the story	(7 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to talk about the story. Use these questions: <ol style="list-style-type: none"> 1. Where is the story taking place? 2. Name the main characters in the story. 3. What have you learnt from the story? Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 14.7.3	Comprehension: Writing answers to comprehension questions	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to write answers to comprehension questions at page 66. Show how to answer questions in full using details from the story. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask some learners to read their answers to the class.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14	The wise chief: Productive Writing	Lesson 8
	Success criteria Learners must be able to: <ul style="list-style-type: none">• plan a composition• write a composition	
	Suggested resources (in addition to the learner's book) Sample composition	

Introduction

(2 minutes)

Ask the learners to mention things that make them to be absent from school.

Activity 14.8.1

Productive writing: Planning a composition

(10 minutes)

Follow *I do*, *We do* and *You do* to plan a composition using a guiding question and boxes in Exercise E at page 70. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 14.8.2

Productive writing: Writing a composition

(20 minutes)

Follow *I do*, *We do* and *You do* to teach writing a composition on *Ways of reducing absenteeism*. Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Select a well written composition and ask the learners to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14	The wise chief: Supplementary Readers	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • retell stories <p>Suggested resources (in addition to the learner's book) Supplementary readers</p>		

Introduction	(2 minutes)
Ask learners to share interesting stories they read or heard about.	

Activity 14.9.1	Reading supplementary readers	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to help learners practice how to generate questions from the story using <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> . Let learners read the story. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 14.9.2	Retelling stories	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask the learners to say which of the stories they listened to is most interesting and why	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 14	The wise chief: Revision	Lesson 10 (35 minutes)
<i>In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.</i>		

Success criteria	Lessons	Activities
-------------------------	----------------	-------------------

UNIT 15	The train ride: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • discuss different modes of transport • express preference on modes of transport • write preferences <p>Suggested resources (in addition to the learner's book) Pictures showing ways of transport</p>	

Introduction	(2 minutes)
Ask learners to say how they travel from home to school.	

Activity 15.1.1	Oral Language: Discussing different modes of transport	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to give different modes of transport that people use when travelling. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 15.1.2	Oral Language: Expressing preference on different modes of transport	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach how to express preference on different modes of transport. Say: <i>I prefer travelling by bicycle to bus because bicycles are cheap</i> . Ask learners to express preference in pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 15.1.3	Writing connected to Oral Language structure: Completing sentences	(12 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to complete sentences in Exercise A at page 73. Tell the learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion**(3 minutes)**

Ask learners to express preference on means of transport.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15**The train ride: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- ask questions as they read a text
- read a text using repeated reading

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

picture

Introduction**(2 minutes)**

Ask learners to mention different means of transport used when travelling long distances.

Activity 15.2.1**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **organised**, **coaches**, **rails** and **station**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.2.2**Comprehension: Self-questioning****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach learners how to ask themselves questions as they read the story *The train ride* on page 71. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.2.3**Fluency: Reading a text using repeated reading****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *The train ride* using repeated reading. Let learners read the story using repeated reading. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read the story aloud to the class using repeated reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15	The train ride: Oral Language and Grammar	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express preference• identify articles• underline article <p>Suggested resources (in addition to the learner's book) Pictures of a car, train</p>	

Introduction

(2 minutes)

Ask learners to give means of transport they know.

Activity 15.3.1

Oral Language: Expressing preference

(8 minutes)

Follow *I do*, *We do* and *You do* to teach expressing preference on means of transport using the expression: *I like travelling by ... because they are cheap as compared to* Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.3.2

Grammar: Identifying articles

(10 minutes)

Follow *I do*, *We do* and *You do* to identify articles in the following sentences:

1. *Madalo is a girl.*
2. *An axe is used for cutting down trees.*
3. *The sun rises from the east.*

Tell learners that **a**, **an** and **the** are articles. An article is a word that is used with a noun. Explain that **a** is usually used with nouns starting with consonants and when mentioning the noun for the first time, while **an** is used with nouns that start with vowels and that **the** is used to express a general fact or when repeating a noun.

Ask learners to identify articles in the following paragraph:

Jane has an orange and a ball. The ball is new. She likes both of them.

Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.3.3**Grammar: Underlining articles****(12 minutes)**

Follow *I do*, *We do* and *You do* to underline articles in Exercise B at page 74. Ask learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask learners to use the articles they have learnt in sentences orally.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15**The train ride: Reading****Lesson 4****Success criteria**

Learners must be able to:

- ask questions as they read a story
- read a text using repeated reading
- answer comprehension questions orally

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

Learners' book

Introduction**(2 minutes)**

Ask learners to mention different means of transport they know.

Activity 15.4.1**Comprehension: Asking questions as they read a text****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach learners asking themselves questions as they read the story *The train ride* on page 71. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.4.2**Fluency: Reading a story using repeated reading****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach reading a story using repeated reading. Let learners read the story *The train ride* using repeated reading. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 15.4.3**Comprehension: Answering comprehension questions orally****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach how to answer comprehension questions at page 72 orally. Show how to find the answer in the text and respond in full using details from the story. Let learners answer the comprehension questions orally. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read the story again using repeated reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15**The train ride: oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- express preference
- use articles
- complete a paragraph using articles

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

word cards, pictures

Introduction**(2 minutes)**

Ask learners to give means of transport.

Activity 15.5.1**Oral Language: Expressing preferences****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing preference on means of transport using the expression: *I like travelling by bus because it is cheap as compared to aeroplane*. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.5.2**Grammar: Using articles****(7 minutes)**

Follow *I do*, *We do* and *You do* to teach articles. Tell the learners to complete the following paragraph using articles orally: *Many people travel by train. It is ___ cheapest mode of transport. People board trains at ___ railway station. Some people sell things there. One day I bought ___ egg there while waiting for the train.* Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 15.5.3 Grammar: Completing a paragraph using articles (15 minutes)

Conclusion (3 minutes)

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15	The train ride: Vocabulary	Lesson 6
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• identify words they do not know• give meanings of words• complete sentences <p>Suggested resources (in addition to the learner's book)</p> <p>Word cards</p>	

Introduction (2 minutes)

Activity 15.6.1	Vocabulary: Identifying words they do not know	(8 minutes)
------------------------	---	--------------------

Activity 15.6.2	Vocabulary: Giving meanings of words	(10 minutes)
-----------------	--------------------------------------	--------------

Activity 15.6.3**Vocabulary: Completing sentences****(12 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise D at page 74. Ask learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences with some of the words identified from the story.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15**The train ride: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about a story they read
- answer comprehension questions

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

word cards, pictures

Introduction**(2 minutes)**

Ask learners to give means of transport they have ever used.

Activity 15.7.1**Comprehension: Reading a story silently****(10 minutes)**

Follow *I do*, *We do* and *You do* to read the story at page 71 and find answers to the following pre-questions:

1. Who organized the trip?
2. Mention the animals that were carried in the coaches.
3. Let learners read the story silently.

Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.7.2**Comprehension: Talking about a story****(5 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story they have read. Use these questions:

1. Where is the story taking place?

2. What do you like about the story?
3. What have you learnt about the story?

Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 15.7.3

Comprehension: Writing answers to comprehension questions

(15 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 72.

Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion

(3 minutes)

Ask learners to say what they have learnt from the story.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15

The train ride: Productive writing

Lesson 8

Success criteria

Learners must be able to:

- plan a composition
- write a composition

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

Word cards

Introduction

(2 minutes)

Ask learners to give different means of transport that people use when travelling.

Activity 15.8.1

Productive writing: Planning a composition

(10 minutes)

Follow *I do*, *We do* and *You do* to plan a composition on *Travelling by bus* using the guiding question and the boxes on Exercise E at page 75. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 15.8.2**Productive writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *Travelling by bus*. Write a sample composition using the plan made on the chalkboard. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written paragraph and ask the learners to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15**The train ride: Supplementary readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 15.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* to help learners ask themselves questions as they read. Let learners read the story. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 15.9.2**Retelling stories****(6 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback.

Conclusion**(2 minutes)**

Ask the learners to say which of the stories they listened to they liked the most and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 15**The train ride: Revision****Lesson 10 (35 minutes)**

In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 16**Meeting with the counsellor: Oral language****Lesson 1****Success criteria**

Learners must be able to:

- give advice
- take advice
- write sentences on giving advice

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

Chart with sentences about pieces of advice

Introduction**(2 minutes)**

Ask learners to say any piece of advice they receive at home.

Activity 16.1.1**Oral Language: Giving and taking advice****(15 minutes)**

Follow *I do*, *We do* and *You do* to give and take advice using *should*. For example: *You should work hard in school. Yes, I will.* Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.1.2**Oral Language: Giving and taking advice****(15 minutes)**

Follow *I do*, *We do* and *You do* to give and take advice using *should not*. For example: *You should not drink beer. Okay, thank you.* Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.1.3**Writing connected to Oral Language structure:
Writing sentences on giving advice****(15 minutes)**

Follow *I do*, *We do* and *You do* to write sentences on giving advice. For example: *You should listen to your teacher.* Let learners write pieces of advice for different situations in groups. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say any piece of advice they receive at home.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16**Meeting with the counsellor: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a story using radio reading
- summarise a text

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

Word cards, pictures

Introduction**(2 minutes)**

Ask learners to mention different people who have ever given them advice. (*teachers, parents, guardians, religious leaders, siblings*)

Activity 16.2.1	Vocabulary: Giving meanings of words	(10 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **counselor**, **matters**, **damage**, **disbelief** and **develop**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 16.2.2	Fluency: Reading a story using radio reading	(13 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to teach reading the story *Meeting with the counsellor* at page 76 using radio reading. Let learners read the story using radio reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.2.3	Comprehension: Summarising a text	(10 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to teach summarising the story *Meeting the counsellor* at page 76. Show learners how to include the main idea and only the most important details in the story. Let learners read the story and summarise after reading. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to give the meaning of the following words: **counsellor**, **damage**, **disbelief** and **develop**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Oral language and Grammar	Lesson 3
----------------	---	-----------------

Success criteria

Learners must be able to:

- give advice
- take advice
- identify adjectives with suffix -less
- form adjectives with suffix -less

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

Chart listing adjectives with suffix-less, word cards

Introduction	(2 minutes)
---------------------	--------------------

Ask learners to say what advice they have ever given a friend.

Activity 16.3.1	Oral language: Giving and taking advice	(8 minutes)
------------------------	--	--------------------

Follow *I do*, *We do* and *You do* to give and take advice using *should* and *should not*. For example: *You should not make noise in class. Okay, I will not make noise in class.* Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.3.2	Grammar: Identifying adjectives with suffix –less	(10 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to teach adjectives with suffix-less. Use these sentences:

- 1 *Mr Mbewe is a careless driver.*
- 2 *Homeless people are staying in a camp.*
- 3 *He is drinking tasteless juice.*
- 4 *Many young people are jobless.*

Explain that careless and homeless in the first two sentences are adjectives formed by the suffix *-less*. Ask learners to identify adjectives from the last two sentences. Make sure learners understand the meaning of adjectives with the suffix –less. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 16.3.3	Grammar: Forming adjectives with suffix –less	(12 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to form adjectives by adding suffix -less on Exercise A at page 78. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to form adjectives with suffix –less from nouns on word cards.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Reading	Lesson 4
Success criteria Learners must be able to: <ul style="list-style-type: none">• read a story using radio reading• answer comprehension question orally• summarise a text Suggested resources (in addition to the learner's book) Word cards		

Introduction**(2 minutes)**

Ask learners to read the following words from the word cards: **counselor**, **damage** and **develop**.

Activity 16.4.1**Fluency: Reading a story using radio reading****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *Meeting with the counsellor* at page 76 using radio reading. Let learners read the story using radio reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.4.2**Comprehension: Answering comprehension questions orally****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 77 orally. Show how to answer questions in full using details from the story. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.4.3**Comprehension: Summarising a text****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach summarising a text on the story *Meeting with the counsellor* at page 76. Show learners how to include the main idea and only the most important details in the story. Let learners read the story and summarise a text. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read their summaries.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Oral language and Grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • use adjectives with suffix -less • complete sentences using adjectives with suffix -less <p>Suggested resources (in addition to the learner's book) a list of adjectives</p>	

Introduction
(2 minutes)

Ask learners to say some pieces of advice they are given at school by teachers

Activity 16.5.1
Oral language: Giving and taking advice
(8 minutes)

Follow *I do*, *We do* and *You do* to teach giving and taking advice using *should* and *should not*. Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.5.2
Grammar: Using adjectives with suffix –less
(10 minutes)

Follow *I do*, *We do* and *You do* to teach making sentences with adjectives **colourless** and **fearless**. For example:

- 1 The water in the bottle is colourless.
- 2 My dog is fearless.

Ask learners to be in pairs and make their own sentences using **helpless** and **useless**. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 16.5.3
Grammar: Completing sentences using adjectives
(12 minutes)

Follow *I do*, *We do* and *You do* to make sentences using adjectives in Exercise B at page 78. Make sure learners understand the meaning of the adjectives with the suffix –less. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • write opposites of given words <p>Suggested resources (in addition to the learner's book) word cards</p>	

Introduction

(2 minutes)

Ask learners to make sentences with the following words: **counselor** and **develop**

Activity 16.6.1

Vocabulary: Identifying words they do not know

(8 minutes)

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story *Meeting with the counsellor* at page 76 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 16.6.2

Vocabulary: Giving meanings of words

(10 minutes)

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the unfamiliar words identified by the learners on the chalkboard. Discuss the meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.6.3

Vocabulary: Writing opposites of given words

(12 minutes)

Follow *I do*, *We do* and *You do* to choose the opposites of the given words in Exercise C at page 79. Ask learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to make sentences using the words they identified.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • talk about a story • answer comprehension questions <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to read words from the word card raised, for example: develop and disbelief .	

Activity 16.7.1	Comprehension: Reading a story silently	(12 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to read the story at page 76 and find answers to the following pre-questions:		
<ol style="list-style-type: none"> 1 How is smoking dangerous? 2 What advice did Mr Mwalilino give to the youth about school? Let learners read the story silently. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 16.7.2	Comprehension: Talking about a story	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to talk about the story they have read. Use these questions:		
<ol style="list-style-type: none"> 1 Where is the story taking place? 2 What do you like about the story? 3 What have you learnt about the story? Encourage learners to answer the questions in full using details from the story. Walk around and help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 16.7.3	Comprehension: Writing answers to comprehension questions	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to write answers to comprehension questions at page 77. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask some learners to read answers to their work.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• plan a composition• write a composition <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(2 minutes)

Ask learners to share some pieces of advices.

Activity 16.8.1

Productive writing: Planning a composition

(10 minutes)

Follow *I do*, *We do* and *You do* to plan a composition on *Giving advice* using the guiding question and the boxes on Exercise D at page 79. Let learners write the composition in their exercise books. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 16.8.2

Productive writing: Writing a composition

(20 minutes)

Follow *I do*, *We do* and *You do* to teach writing a composition on *Giving advice*. Show how to write a sample composition using the guiding question and boxes. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Select a well written paragraph and ask the learners to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Supplementary readers	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • retell stories <p>Suggested resources (in addition to the learner's book) Supplementary readers</p>	

Introduction	(2 minutes)
Ask learners to share interesting stories they read or heard about.	

Activity 16.9.1	Reading supplementary readers	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to show learners how to summarize a story. Using a story they have chosen, show them how to include the main idea and only the most important details. Let learners read the story. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 16.9.2	Retelling stories	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback.		

Conclusion	(2 minutes)
Ask the learners to say which of the stories they listened to they liked most and why.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 16	Meeting with the counsellor: Revision	Lesson 10 (35 minutes)
<p><i>In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.</i></p>		

Success criteria	Lessons	Activities

UNIT 17	Let's do it again: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral language structure learnt • write oral language structure activity <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Introduction for this lesson will depend on the oral language structure selected for revision.	

Activity 17.1.1	Oral Language: Using oral language structures	(10 minutes)
Revise with the learners any of the following oral language structures which learners had problems with from activity 1 and 2 of lessons 1 of units 12 to 16.		
• Expressing likes and dislikes		activity 12.3.1
• Giving information on what make clothes dirty		activity 13.1.1
• Giving information on how to keep clothes clean		activity 13.1.2
• Giving and taking advice using should		activity 14.1.1
• Giving and taking advice using should not		activity 14.1.2
• Discussing different modes of transport		activity 15.1.1
• Expressing preference on different modes of transport		activity 15.1.2
Walk around and help learners who are struggling		

Activity 17.1.2	Writing linked to Oral Language structures	(20 minutes)
Revise any of the following writing activities from oral structures that was not well understood by the learners from activity 3 of units 12 to 16:		
• Expressing likes and dislikes		activity 12.1.3
• Giving information on what make clothes dirty		activity 13.1.3
• Giving information on how to keep clothes clean		activity 14.1.3
• Giving and taking advice using should		activity 15.1.3
• Giving and taking advice using should not		activity 16.1.3
Walk around and help learners who are struggling		

Conclusion**(3 minutes)**

Ask some learners to repeat the oral activity they have practiced.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17**Let's do it again: Reading****Lesson 2****Success criteria**

Learners must be able to:

- use meanings of words
- use fluency strategies learnt
- use comprehension strategies learnt

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

The resource will depend on the nature of the selected review activity.

Introduction**(2 minutes)**

Ask learners to read some words covered in units 12 to 16 from the word cards.

Activity 17.2.1**Vocabulary: Giving meanings of words****(5 minutes)**

Revise any of the words learnt in units 12 to 16 using different techniques like: giving synonyms, antonyms, using them in sentences or defining them. When learners continue to struggle with understanding you may use local language to teach the meaning of the word.

Activity 17.2.2**Fluency: Using fluency strategy****(14 minutes)**

Revise any of the fluency strategies that learners had problems with using the story *Why Zebra is beautiful*. The strategies include:

- Buddy reading
- Shared reading
- Chunking
- Repeated reading
- radio reading

Activity 17.2.3**Comprehension: Using comprehension strategy****(12 minutes)**

Revise any of the following comprehension strategies that learners had problems with in units 12-16 using the story *Why Zebra is beautiful*:

- Activating background knowledge
- Generating questions
- Self-questioning
- Summarizing

Conclusion

(2 minutes)

Ask learners to give meanings of some words in the story

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17

Let's do it again: Oral Language and Grammar

Lesson 3

Success criteria

Learners must be able to:

- use oral language structure
- use grammar learnt
- write grammar activity

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

The resource will depend on the nature of the selected review activity.

Introduction

(2 minutes)

Ask learners to say sentences in simple present tense.

Activity 17.3.1

Oral Language: Using oral language structure

(5 minutes)

Revise with the learners any of the following language structures from activity 1 of lessons 3 of units 12 to 16:

- | | |
|--|-----------------|
| • Expressing likes and dislikes | activity 12.3.1 |
| • Giving information on what makes clothes dirty | activity 13.3.1 |
| • Giving and taking advice | activity 14.3.1 |
| • Expressing preference | activity 15.3.1 |
| • Giving and taking advice | activity 16.3.1 |

Walk around and help learners who are struggling

Activity 17.3.2**Grammar: Using using grammar****(10 minutes)**

Revise any of the following grammar activities from activity 2, lessons 3 in units 12 to 16:

- Using adjectives that end with -ful activity 12.3.2
- Using *dis-* to form opposites activity 13.3.2
- Identifying abstract nouns activity 14.3.2
- Identifying articles activity 15.3.2
- Identifying adjectives with suffix *-less* activity 16.3.2

Walk around and help learners who are struggling

Activity 17.3.3**Written Exercise: Writing on grammar****(10 minutes)**

Revise any of the following grammar activities from activity 3, lessons 3 in units 12 to 16:

- Completing sentences using adjectives with suffix *-ful* activity 12.3.3
- Forming opposites by adding prefix *-dis* activity 13.3.3
- Forming abstract nouns with suffix *-ness* activity 14.3.3
- Underlining articles activity 15.3.3
- Forming adjectives with suffix *-less* activity 16.3.3

Walk around and help struggling learners.

Conclusion**(2 minutes)**

Ask learners some questions on the grammar item revised.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17**Let's do it again: Reading****Lesson 4****Success criteria**

Learners must be able to:

- use fluency strategies learnt
- use comprehension strategies learnt
- answer comprehension questions orally

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

The resource will depend on the nature of the selected review activity.

Introduction**(2 minutes)**

Ask the learners to read aloud some of the words learnt in units 12 to 17 from the word cards.

Activity 17.4.1**Fluency: Using fluency strategy****(15 minutes)**

Read the story entitled *Why zebra is beautiful* using the strategy selected for revision.

Activity 17.4.2**Comprehension: Using comprehension strategy****(10 minutes)**

Use the story in Unit 17, *Why zebra is beautiful* to revise any comprehension strategy that learners were struggling with in Units 12 to 16.

- Activating background knowledge
- Generating
- Self-questioning
- Summarizing

Activity 17.4.3**Comprehension: Answering comprehension questions orally****(12 minutes)**

Follow *I do We do* and *You do* to answer comprehension questions at page 82. Let learners answer the comprehension questions orally. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners what they have learnt from the folktale *Why zebra is beautiful*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17	Let's do it again: Assessment	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> use what they have learnt in lessons 1 to 5 of units 12 to 16 <p>Tip: Develop assessment items that will guide in checking the learners' understanding.</p>		

Introduction

Below are the success criteria from lessons 1 to 5 of units 12 to 17. Check whether learners are able to:

- Use the structures.
- Give meaning of words.
- Read fluently.
- Answer the comprehension questions.
- Use grammar points.
- Write grammar activities.

Note: While assessing some learners, the other learners can be asked to read any supplementary readers.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17	Let's do it again: Oral Language and Grammar	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> use oral language structure learnt use grammar point learnt write grammar activity <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>		

Introduction

(2 minutes)

Let learners to make sentences with words learnt in units 12 to 16.

Activity 17.6.1	Oral Language: Using oral language structure	(10 minutes)
------------------------	---	---------------------

Revise any of the following grammar activities from activity 3, lessons 3 in units 12 to 16:

- Expressing likes and dislikes activity 12.5.1
- Expressing likes and dislikes on how to keep clothes clean activity 13.5.1
- Giving and taking advice using **should** and **should not** activity 14.5.1
- Expressing preference activity 15.5.1
- Giving and taking advice activity 16.5.1

Walk around and help learners who are struggling.

Activity 17.6.2	Grammar: Using grammar	(10 minutes)
------------------------	-------------------------------	---------------------

Revise any of the following grammar activities from activity 2, in lesson 3 and 5 in units 12 to 16:

- Using adjectives activity 12.5.2
- Forming opposites using prefix *dis-* activity 13.5.2
- Using abstract nouns with suffix *-ness* activity 14.5.2
- Using articles activity 15.5.2
- Using adjectives with suffix *-less* activity 16.5.2

Walk around and help learners who are struggling.

Activity 17.6.3	Written exercise: Writing grammar	(10 minutes)
------------------------	--	---------------------

Revising any of the following grammar activities from units 12 to 16:

- Writing sentences using adjectives activity 12.5.3
- Completing sentences using words with *dis-* activity 13.5.3
- Making sentences with abstract nouns activity 14.5.3
- Completing a paragraph using articles activity 15.5.3
- Completing sentences using adjectives activity 16.5.3

Walk around and help learners who are struggling.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to say what they have learnt.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17	Let's do it again: Vocabulary	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • write a vocabulary activity <p>Suggested resources (in addition to the learner's book) Word cards review activity.</p>		

Introduction	(2 minutes)
Ask learners to read some words learnt in units 12 to 16 from word cards.	

Activity 17.7.1	Vocabulary: Identifying words they do not know	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in identifying words that learners do not know from the story <i>Why Zebra is beautiful</i> at page 80 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 17.7.2	Vocabulary: Giving meanings of words	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to give the meaning of the identified words from the story <i>Why Zebra is beautiful</i> . Write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 17.7.3	Vocabulary: Matching opposite words	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to match opposite words in Exercise C at page 83. Tell learners to write the exercise in their exercise books. Walk around and give feedback.		

Conclusion	(3 minutes)
Ask learners to read some words learnt in units 12 to 16 from word cards.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17	Let's do it again: Comprehension	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • talk about a text • answer comprehension questions <p>Suggested resources (in addition to the learner's book) Pictures, word cards.</p>	

Introduction

(2 minutes)

Ask learners to read some words from units 12 to 16 from word cards.

Activity 17.8.1

Comprehension: Reading a story silently

(7 minutes)

Follow *I do*, *We do* and *You do* to read the story *Why Zebra is beautiful* at page 80 silently and find answers to the following pre-questions. Make sure learners answer the questions in full using details from the story.

1. What was the name of the beautiful bird?
2. Why were the animals cruel to Zebra and her children?

Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary

Activity 17.8.2

Comprehension: Talking about a text

(8 minutes)

Follow *I do*, *We do* and *You do* to talk about the story. Make sure learners answer the questions in full using details from the story. Use these questions:

1. Who are the characters in the story?
2. Where is the story taking place?
3. What have you learnt from the story?

Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 17.8.3

Comprehension: Writing answers to comprehension questions

(13 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 82. Tell learners to write answers of the comprehensions in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary

Conclusion

(2 minutes)

Ask some learners to give meanings of some words learnt in unit 17.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17	Let's do it again: Productive Writing	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• Discuss a sample composition• Write a composition selected from units 12 to 16 <p>Suggested resources (in addition to the learner's book) sample composition</p>	

Introduction

(2 minutes)

Read some of the good paragraphs written by learners from units 12 to 16.

Activity 17.9.1

Productive Writing: Discussing a sample composition

(8 minutes)

Discuss a sample composition from Exercise E of unit 14 at page 70. Focus much on topic sentences and the supporting points.

Activity 17.9.2

Productive writing: Revising a composition

(6 minutes)

Ask learners to select and revise one of the compositions they wrote from units 12 to 16. Tell learners to rewrite the compositions bearing in mind the topic sentence and supporting points. Walk around and help struggling learners.

Conclusion

(2 minutes)

Select a well written composition and ask learners to read to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 17	Let's do it again: Assessment	Lesson 10
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • Assess learners on what they have learnt in lessons 6 to 9 of units 12 to 16. • Develop an assessment item that will guide in checking the learners' achievement of the success criteria in lessons 6 to 9 of units 12 to 16. 		

Assessing Learners

Below are the success criteria from lessons 6 to 9 of units 12 to 16. Check whether learners are able to:

- Read a story silently
- Answer comprehension questions
- Write a composition
- Retell a story

Note: While assessing some learners, the other learners can be asked to read any supplementary readers.

UNIT 18	General cleaning: Oral Language	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • mention cleaning activities done at school • identify tools used for cleaning the surrounding • complete sentences <p>Suggested resources (in addition to the learner's book)</p> <p>Mop, broom, pail, slasher (or a chart with drawings of different tools used for cleaning)</p>		

Introduction

(2 minutes)

Ask learners to say how they keep their homes clean.

Activity 18.1.1**Oral Language: Mentioning cleaning activities done by learners at school (8 minutes)**

Follow *I do*, *We do* and *You do* to mention activities that learners do to keep their school clean. Let learners mention what they do to make the school clean. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.1.2**Oral Language: Identifying tools used for cleaning the surrounding (10 minutes)**

Follow *I do*, *We do* and *You do* to identify tools that are used for cleaning the school surrounding. Let learners mention the tools. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.1.3**Writing connected to Oral Language structure:
Completing sentences (12 minutes)**

Follow *I do*, *We do* and *You do* to teach completing sentences in Exercise A at page 86. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say what they have learnt on how they can care for their school environment.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18**General cleaning: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of new words
- read a story using shared reading
- make inferences from the story

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

mops, slasher, word cards

Introduction**(2 minutes)**

Ask learners to mention some of the cleaning activities they do at school to make the surrounding clean.

Activity 18.2.1**Vocabulary: Giving meanings of words****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **mop**, **cobwebs**, **slash**, **rubbish** and **repair**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 18.2.2**Fluency: Reading a story using shared reading****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach reading a story *General cleaning* at page 84 using shared reading. Let learners read the story using shared reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.2.3**Comprehension: Making inferences****(12 minutes)**

I do, *We do*, and *You do* to teach making inferences. Let learners make inferences . Help struggling learners. Repeat *I do* and *We do* as necessary.

Conclusion**(2 minutes)**

Ask learners to give more inferences from different paragraphs of the story.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18**General cleaning: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- give importance of cleaning the school surrounding
- form past participles ending with -en
- identify past participles

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

Chart of sentences with past participle

Introduction**(2 minutes)**

Ask learners to mention different tools that are used for cleaning the school surroundings.

Activity 18.3.1**Oral Language: Giving importance of cleaning the school surrounding****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach giving importance of cleaning the school surrounding. Let learners give importance of cleaning the school surrounding. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.3.2**Grammar: Forming past participles that end with –en****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach past participle that end with –en. Show learners how to form past participle by changing the verb *spoke* to *spoken*. Let learners form past participles using verbs *rise* and *forgive* in pairs. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 18.3.3**Grammar: Identifying past participles****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach past participles using the sentence: *She has chosen a red dress*.

Tell learners to identify past participles in the following sentences in pairs:

1. He has fallen down.
2. He has stolen my book.
3. She has broken the cup.
4. I have given him money.

Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to form past participles using **spoke** and **fall**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18	General cleaning: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • make inferences • read a story using shared reading • answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to read the following words from the word card: slash, mop and cobwebs .	

Activity 18.4.1	Comprehension: Making inferences from the story	(10 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach making inferences on the story <i>General cleaning</i> at page 84. Let learners make inferences. Help struggling learners.. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 18.4.2	Fluency: Reading a story using shared reading	(12 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach reading the story <i>General cleaning</i> at page 84 using shared reading. Let learners read the story using shared reading. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 18.4.3	Comprehension: Answering comprehension questions orally	(8 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach answering comprehension questions at page 85 orally. Show how to answer in full using details from the story. Let learners answer the comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask some learners to read the story using shared reading.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18	General cleaning: Oral Language and Grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> give ways of keeping the classroom clean change verbs to past participles ending with –en complete sentences using past participles ending with –en <p>Suggested resources (in addition to the learner's book) Chart of sentences with past participles, word cards</p>	

Introduction

(2 minutes)

Let learners discuss importance of keeping the school surroundings clean.

Activity 18.5.1

Oral Language: Giving ways of keeping the classroom clean

(8 minutes)

Follow *I do*, *We do* and *You do* to teach ways of keeping the classroom clean. Say: *We keep our classroom clean by mopping*. Tell learners to mention ways of keeping the classroom clean. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.5.2

Grammar: changing verbs to past participle that end with -en

(10 minutes)

Follow *I do*, *We do* and *You do* to teach changing verbs to past participles using the sentence: The thief has stolen the money (*stole*).

Tell learners to change the verbs in brackets in the following sentences to past participle:

- Every class was ___ work to do (*give*).
- John has ___ his pail back home. (*take*)

Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 18.5.3

Grammar: Completing sentences using past participles ending with –en

(12 minutes)

Follow *I do*, *We do* and *You do* to complete sentences in Exercise B at page 86. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to form more past participle verbs from the words provided on word cards.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18	General cleaning: Vocabulary	Lesson 6
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• identify words they do not know• give meanings of words• write words with similar meanings		
Suggested resources (in addition to the learner's book)		
Word cards		

Introduction

(2 minutes)

Ask learners to read from the word cards: **mop, cobwebs** and **slash**.

Activity 18.6.1

Vocabulary: Identifying words they do not know

(8 minutes)

Follow *I do, We do* and *You do* to identify words that learners do not know from the story *General cleaning* at page 84 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 18.6.2

Vocabulary: Giving meanings of words

(10 minutes)

Follow *I do, We do* and *You do* to teach the meanings of the identified words. Write down the unfamiliar words identified by the learners on the chalkboard. Discuss the meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.6.3

Vocabulary: Writing words with similar meaning

(12 minutes)

Follow *I do, We do* and *You do* to teach words with similar meanings in Exercise C at page 87. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

As learners to give meanings of some words they have learned.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18	General cleaning: Comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a text silently• talk about a text• write answers to comprehension questions <p>Suggested resources (in addition to the learner's book) Word cards</p>		

Introduction

(2 minutes)

Ask learners to say what they do to keep the school surrounding clean.

Activity 18.7.1

Comprehension: Reading a story silently

(12 minutes)

Follow *I do*, *We do* and *You do* to read the story *General cleaning* at page 84 and find answers to the following pre-questions:

1. Who was the head teacher of Kamwayi School?
2. Which classes were assigned to sweep?
3. What was the use of the slashed grass?

Let learners read the story silently. Walk around and assist struggling learners. Repeat *I do* and *We do* if necessary.

Activity 18.7.2

Comprehension: Talking about a story

(8 minutes)

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

1. What is the setting for the story?
2. Why should the learners be happy to do the cleaning activities?

Show how to use details from the story to answer in full sentences. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.7.3

Comprehension: Writing answers to comprehension questions

(10 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 85.

Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask learners to say the most important thing they have learned from the story.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18**General cleaning: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Charts

Introduction**(2 minutes)**

Ask learners to mention some activities they do to make their school surrounding clean.

Activity 18.8.1**Productive Writing: Planning a composition****(15 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition using guiding questions and boxes in Exercise D at page 87. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 18.8.2**Productive Writing: Writing a composition****(15 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *Ways of keeping the school clean*. Write a sample composition on the chalkboard using the plan made. Show how to use details from the story to support writing. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written composition and ask learners to read to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18	General cleaning: Supplementary readers	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read supplementary readers• retell stories <p>Suggested resources (in addition to the learner's book) Supplementary readers</p>		

Introduction	(2 minutes)
Ask learners to share interesting stories they read or heard about.	

Activity 18.9.1	Reading supplementary readers	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to make inferences on the story they have chosen to read. Let learners read a book they have chosen. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 18.9.2	Retelling stories	(6 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in retelling the story that has been read by saying where the story took place, who is involved in the story and what is happening. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(2 minutes)
Ask the learners to say which of the stories they listened to is most interesting and why.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 18	General cleaning: Revision	Lesson 10 (35 minutes)
<i>In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.</i>		

Success criteria	Lessons	Activities

UNIT 19	The good woman: Oral Language	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • share information on agricultural produce • give uses of different agricultural produce • write sentences about uses of agricultural produce <p>Suggested resources (in addition to the learner's book) Real objects (fruits), pictures, crops and animals</p>		

Introduction	(2 minutes)
Ask learners to say how people or families earn a living in their villages.	

Activity 19.1.1	Oral Language: Sharing information on agricultural produce	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach sharing information about agricultural produce. For example: <i>People in my area grow rice</i> . <i>People in my area keep goats</i> . Ask learners to practice sharing information on different agricultural produce. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 19.1.2	Oral language: Discussing uses of different agricultural produce	(12 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach uses of different agricultural produce. For example: <i>People in my area grow maize for food</i> . Ask learners to practice saying uses of different agricultural produce. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 19.1.3**Writing connected to Oral Language Structure:
Completing sentences****(13 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise A at page 90. Tell learners to write the sentences in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say the uses of what they grow and raise in their areas.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19**The good woman: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of new words
- read a story using buddy reading
- make inferences

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

Word cards, real objects (fruits), pictures of fruits

Introduction**(2 minutes)**

Ask learners to mention good people in their village and why these people are good.

Activity 19.2.1**Vocabulary: Giving meanings of words****(9 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the following words using appropriate strategies: **orchard**, **weak**, **pale**, **crushed** and **soaked**. Help struggling learners.

Activity 19.2.2**Fluency: Reading a story using buddy reading****(13 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *The good woman* at page 88 using buddy reading. Let learners read the story using buddy reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 19.2.3**Comprehension: Making inferences****(11 minutes)**

Readers make inferences when they are reading. When making inferences, we use what we already know about the story and the clues that are found in it. Making inferences helps readers to cover the information gap in the story. Follow *I do*, *We do* and *You do* to teach making inferences on the story *The good woman* at page 88. Let learners read the story and make inferences. In the *We do*, have learners practice in small groups. In the *You do*, have learners work in pairs. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(2 minutes)**

Ask learners to read the following words from word cards: **orchard, avocado pears** and **weak**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19**The good woman: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- give uses of different agricultural produce
- identify regular simple past tense
- change sentences from simple present to simple past tense

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

real objects, flash cards.

Introduction**(2 minutes)**

Ask learners to mention crops and animals found in Malawi.

Activity 19.3.1**Oral Language: Giving uses of different agricultural produce****(9 minutes)**

Follow *I do*, *We do* and *You do* to teach uses of different agricultural produce. For example: *People in my area grow ... for ... People in my area keep ... for ...*

Tell learners to practice giving uses of different agricultural produce. Help struggling learners. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 19.3.2**Grammar: Identifying simple past tense**

(10 minutes)

Follow *I do*, *We do* and *You do* to teach simple past tense. Use these sentences:

- 1 Gift plays football. (*Gift played football.*)
- 2 They live in Kamwendo village. (*They lived in Kamwendo village.*)
- 3 Farmers raise cow for milk.
- 4 She cooks good food.

Explain to the learners how the sentences have been changed from simple present tense to simple past tense by changing plays to played and live to lived. Let learners change the remaining two sentences. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 19.3.3**Grammar: Changing sentences from simple present to simple past tense**

(10 minutes)

Follow *I do*, *We do* and *You do* to change the underlined verbs from simple present tense to simple past tense on Exercise B at page 90. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to mention verbs in simple past tense

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19**The good woman: Reading****Lesson 4****Success criteria**

Learners must be able to:

- read the story using buddy reading
- make inferences
- answer comprehension questions orally

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

Flash cards, word cards

Introduction

(2 minutes)

Play the word game using flash cards.

Activity 19.4.1	Fluency: Reading a story using buddy reading	(10 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to teach reading the story *The good woman* at page 88 using buddy reading. Let learners read the story using buddy reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 19.4.2	Comprehension: Making inferences	(10 minutes)
------------------------	---	---------------------

Readers make inferences when they are reading. When making inferences, we use what we already know about the story and the clues that are found in it. Making inferences helps readers to cover the information gap in the story. Follow *I do*, *We do* and *You do* to teach making inference on the story *The good woman* at page 88. In the *We do*, have learners work in small groups. In the *You do*, have learners work in pairs. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 19.4.3	Answering comprehension questions	(10 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 89 orally. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

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

Ask learners to describe how Mrs Njiragoma is good.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19	The good woman: Oral language and Grammar	Lesson 5
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• express likes and dislikes• use simple past tense• make sentences using verbs in simple past tense		
Suggested resources (in addition to the learner's book)		
Pictures		

Introduction**(2 minutes)**

Ask some learners to make sentences in simple present tense.

Activity 19.5.1**Oral language: Expressing likes and dislikes****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing likes and dislikes. For example: *What crop do you like growing at home and why? I like growing oranges because they are easy to grow.*

What crop do you dislike growing at home and why? I dislike growing rice because it needs more care. Let learners practice expressing likes and dislikes on growing crops in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 19.5.2**Grammar: Using simple past tense****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach simple past tense using these words: **wave** and **pass**.

- 1 Mrs Njiragoma **waved** at the children.
- 2 The children **passed** by the house.

Explain to the learners that the sentences are in simple past tense. Let learners make sentences in past tense using **boil** and **live** in pairs. Remind learners that verbs in the simple past tense have an –ed ending. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 19.5.3**Grammar: Making sentences****(12 minutes)**

Follow *I do*, *We do* and *You do* to make sentences in simple past tense in Exercise C at page 91. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(2 minutes)**

Ask some learners to read their sentences in simple past tense.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19	The good woman: Vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • solve a crossword puzzle <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(2 minutes)

Ask learners to play bingo game using words from the story read.

Activity 19.6.1

Vocabulary: Identify words they do not know

(8 minutes)

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 88 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 19.6.2

Vocabulary: Giving meanings of words

(12 minutes)

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 19.6.3

Vocabulary: Solving a crossword puzzle

(12 minutes)

Follow *I do*, *We do* and *You do* to solve the crossword puzzle in Exercise D at page 92. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to make sentences using the words identified by the learners.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19	The good woman: Comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • write answers to comprehension questions • analyse characters in a story <p>Suggested resources (in addition to the learner's book) Checklist</p>	

Introduction	(2 minutes)
Ask learners to say what they remember about the story <i>The good woman</i> .	

Activity 19.7.1	Comprehension: Reading a story silently	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to read the story <i>The good woman</i> at page 88 and find answers to the following pre-questions: 1 What does Mrs Njiragoma do every morning? 2 How was Benson treated? Let learners read the story silently. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 19.7.2	Comprehension: Talking about the story	(7 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to talk about the story. Show how to use details from the story to answer the following questions in full sentences: 1 Where is the story taking place? 2 Name the main characters in the story. 3 What have you learnt from the story? Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 19.7.3	Comprehension: Writing answers to comprehension questions	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to write answers to comprehension questions at page 89. Encourage learners to use details from the story to answer the questions in full sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask some learners to read their answers to the class.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19	The good woman: Productive Writing	Lesson 8
	Success criteria Learners must be able to: <ul style="list-style-type: none">• plan a composition• write a composition	
	Suggested resources (in addition to the learner's book) Sample composition	

Introduction	(2 minutes)
Ask the learners to mention meals they take at home	

Activity 19.8.1	Productive writing: Planning a composition	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to plan a composition using the guiding question and boxes in Exercise E at page 93. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 19.8.2	Productive writing: Writing a composition	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach writing a composition on <i>Food we eat at home</i> . Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Select a well written composition and ask the learners to read it to the class.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19	The good woman: Supplementary Readers	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • retell stories <p>Suggested resources (in addition to the learner's book) Supplementary readers</p>	

Introduction	(2 minutes)
Ask learners learners to share interesting stories they read or heard about.	

Activity 19.9.1	Reading supplementary readers	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to make inferences on the story they have chosen. Let learners read the story. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 19.9.2	Retelling stories	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask the learners to say which of the stories they listened to is most interesting and why.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 19	The good woman: Revision	Lesson 10 (35 minutes)
<i>In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.</i>		

Success criteria	Lessons	Activities

UNIT 20	The sports day: Oral language	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express likes • express dislikes • write sentences to express likes and dislikes <p>Suggested resources (in addition to the learner's book) Pictures showing sporting activities</p>		

Introduction	(2 minutes)
Ask learners to mention their favourite sporting activities.	

Activity 20.1.1	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing likes using the question <i>What sporting game do you like?</i> Say: <i>I like high jumping</i> . Ask learners to express likes in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.	

Activity 20.1.2	Oral Language: Expressing dislikes	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing dislikes using the question <i>What sporting game do you dislike?</i> Say: <i>I dislike cross country because I get tired easily</i> . Ask learners to express dislikes in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 20.1.3**Writing connected to Oral Language structure:
Completing sentences****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach completing sentences on expressing likes and dislikes in Exercise A at page 96. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say what they like and dislike about sporting activities.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a story using repeated reading
- make inferences

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

Real objects

Introduction**(2 minutes)**

Ask learners to say their favourite sporting activities and why they like them.

Activity 20.2.1**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **relay race**, **sack race**, **participate**, **cheered** and **ahead**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 20.2.2**Fluency: Reading a story using repeated reading****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *The sports day* at page 94 using repeated reading. Let learners read the story using repeated reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 20.2.3**Comprehension: Making inferences from a story****(11 minutes)**

Follow *I do*, *We do* and *You do* to teach making inferences on the story *The sports day* at page 94. Let learners make inferences on the story. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(2 minutes)**

Ask learners to give the meanings of the words **cross- country and high jump**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- express likes
- express dislikes
- form superlatives and comparatives
- write comparatives and superlatives

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

Word cards, chart with a list of comparatives and superlatives

Introduction**(2 minutes)**

Ask learners to say the games they play at school or home.

Activity 20.3.1**Oral Language: Expressing likes and dislikes****(7 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing likes and dislikes using the question *What sporting activity do you like or dislike?* Say: *I like sack race and I dislike cross country because I get tired easily*. Ask learners to express likes and dislikes in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 20.3.2**Grammar: Forming comparatives and superlatives****(8 minutes)**

Follow *I do*, *We do* and *You do* to form comparative and superlatives. Say: The comparative for the word **good** is **better** and its superlative is **best**. Tell learners to form

comparatives and superlatives of the following words in pairs: **strong, fat, cold, slow** and **fast**. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 20.3.3**Grammar: Writing comparatives and superlatives (15 minutes)**

Follow *I do*, *We do* and *You do* to form comparative and superlatives in Exercise B at page 96. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary..

Conclusion**(3 minutes)**

Ask learners to form comparatives and superlatives using **thin** and **big**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Reading****Lesson 4****Success criteria**

Learners must be able to:

- make inferences about a story
- read a story using repeated reading
- answer comprehension questions orally

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

Word cards

Introduction**(2 minutes)**

Ask learners to read the following words on the word card: **cross-country, relay race, high jump**.

Activity 20.4.1**Comprehension: Making inferences about a story (11 minutes)**

Follow *I do*, *We do* and *You do* to teach making inferences on the story *The sports day* at page 94. Let learners make inferences. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 20.4.2**Fluency: Reading a story using repeated reading (10 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *The sports day* at page 94 using repeated reading. Let learners read the story using repeated reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 20.4.3**Comprehension: Answering comprehension questions orally****(9 minutes)**

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 95 orally. Show how to use details in the story to answer in full sentences. Let learners answer the comprehension questions orally. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say what they have learnt.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- express gratitude
- form superlatives
- use superlatives

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

List of superlatives

Introduction**(2 minutes)**

Ask learners to say what they do when they receive something good from other people

Activity 20.5.1**Oral Language: Expressing gratitude****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing gratitude. Call a learner to the front and ask him/her to show you how she/ he writes in her/ his exercise book. Say: *I like your handwriting. Please keep it up.* Tell learners to express gratitude in pairs.

Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 20.5.2**Grammar: Using comparatives and superlatives****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach using comparatives and superlatives. For example:

1. *He is taller* (*tall*) *than his father.*
2. *Mary is the brightest* (*bright*) *girl in our class.*

Let learners practice using comparatives and superlatives in the following sentences in pairs:

1. His house is ___ (big) than ours.
2. Jane is the ___ (smart) girl in our class.

Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 20.5.3

Grammar: Completing sentences using comparatives or superlatives

(10 minutes)

Follow *I do*, *We do* and *You do* to complete sentences using comparatives and superlatives in Exercise C at page 97. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Play a game where the teacher says a word then the first group gives a comparative form then the second group gives a superlative form of the same word.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20

The sports day: Vocabulary

Lesson 6

Success criteria

Learners must be able to:

- Identify words they do not know
- give meanings of words
- write synonyms of given words

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

List of synonyms, word cards

Introduction

(2 minutes)

Ask learners to read the following from word cards: **high jump**, **cross country** and **relay-race**.

Activity 20.6.1**Vocabulary: Identifying words they do not know****(8 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 94 through silent reading. Remind learners to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 20.6.2**Vocabulary: Giving meanings words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the unfamiliar words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 20.6.3**Vocabulary: Writing synonyms of given words****(12 minutes)**

Follow *I do*, *We do* and *You do* to choose words that have similar meaning in Exercise D at page 97. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give synonyms of different words.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about the story
- write answers to comprehension questions

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

A set of questions

Introduction**(2 minutes)**

Ask learners to mention sporting activities they perform.

Activity 20.7.1**Comprehension: Reading the story silently****(10 minutes)**

Follow *I do*, *We do* and *You do* to read the story *The sports day* at page 94 and find answers to the following pre-questions:

1. In what sporting activity did Tawina take part?
2. Identify two races that took place on the sporting day.

Let learners read the story silently. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 20.7.2**Comprehension: Talking about the story****(9 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Show how to use details from the story to answer the following questions:

1. Do you like the story? Why?
2. What have you learnt from the story?

Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 20.7.3**Comprehension: Writing answers to comprehension questions****(12 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 95.

Tell learners to write answers to the comprehension questions in their exercise books.

Encourage learners to use details from the story to support their answers. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(2 minutes)**

Ask learners to briefly say what they have liked in the story *The sports day*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Sample composition

Introduction**(2 minutes)**

Tell learners to mention sporting activities they like and dislike.

Activity 20.8.1**Productive Writing: Planning a composition****(12 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition using the guiding question and boxes in Exercise E at page 98. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 20.8.2**Productive Writing: Writing a composition****(18 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *Preparing for a sports competition*. Write a sample composition using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written composition and ask the learners to read.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Supplementary readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners learners to share interesting stories they read or heard about.

Activity 20.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* to make inferences on the story they have chosen to read.

Let learners read the book they have chosen. Walk around and help struggling learners.

Repeat *I do* and *We do* if necessary.

Activity 20.9.2**Retelling stories****(6 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved in the story and what is happening. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(2 minutes)**

Ask the learners to say which of the stories they listened to is most interesting and why

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 20**The sports day: Revision****Lesson 10 (35 minutes)**

In lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 21	The last day at school: Oral language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express feelings of happiness • express feeling of sadness • complete sentences <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(2 minutes)

Ask the learners to discuss their experiences on the last day at school.

Activity 21.1.1

Oral language: Expressing feelings of happiness

(8 minutes)

Follow *I do*, *We do* and *You do* to teach expressing feelings of happiness. For example: *How do you feel when you pass your final term test? I feel happy because I know that I will be going to the next class.* Ask learners to practice expressing feelings of happiness in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.1.2

Oral language: Expressing feelings of sadness

(8 minutes)

Follow *I do*, *We do* and *You do* to teach expressing feelings of sadness. For example: *How do you feel when you fail your final term test? I feel bad because I know that I will not be going to the next class.* Ask learners to practice expressing feelings of sadness in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.1.3

Writing connected to Oral Language structure: Completing sentences

(14 minutes)

Follow *I do*, *We do* and *You do* to complete sentences in Exercise A at page 102. Tell learners to write the sentences in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to say what they have learnt about expressing their feelings.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21	The last day at school: Reading	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • read a play using reader's theatre • generate questions from text <p>Suggested resources (in addition to the learner's book) Word cards, flash cards</p>		

Introduction
(2 minutes)

Ask learners to share experiences on the last day at school.

Activity 21.2.1
Vocabulary: Giving meanings of words
(8 minutes)

Follow *I do*, *We do* and *You do* to teach reading the play *The last day at school* at page 99 using readers' theatre. In readers' theatre, readers read and act out a play script. Let learners read the play. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.2.2
Fluency: Reading a play using readers' theatre
(12 minutes)

Follow *I do*, *We do* and *You do* to teach reading the play *The last day at school* at page 99 using readers' theatre. In readers' theatre, readers read and act out a play script. Let learners read the play. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.2.3
Comprehension: Generating questions
(12 minutes)

Follow *I do*, *We do* and *You do* to teach generating questions on the story *The last day at school* at page 99. Let learners read the play and generate questions after reading in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion
(3 minutes)

Ask learners to give the meaning of the words **improve**, **performance** and **grade**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21	The last day at school: Oral language and Grammar	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give expression showing happiness or sadness • identify exclamation marks • underline exclamation marks <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to share experiences on what they do when they are happy or sad/ angry.	

Activity 21.3.1	Oral language: Giving expressions used to show happiness and sadness	(9 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing feelings of happiness or sadness. For example: <i>How do you feel when you win a football or netball match? I feel happy because we are the champions.</i> Ask learners to practice expressing feelings of happiness or sadness in pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 21.3.2	Grammar: Identifying exclamation marks	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach exclamation marks. Use these sentences: <ol style="list-style-type: none"> 1. Hurrah! We have scored. 2. No! I did not take it. 3. Gosh! You have hurt me. 4. Stop! Don't throw it away. Tell learners the words hurrah and no have been used in shouting. These words are used with exclamation marks (!). Exclamation marks are used when shouting. Let learners practice identifying words used with exclamation marks. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 21.3.3	Grammar: Underlining words that go together with exclamation marks	(11 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to underline words with exclamation marks in Exercise B at page 103. Tell learners to write the exercise in their exercise books. Show how each sentence would sound if read with attention to the exclamation mark. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask some learners to say words that are used with exclamation marks.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21	The last day at school: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• generate questions on a text.• read a play using reader's theatre• answer comprehension questions <p>Suggested resources (in addition to the learner's book) Learners' book</p>	

Introduction

(2 minutes)

Ask learners to say how they felt after receiving results of their final term examinations.

Activity 21.4.1

Fluency: Reading a play using readers' theatre (12 minutes)

Follow *I do*, *We do* and *You do* to teach reading the play *The last day at school* at page 99 using readers' theatre. In readers' theatre, readers read and act out a play script. Let learners read the play. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.4.2

Comprehension: Answering comprehension questions orally (8 minutes)

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 101 orally. Show learners how to use details from the script to answer in full sentences. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.4.3

Comprehension: Generating questions (12 minutes)

Follow *I do*, *We do* and *You do* to teach generating questions on the story *The last day at school* at page 99. Let learners read the story and generate questions after reading in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learner to share the questions they generated after reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21	The last day at school: Oral language and Grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express compliments• use exclamation marks• put exclamation marks <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to say what they do when congratulating a fellow learner.	

Activity 21.5.1	Oral language: Expressing compliments	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing compliments. For example: A friend has put on a nice pair of shoes. <i>You are putting on nice shoes</i> . One has written a good composition. <i>You have written a good composition</i> . Ask learners to practice expressing compliment pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 21.5.2	Grammar: Using exclamation marks	(8 minutes)				
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach exclamation marks. Use these sentences: <table border="0"><tr><td>1. Wow my daughter has come.</td><td>3. John, come here.</td></tr><tr><td>2. Oh I have forgotten my pen.</td><td>4. Stop the car will hit you.</td></tr></table> <p>Put exclamation marks in the first two sentences with the learners. Let learners practice putting exclamation marks in the last two sentences. Show how each sentence would sound if read with attention to the exclamation mark. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.</p>			1. Wow my daughter has come.	3. John, come here.	2. Oh I have forgotten my pen.	4. Stop the car will hit you.
1. Wow my daughter has come.	3. John, come here.					
2. Oh I have forgotten my pen.	4. Stop the car will hit you.					

Activity 21.5.3**Grammar: Putting exclamation marks****(12 minutes)**

Follow *I do*, *We do* and *You do* to put exclamation marks in Exercise C at page 103. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to mention some words used with exclamation.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21**The last day at school: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- make sentences

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

Flash cards

Introduction**(2 minutes)**

Ask learners to read the following words on flash cards **received, grades, improve, performance** and **congratulations**.

Activity 21.6.1**Vocabulary: Identify words they do not know****(8 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 99 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 21.6.2**Vocabulary: Giving meanings of words****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.6.3**Vocabulary: Making sentences****(12 minutes)**

Follow *I do*, *We do* and *You do* to make sentences in Exercise D at page 104. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask learners to make sentences with the new words they learned .

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21**The last day at school: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a play silently
- analyse a play
- write answers to comprehension questions

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

Checklist

Introduction**(2 minutes)**

Ask learners to say what they remember about the play *The last day at school*.

Activity 21.7.1**Comprehension: Reading a play silently****(8 minutes)**

Follow *I do*, *We do* and *You do* to read the play *The last day at school* at page 99 and find answers to the following pre-questions:

- 1 Name the school where the three learners go.
- 2 What advice did Chimwemwe's mother give to her daughter?

Let learners read the story silently. Walk around and assist struggling learners. Repeat *I do* and *We do* if necessary.

Activity 21.7.2**Comprehension: Talking about the story****(7 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

- 1 What is the setting for the play?
- 2 What have you learnt from the play?
- 3 Are the children in the play the same as those in our school?

Show how to use details from the play to answer in full sentences. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.7.3**Comprehension: Writing answers to comprehension questions****(15 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 101. Show how to use details from the play to answer in full sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask to say the character they liked and give reasons.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21**The last day at school: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Sample composition

Introduction**(2 minutes)**

Ask the learners to mention things that happen at school.

Activity 21.8.1**Productive writing: Planning a composition****(10 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition using the guiding question and boxes in Exercise E at page 104. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 21.8.2**Productive writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *Last day at school*. Write a sample composition on the chalkboard using the plan made. Ask learners to write a

composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Select a well written composition and ask the learners to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21

The last day at school: Supplementary Readers

Lesson 9

Success criteria

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction

(2 minutes)

Ask learners learners to share interesting stories they read or heard about.

Activity 21.9.1

Reading supplementary readers

(20 minutes)

Follow *I do*, *We do* and *You do* to generate questions using the story they have chosen to read. Let learners read the story. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 21.9.2

Retelling stories

(10 minutes)

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask the learners to say which of the stories they listened to is most interesting and why

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 21	The last day at school: Revision	Lesson 10	(35 minutes)
----------------	---	------------------	---------------------

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 22	Let's do it again: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral language structures learnt • write oral language structure activity <p>Suggested resources (in addition to the learner's book)</p>	

Introduction	(2 minutes)
Introduction for this lesson will depend on the oral language structure selected for revision	

Activity 22.1.1	Oral Language: Using oral language structures	(10 minutes)
Revise with the learners any of the following oral language structures which learners had problems with from activity 1 and 2 of lessons 1 of units 18 to 21.		
• Mentioning cleaning activities done by learners at school		activity 18.1.1
• Sharing information on agricultural produce		activity 19.1.1
• Expressing likes		activity 20.1.1
• Expressing feelings of happiness		activity 21.1.1
• Identifying tool for cleaning the surrounding		activity 18.1.2
• Give uses of different agricultural produce		activity 19.1.2
• Expressing dislikes		activity 20.1.2
• Expressing feelings of sadness		activity 21.1.2
Walk around and help learners who are struggling.		

Activity 22.1.2	Writing connected to oral language structure	(20 minutes)
Revise any of the following writing activities from oral structures that was not well understood by the learners from activity 3 of units 18 to 21:		
• Completing sentences		activity 18.1.3
• Completing sentences about uses of agricultural produce		activity 19.1.3
• Completing sentences about likes and dislikes		activity 20.1.3
• Completing sentences on expressing feelings		activity 21.1.3
Walk around and help learners who are struggling.		

Conclusion	(3 minutes)
Ask some learners to repeat the oral activity they have practiced.	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22	Let's do it again: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give meanings of words• use fluency strategies learnt• use comprehension strategies learnt <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>	

Introduction

(2 minutes)

Ask learners to read some words covered in units 18 to 21 from the word cards.

Activity 22.2.1

Vocabulary: Giving meanings of words

(5 minutes)

Revise any of the words learnt in units 18 to 21 using different techniques like: giving synonyms, antonyms, using them in sentences or defining them. When learners continue to struggle with understanding you may use local language to teach the meaning of the word.

Activity 22.2.2

Fluency: Using fluency strategy

(14 minutes)

Revise any of the fluency strategies that learners had problems with using the story *Madalo visits her old school*. The strategies include:

- Buddy reading
- Shared reading
- Readers theatre
- Repeated reading

Activity 22.2.3

Comprehension: Using comprehension strategy

(12 minutes)

Revise any of the following comprehension strategies that learners had problems with in units 18-22 using the story *Madalo visits her old school*:

- Making inference
- Generating questions

Conclusion**(2 minutes)**

Ask learners to give meanings of some words in the story

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22**Let's do it again: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- use oral language structures learnt
- revise grammar
- write grammar activity

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

The resource will depend on the nature of the selected review activity.

Introduction**(2 minutes)**

Ask learners to say sentences in simple past tense

Activity 22.3.1**Oral language: Using oral language structure****(5 minutes)**

Revise with the learners any of the following language structures from activity 1 of lessons 3 of units 18 to 21

- | | |
|--|-----------------|
| • Giving importance of cleaning the school surrounding | activity 18.3.1 |
| • Giving uses of different agricultural produce | activity 19.3.1 |
| • Expressing likes and dislikes | activity 20.3.1 |
| • Giving expressions to show happiness and sadness | activity 21.3.1 |

Walk around and help struggling learners.

Activity 22.3.2**Grammar: Using grammar****(10 minutes)**

Revise any of the following grammar activities from activity 2, lessons 3 in units 18 to 21:

- | | |
|--|-----------------|
| • Forming past participles that end with -en | activity 18.3.2 |
| • Identifying simple past tense | activity 19.3.2 |
| • Forming superlative and comparatives | activity 20.3.2 |
| • Identifying exclamation marks | activity 21.3.2 |

Walk around and help struggling learners.

Activity 22.3.3**Written Exercise: Writing on grammar****(15 minutes)**

Revise any of the following grammar activities from activity 3, lessons 3 in units 18 to 22:

- Identifying past participles activity 18.3.3
- Changing sentences from simple present to simple past activity 19.3.3
- Writing comparatives and superlatives activity 20.3.3
- Underlining words that go together with exclamation marks activity 21.3.3

Walk around and help struggling learners.

Conclusion**(3 minutes)**

Ask learners some questions on the grammar item revised.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22**Let's do it again: Reading****Lesson 4****Success criteria**

Learners must be able to:

- use fluency strategies learnt
- use comprehension strategies learnt
- answer comprehension questions orally

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

The resource will depend on the nature of the selected review activity.

Introduction**(2 minutes)**

Ask the learners to read aloud some of the words learnt in units 18 to 21 from the word cards.

Activity 22.4.1**Fluency: Using fluency strategy****(16 minutes)**

Read the story entitled *Madalo visits her old school* using the fluency strategy selected for revision.

- Buddy reading
- Shared reading
- Readers theatre
- Repeated reading

Activity 22.4.2**Comprehension: Using comprehension strategy****(10 minutes)**

Use the story in Unit 22, *Madalo visits her old school* to revise any comprehension strategy that learners were struggling with in Units 18 to 21.

- Making inference
- Generating questions

Activity 22.4.3**Comprehension: Answering comprehension questions orally****(12 minutes)**

Follow *I do*, *We do* and *You do* to answer comprehension questions on page 106. Let learners answer comprehension question orally. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say the lesson learnt from the story *Madalo visits her old school*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22**Let's do it again: Assessment****Lesson 5****Success criteria**

Learners must be able to:

- use what they have learnt in lessons 1 to 5 of units 18 to 21

Tip: Develop assessment items that will guide in checking the learners'

Assessing Learners

Below are the success criteria from lessons 1 to 5 of units 18 to 21. Check whether learners are able to:

- Use the structures.
- Give meaning of words.
- Read fluently.
- Answer the comprehension questions.
- Use grammar points.
- Write grammar activities.

Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers.

UNIT 22	Let's do it again: Oral Language and Grammar	Lesson 6
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• use oral language structures learnt• use grammar point learnt• write grammar activity		

Introduction

(2 minutes)

Let learners to make sentences with words learnt in units 18 to 21.

Activity 22.6.1

Oral Language: Using oral language structure

(10 minutes)

Revise any of the following oral language structures which learners did not do well in units 18 to 21:

- | | |
|--|-----------------|
| • Giving ways of keeping the classroom clean | activity 18.5.1 |
| • Expressing likes and dislikes | activity 19.5.1 |
| • Expressing gratitude | activity 20.5.1 |
| • Expressing compliment | activity 21.5.1 |

Walk around and help learners who are struggling.

Activity 22.6.2

Grammar: Using grammar

(10 minutes)

Revise any of the following grammar activities from activity 2, in lesson 5 in units 18 to 21:

- | | |
|---|-----------------|
| • Changing verbs to past participle that end with -en | activity 18.5.2 |
| • Using simple past tense | activity 19.5.2 |
| • Using comparatives and superlatives | activity 20.5.2 |

- Using exclamation marks activity 21.5.2

Walk around and help learners who are struggling.

Activity 22.6.3

Written exercise: Using grammar

(10 minutes)

Revise any of the following grammar activities from activity 2, in lesson 5 in units 18 to 21:

- Completing sentences using past participles ending with -en activity 18.5.3
- Making sentences in simple past tense activity 19.5.3
- Completing sentences using comparatives or superlatives activity 20.5.3
- Putting exclamation marks activity 21.5.3

Conclusion

(3 minutes)

Ask learners to say what they have learnt.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22

Let's do it again: Vocabulary

Lesson 7

Success criteria

Learners must be able to:

- identify words they do not know
- give meanings of words
- write a vocabulary activity

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

The resource will depend on the nature of the selected review activity.

Introduction

(2 minutes)

Ask learners to read some words learnt in units 18 to 22 from word cards.

Activity 22.7.1

Vocabulary: Identifying words they do not know

(8 minutes)

Follow *I do*, *We do* and *You do* in identifying words that learners do not know from the story *Madalo visits her old school* at page 105 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 22.7.2	Vocabulary: Giving meanings of words	(10 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to give the meaning of the identified words from the story *Madalo visits her old school*. Write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 22.7.3	Vocabulary: Identifying meanings of words	(15 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to make sentences in Exercise C at page 108. Tell learners to write the exercise in their exercise books. Walk around and give feedback.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to read some words learnt in units 18 to 22 from word cards.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22	Let's do it again: Comprehension	Lesson 8
Success criteria Learners must be able to: <ul style="list-style-type: none">• read a story silently• talk about a text• answer comprehension questions Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.		

Introduction	(2 minutes)
---------------------	--------------------

Ask learners to read some words from units 18 to 22 from word cards.

Activity 22.8.1	Comprehension: Reading a story silently	(7 minutes)
------------------------	--	--------------------

Follow *I do*, *We do* and *You do* to read the story *Madalo visits her old school* at page 105 silently and find answers to the following pre-questions:

- 1 Where was Madalo born?
- 2 Who was the head teacher of Chilimwe Primary School?

Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 22.8.2**Comprehension: Talking about a text****(8 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

- 1 Who are the characters in the story?
- 2 Where is the story taking place?
- 3 What have you learnt from the story?

Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 22.8.3**Comprehension: Writing answers to comprehension questions****(13 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 106. Show learners how to use details from the story to answer in full sentences. Tell learners to write answers to the comprehensions in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask some learners to give the meanings of some words learnt in unit 22.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22**Let's do it again: Productive Writing****Lesson 9****Success criteria**

Learners must be able to:

- Discuss a sample composition
- Write a composition selected from units 18 to 21

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

Sample composition

Introduction**(2 minutes)**

Read some of the good paragraphs written by learners from units 18 to 21.

Activity 22.9.1**Productive Writing: Discussing a sample composition****(8 minutes)**

Discuss a sample composition from Exercise E of unit 19 at page 93. Focus much on topic sentences and the supporting points.

Activity 22.9.2**Productive writing: Writing a composition****(10 minutes)**

Ask learners to select and revise one of the compositions they wrote from units 18 to 21. Tell learners to rewrite the compositions bearing in mind the topic sentence and supporting points. Walk around and help struggling learners.

Conclusion**(3 minutes)**

Select a well written composition and ask learners to read to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 22**Let's do it again: Assessment****Lesson 5****Success criteria**

Learners must be able to:

- Assess learners on what they have learnt in lessons 6 to 9 of units 18 to 21.
- Develop an assessment item that will guide in checking the learners' achievement of the success criteria in lessons 6 to 9 of units 18 to 22.

Assessing Learners

Below are the success criteria from lessons 6 to 9 of units 18 to 21. Check whether learners are able to:

- Read a story silently
- Answer comprehension questions
- Write a composition
- Retell a story

Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers.

UNIT 23	Our teacher: Oral language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express appreciation • complete a dialogue <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to make and accept requests.	

Activity 23.1.1	Oral language: Giving situations for expressing appreciation.	(7 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach situations for expressing appreciation. Tell learners that some of the situations for expressing appreciation are: <i>when one has been offered an invitation, help or meal</i> . Ask Learners to identify more situations for expressing appreciation. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 23.1.2	Oral language: Expressing appreciation	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to express appreciation. For example: Say: <i>Would you please lend me a pencil?</i> Help a learner say: <i>Here you are.</i> Say: <i>Thank you for being kind to me.</i> Ask learners to practice expressing appreciation using different situations. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 23.1.3	Writing connected to oral language structure: Completing a dialogue	(13 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach completing sentences in Exercise A at page 111. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask some learners to express appreciation.	

Teacher Reflection
Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23	Our new teacher: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • ask questions as they read • read a story using chunking <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(2 minutes)

Ask learners to say what they like about their teacher.

Activity 23.2.1

Vocabulary: Giving meanings of words

(10 minutes)

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **transferred**, **special**, **eager**, **role model** and **debate**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 23.2.2

Comprehension: Self questioning

(15 minutes)

Follow *I do*, *We do* and *You do* to teach asking oneself questions as they read the story *Our new teacher* at page 109. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 23.2.3

Fluency: Reading a story using chunking

(5 minutes)

Follow *I do*, *We do* and *You do* to teach reading a story *Our new teacher* at page 109 using chunking. Let learners read the story using chunking. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask some learners to give meanings of the following words: **special**, **eager** and **role model**

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23	Our teacher: oral language and Grammar	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express appreciation • identify modal verbs • underline modal verbs <p>Suggested resources (in addition to the learner's book) Chart</p>	

Introduction

(2 minutes)

Ask learners to say what they do or say when they are offered something.

Activity 23.3.1

Oral language: Expressing appreciation

(10 minutes)

Follow *I do*, *We do* and *You do* to express appreciation. For example: Say: *Will you come to my birthday party?* Help a learner say: *Yes, I will.* Say: *I appreciate for accepting my invitation.* Ask learners to practice expressing appreciation like: *Thanks for the nice gift. Thanks for being there for me.* Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 23.3.2

Grammar: Using capital letters and question marks

(10 minutes)

Follow *I do*, *We do* and *You do* to teach capital letters and question marks in sentences. Use these sentences:

- | | |
|--------------------------|----------------------------|
| 1. Who is your teacher | 3. you have hurt me. |
| 2. My classmate is Jane. | 4. Do you like mathematics |

Explain that a question mark is used where there is a question. For example, in sentence 1, we will put a question mark. Capital letters are used at the beginning of the sentence and where we have a proper noun like in sentence 2. Let learners practice using sentences 3 and 4. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 23.3.3

Grammar: Putting capital letters and question marks

(10 minutes)

Follow *I do*, *We do* and *You do* to put capital letters or question marks in Exercise B at page 111. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask some learners to say when a question mark and capital letter is used.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23	Our new teacher: Reading	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask themselves questions as they read• read a story using chunking• answer comprehension questions <p>Suggested resources (in addition to the learner's book) Word cards</p>		

Introduction	(2 minutes)
Ask learners to share experience on how they feel when a new teacher comes.	

Activity 23.4.1	Comprehension: Self questioning	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach asking oneself questions as they read the story <i>Our new teacher</i> at page 109. Let learners practice asking themselves questions as they read. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 23.4.2	Fluency: Reading a story using chunking	(5 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach reading a story <i>Our new teacher</i> at page 109 using chunking. Let learners read the story using chunking. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 23.4.3	Comprehension: Answering comprehension questions	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach answering comprehension questions at page 110 orally. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask learners to make sentences with the following words: special, eager and role model	

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23	Our new teacher: Oral language and Grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• make apology• accept apology• use commas and full stop• put commas and full stops in sentences <p>Suggested resources (in addition to the learner's book) word cards, sentence board</p>	

Introduction

(2 minutes)

Ask learners to say what they do or say when they have done something wrong.

Activity 23.5.1

Oral Language: Making and accepting apologies

(10 minutes)

Follow *I do*, *We do* and *You do* to make and accept apologies. For example, call on a learner and push him/her. Help him to say: *Why are you pushing me?* Say: *I am very sorry.* Help the learner to say: *It's okay.* Let learners practice making and accepting apology using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 23.5.2

Grammar: using a comma and a full stop

(8 minutes)

Follow *I do*, *We do* and *You do* to teach comma and full stop. Use these sentences:

1. I will go to school tomorrow
2. We learn English Chichewa and life skills.
3. Anita Ruth and Amanda are sisters.
4. Mr Banda is our teacher

Explain that a full stop is used at the end of a statement in a sentence as in sentence 1. A comma is used to separate things or information given in a list as in sentence 2. Let learners practice using sentences 3 and 4. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 23.5.3

Grammar: Putting commas or full stops in sentences

(12 minutes)

Follow *I do*, *We do* and *You do* to put commas or full stops in sentences in Exercise C at page 112. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Let the learners say when a comma and a full stop are used.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23**Our new teacher: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- choose opposite of words

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

Word cards

Introduction**(2 minutes)**

Ask learners to play a bingo game using these words: **special, eager, debate, transferred and role model.**

Activity 23.6.1**Vocabulary: Identify words they do not know****(8 minutes)**

Follow *I do, We do* and *You do* to identify words that learners do not know from the story at page 109 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 23.6.2**Vocabulary: Giving meanings of words****(12 minutes)**

Follow *I do, We do* and *You do* to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 23.6.3**Vocabulary: Choosing opposites of words****(12 minutes)**

Follow *I do, We do* and *You do* to choose opposites of words in Exercise D at page 112. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences using the words identified by the learners.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23**Our new teacher: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- analyse a story
- write answers to comprehension questions

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

Checklist

Introduction**(2 minutes)**

Ask learners to say what they remember about the story *Our new teacher*.

Activity 23.7.1**Comprehension: Reading a story silently****(8 minutes)**

Follow *I do*, *We do* and *You do* to read the story *Our new teacher* at page 109 and find answers to the following pre-questions:

- 1 Why were Standard 4 learners not sure that they will learn on Monday?
- 2 What did the head teacher of Nakoma School announce during the assembly?

Let learners read the story silently. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 23.7.2**Comprehension: Talking about the story****(7 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Encourage learners to use details from the story to answer in full sentences. Use these questions:

1. Where is the story taking place?
2. Name the main characters in the story.
3. Who did you like most in the story? Why?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 23.7.3**Comprehension: Writing answers to comprehension questions****(15 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 110. Show learners how to use details from the story to answer in complete sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read their answers to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23**Our new school: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- describe layout of a letter
- complete a letter

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

Sample letter

Introduction**(2 minutes)**

Ask the learners to mention things they like about their teacher.

Activity 23.8.1**Productive writing: Describe layout of a letter****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach the layout of a letter. Discuss the layout of a letter with learners. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 23.8.2**Productive writing: Completing a letter****(20 minutes)**

Follow *I do*, *We do* and *You do* to complete a letter in Exercise E at page 113. Complete the letter with learners. Ask learners to complete a letter in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select well written letter and ask the learners to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23**Our new school: Supplementary Readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 23.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* to read while asking oneself questions on the story they have chosen. Let learners read the story. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 23.9.2**Retelling stories****(10 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask the learners to say which of the stories they listened to is most interesting and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 23	Our new school: Revision	Lesson 10 (35 minutes)
<i>In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.</i>		

Success criteria	Lessons	Activities

UNIT 24	Keeping our bodies strong: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • write sentences on keeping our bodies strong <p>Suggested resources (in addition to the learner's book) Chart</p>	

Introduction

(2 minutes)

Ask the learners to say how they care for their bodies.

Activity 24.1.1

Oral Language: Asking for and giving information (12 minutes)

Follow *I do*, *We do* and *You do* to teach asking and giving information. Ask: *How do you keep your bodies strong?* Say: *I keep my body strong by eating good food.* Tell learners to practise asking and giving information on keeping the body strong in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.1.2

Writing Connected to Oral Language Structure: Writing sentences (18 minutes)

Follow *I do*, *We do* and *You do* to write sentences in Exercise A at page 116. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to say how they can keep their bodies strong.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24	Keeping our bodies strong: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate background knowledge • give meaning of words • read a story using radio reading <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(2 minutes)

Let learners ask for and give information on keeping their bodies strong.

Activity 24.2.1

Comprehension: Activating background knowledge

(15 minutes)

Activating background knowledge is a way to help learners understand what they read by making connections to what they already know. Follow *I do*, *We do* and *You do* to teach activating background knowledge on the story *Keeping our bodies strong* at page 114 using the title and illustration. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.2.2

Vocabulary: Giving meanings of words

(10 minutes)

Follow *I do*, *We do* and *You do* to teach meanings of the following words: **energy, fitness, waste, enough** and **fresh**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 24.2.3

Fluency: Reading a story using radio reading

(5 minutes)

Follow *I do*, *We do* and *You do* to teach reading the story *Keeping our bodies strong* at page 114 using radio reading. Let learners read the story using radio reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to say what they have learnt by sharing their experiences on keeping their bodies strong.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24	Keeping our bodies strong: Oral Language and Grammar	Lesson 3
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • identify gerunds • complete sentences using gerunds <p>Suggested resources (in addition to the learner's book)</p> <p>a song about body parts, chart.</p>	

Introduction

(2 minutes)

Sing a song about body parts, ‘This is my head…’

Activity 24.3.1

Oral Language: Asking for and giving information (9 minutes)

Follow *I do*, *We do* and *You do* to teach asking and giving information. Ask: *How do you keep your bodies strong?* Say: *I keep my body strong by eating good food.* Tell learners to practise asking and giving information on keeping the body strong in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary

Activity 24.3.2

Grammar: Identifying gerunds

(10 minutes)

Follow *I do*, *We do* and *You do* to teach gerunds. Use the first sentence from the sentences below as an example:

- 1 Reading is my hobby.
- 2 Writing a book is simple.
- 3 I enjoy swimming.
- 4 Mary likes sweeping.

Tell learners that the word *reading* in the first sentence is a gerund. A gerund ends in *-ing* and it functions as a noun. Let learners identify gerunds in the remaining three sentences in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.3.3

Grammar: Completing sentences using gerunds

(11 minutes)

Follow *I do*, *We do* and *You do* to complete sentences using gerunds in Exercise B at page 117. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(2 minutes)

Ask learners to make sentences using the following gerunds: **eating, playing and singing.**

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24	Keeping our bodies strong: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• activate background knowledge• read a story using radio reading• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to read the following words from the word cards: energy, waste and fitness.	

Activity 24.4.1	Comprehension: Activating background knowledge	(12 minutes)
Activating background knowledge is a way to help learners understand what they read by making connections to what they already know. Follow <i>I do, We do</i> and <i>You do</i> to teach activating background knowledge on the story <i>Keeping our bodies strong</i> at page 114 using the title and illustration. In the <i>We do</i> , have learners work in small groups. In the <i>I do</i> , have learners work in pairs. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 24.4.2	Fluency: Reading the story using radio reading	(10 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach reading the story <i>Keeping our bodies strong</i> at page 114 using radio reading. Let learners read the story using radio reading. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 24.4.3	Comprehension: Answering comprehension questions orally	(8 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach answering comprehension questions at page 116 orally. Show how to use details from the story to answer in full sentences. Let learners answer comprehension questions orally. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion**(3 minutes)**

Ask some learners to read a paragraph from a story using radio reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24**Keeping our bodies strong: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- ask for information
- give information
- identify gerunds
- write sentences using gerunds

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

Chart with gerund words

Introduction**(2 minutes)**

Ask learners to sing a song about body parts *This is my head ...*

Activity 24.5.1**Oral Language: Asking for and giving information****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach asking and giving information on keeping the body strong. Ask *How do you keep your body strong?* Say: *I keep my body strong by doing physical exercises.* Let learners practise giving information on keeping the body strong. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.5.2**Grammar: Identifying gerunds****(8 minutes)**

Follow *I do*, *We do* and *You do* to identify gerunds from the story *Keeping our bodies strong* at page 114. Let learners identify gerunds from the story in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.5.3**Grammar: Writing sentences using gerunds****(12 minutes)**

Follow *I do*, *We do* and *You do* to write sentences using gerunds in exercise C at page 117. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read sentences that have been correctly written.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24**Keeping our bodies strong: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- complete a crossword puzzle

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

Word cards

Introduction**(2 minutes)**

Ask learners to mention activities they do at school to keep their bodies strong.

Activity 24.6.1**Vocabulary: Identifying words they do not know****(7 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 114 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 24.6.2**Vocabulary: Giving meanings of words****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.6.3**Vocabulary: Completing a crossword puzzle****(15 minutes)**

Follow *I do*, *We do* and *You do* to solve the crossword puzzle in Exercise D at page 118. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences with some of the words they identified.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24**Keeping our bodies strong: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about a text
- answer comprehension questions

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

Word cards

Introduction**(2 minutes)**

Ask learners to read the following words from word cards: **energy, enough and exercise.**

Activity 24.7.1**Comprehension: Reading a story silently****(7 minutes)**

Follow *I do, We do* and *You do* to read the story *Keeping the body strong* at 114 and find answers to the following pre-questions:

1. Mention one way of keeping our bodies strong.
2. Why is drinking water important?

Let learners read the story silently. Walk around and help struggling learners.

Repeat *I do* and *We do* if necessary.

Activity 24.7.2**Comprehension: Talking about a text****(10 minutes)**

Follow *I do, We do* and *You do* to talk about the story. Show learners how to use details from the story to answer the questions in full sentences. Use these questions:

1. What lesson do you learn from the story?
2. Do you like the story? Why?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.7.3**Comprehension: Writing answers to comprehension questions****(15 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 116. Show learners how to use details from the story to answer the questions in full sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to sing a song about keeping our bodies strong and healthy for example:
This is the way we....

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24**Keeping our bodies strong: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- complete a letter
- write a letter

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

sample letter

Introduction**(2 minutes)**

Ask learners if they have ever received a letter. Who wrote them?

Activity 24.8.1**Productive Writing: Completing a letter****(12 minutes)**

Follow *I do*, *We do* and *You do* to complete a letter in Exercise E at page 119. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 24.8.2**Productive Writing: Writing a letter****(18 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a letter to a friend. Write a sample letter to a friend on the chalkboard. Ask learners to write a letter in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written letter and ask the learners to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24**Keeping our bodies strong: Supplementary Readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 24.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* to activate background knowledge using the title and illustration of the story they have chosen to read. Let learners read the story. Walk around and help struggling learners. Repeat *I do* and *we do* if necessary.

Activity 24.9.2**Retelling stories****(10 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback.

Conclusion**(3 minutes)**

Ask the learners to say which of the stories they listened to is most interesting and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons.

UNIT 24**Keeping our bodies strong: Revision Lesson 10 (35 minutes)**

In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 25**The bus driver: Oral Language****Lesson 1****Success criteria**

Learners must be able to:

- provide situations for bidding farewell
- give ways of bidding farewell
- complete a dialogue

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

Pictures

Introduction**(5 minutes)**

Ask the learners what happens when they are parting ways with their friends or relatives?

Activity 25.1.1**Oral Language: Providing situations for bidding farewell****(6 minutes)**

Follow *I do*, *We do* and *You do* to give situations for bidding farewell, for example; *when leaving home*. Let learners give situations for bidding farewell. Listen and give feedback. Repeat *I do* and *we do* if necessary.

Activity 25.1.2**Oral Language: Giving ways of bidding farewell (10 minutes)**

Follow *I do*, *We do* and *You do* to give ways of bidding farewell. Say: We say *goodbye* when bidding farewell. Let learners discuss ways of bidding farewell in pairs. Walk around and help struggling learners. Repeat *I do* and *we do* if necessary.

Activity 25.1.3**Writing connected to Oral Language structure:
Completing a dialogue using expressions for
bidding farewell (12 minutes)**

Follow *I do*, *We do* and *You do* to complete a dialogue in Exercise A at page 122. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *we do* if necessary.

Conclusion**(2 minutes)**

Let learners play a game using a focus ball e.g. throw a ball to learners and ask the one holding it to say an expression for bidding farewell.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25**The bus driver: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- ask questions as they read
- read a story using buddy reading

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

Pictures

Introduction**(2 minutes)**

Ask learners if they have ever travelled by bus. Where were they going?

Activity 25.2.1**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **checks, hire, passenger, splash** and **pedestrian**. Help struggling learners.

Repeat *I do* and *We do* if necessary.

Activity 25.2.2	Comprehension: Self questioning	(8 minutes)
------------------------	--	--------------------

During reading, learners ask themselves *who*, *what*, *when*, *where*, *why*, and *how* questions to better understand the story. Follow *I do*, *We do* and *You do* to teach self-questioning using the story *The bus driver* at page 120. In the *We do*, have learners work in small groups. In the *You do*, have learners work in pairs. Let learners read the story while asking oneself questions. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.2.3	Fluency: Reading a story using buddy reading	(12 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to teach reading the story *The bus driver* at page 120 using buddy reading. Let learners read the story using buddy reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion	(3 minutes)
-------------------	--------------------

Ask some learners to read some paragraphs using buddy reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25	The bus driver: Oral Language and Grammar	Lesson 3
----------------	--	-----------------

Success criteria

Learners must be able to:

- bid farewell
- identify common nouns ending with *-er*
- complete sentences using common nouns with the suffix *-er*

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

List of common nouns

Introduction	(2 minutes)
---------------------	--------------------

Ask learners to give situations for bidding farewell.

Activity 25.3.1	Oral Language: Bidding farewell	(10 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to bid farewell. Help learners to say: *I am going for a holiday*. Say: *Goodbye, wishing you a safe trip*. Ask learners to practise bidding farewell

using different expressions in pairs. Walk around and help struggling learners. Repeat *I do* and *we do* if necessary.

Activity 25.3.2 Grammar: Identify common nouns with suffix -er (8 minutes)

Remind learners that a common noun is a name which is not specific to a person, place, or thing. Follow *I do*, *We do* and *You do* to teach common nouns ending with *-er* using the first sentence from the following sentences.

- a My teacher is Mrs Khonje.
- b The driver is waving at children.
- c My father is a carpenter.

Tell learners that the word *teacher* in the first sentence is a common noun ending with *-er*. Let learners identify common nouns ending with *-er* in the remaining two sentences. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 25.3.3 Writing Connected to Oral Language Structure: Completing sentences (13 minutes)

Follow *I do*, *We do* and *You do* to complete sentences in Exercise B at page 123. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion (2 minutes)

Ask the learners to give common nouns with suffix *-er*.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25	The bus driver: Reading	Lesson 4
Success criteria Learners must be able to: <ul style="list-style-type: none">• ask themselves questions as they read• read a story using buddy reading• answer comprehension questions orally Suggested resources (in addition to the learner's book) Charts		
Introduction (3 minutes) Ask learners to make sentences using these words: passengers , pedestrians and splash .		

Introduction (3 minutes) Ask learners to make sentences using these words: passengers , pedestrians and splash .

Activity 25.4.1	Comprehension: Self questioning	(15 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to teach self-questioning using the story *The bus driver* at page 120. Let learners read the story while asking oneself questions. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.4.2	Fluency: Reading using buddy reading	(7 minutes)
------------------------	---	--------------------

Follow *I do*, *We do* and *You do* to teach reading the story *The bus driver* at page 120 using buddy reading. Let learners read the story using buddy reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.4.3	Comprehension: Answering comprehension questions orally	(8 minutes)
------------------------	--	--------------------

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 122 orally. Show learners how to use details from the story to answer questions in full sentences. Let learners answer the comprehension questions orally. Listen and give feedback. Repeat *I do* and *We do* if necessary.

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

Let learners read a paragraph using buddy reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25	The bus driver: Oral Language and Grammar	Lesson 5
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• bid farewell• form common nouns with the suffix -er• make sentences with common nouns		
Suggested resources (in addition to the learner's book)		
Charts		

Introduction**(2 minutes)**

Ask learners to say expressions for bidding farewell.

Activity 25.5.1**Oral Language: Bidding farewell****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach bidding farewell. Help a learner to say: *My holiday is over, I am going back home*. Say: *Goodbye, have a nice trip*. Let learners practise bidding farewell in pairs. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.5.2**Grammar: Forming common nouns with the suffix –er****(9 minutes)**

Follow *I do*, *We do* and *You do* to teach forming common nouns with suffix *-er*. Use verbs **teach** and **play** to form common nouns **teacher** and **player** respectively. Let learners form common nouns from these verbs: **farm**, **paint** and **build**. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.5.3**Grammar: Making sentences****(9 minutes)**

Follow *I do*, *We do* and *You do* to make sentences with common nouns in Exercise C at page 123. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to form nouns from the following verbs: **build**, **paint** and **dance**.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25**The bus driver: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- complete a paragraph

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

Flash cards

Introduction**(2 minutes)**

Ask learners to make sentences with the following words orally: **splash** and **hire**.

Activity 25.6.1 Vocabulary: Identifying words they do not know (12 minutes)

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story *The bus driver* at page 120 through silent reading. Remind them to write the words as they are reading. Help struggling learners Repeat *I do* and *We do* if necessary.

Activity 25.6.2 Vocabulary: Giving meanings of words (5 minutes)

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.6.3 Vocabulary: Completing a paragraph. (13 minutes)

Follow *I do*, *We do* and *You do* to complete a paragraph in Exercise D at page 124. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion (3 minutes)

Ask learners to make sentences with the words they have identified during reading.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25	The bus driver: Comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a story silently• talk about a story• answer comprehension questions <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction (2 minutes)

Ask learners to read words from word cards: **driver**, **passenger** and **pedestrian**.

Activity 25.7.1	Comprehension: Reading a story silently	(9 minutes)
------------------------	--	--------------------

Follow *I do*, *We do* and *You do* to read the story *The bus driver* at page 120 and find answers to the following pre-questions:

1. Who was the owner of the buses?
2. Why did Mr Malinga liked by many people?

Let learners read the story silently. Walk around and assist struggling learners. Repeat *I do* and *We do* if necessary.

Activity 25.7.2	Comprehension: Talking about a story	(12 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

1. What do you like in the story?
2. Which character in the story have you liked? Why?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.7.3	Comprehension: Writing answers to comprehension questions	(10 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 122.

Show how to use details from the story to answer in full sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

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

Ask some learners to read their answers to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25	The bus driver: Productive Writing	Lesson 8
Success criteria		
Learners must be able to: <ul style="list-style-type: none">• plan a composition• write a composition		
Suggested resources (in addition to the learner's book)		
Learners' experience		

Introduction**(2 minutes)**

Ask learners to share behaviors of a good driver they have ever seen.

Activity 25.8.1**Productive Writing: Planning a composition****(10 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition using guiding questions and circles in Exercise E at page 124. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 25.8.2**Productive Writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *The bus driver*. Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Select a well written letter and ask the learners to read it to the class.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25**The bus driver: Supplementary Readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 25.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* to show learners how to use self-questioning with the story they have chosen to read. Let learners read the story. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 25.9.2**Retelling stories****(10 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback.

Conclusion**(3 minutes)**

Ask the learners to say which of the stories they listened to is most interesting and why.

Teacher Reflection

Write your observations in the evaluation section of your lesson plan by answering questions as in fully scripted lessons

UNIT 25**The bus driver: Revision****Lesson 10 (35 minutes)**

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 26	Chisomo and his friends: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • extend invitation • accept invitation • complete a dialogue <p>Suggested resources (in addition to the learner's book) Real object, shopping corner</p>	

Introduction

(2 minutes)

Ask learners to share their own experiences on what happens when buying and selling things at the market.

Activity 26.1.1

Oral Language: Extending and accepting invitation

(15 minutes)

Follow *I do, We do* and *You do* to teach extending and accepting invitation on selling things. Call some learners to the shopping corner and say: *Buy from me good oranges!* Help the learners to say: *How much is it?* Say: *They are going at K50 each.* Let learners practise extending and accepting invitation. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.1.2

Writing Connected to Oral Language structure: Completing a dialogue

(15 minutes)

Follow *I do, We do* and *You do* to complete a dialogue in Exercise A at page 127. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to say how they can extend and accept invitations at the market.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26	Chisomo and his friends: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • activate background knowledge • read a story using shared reading <p>Suggested resources (in addition to the learner's book) Real object, word cards</p>	

Introduction	(2 minutes)
Ask learners to mention toys they play with at home.	

Activity 26.2.1	Vocabulary: Giving meanings of words	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach meanings of the following words using appropriate strategies: area , worried , reminded , belongings and bought . Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 26.2.2	Comprehension: Activating background knowledge	(7 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach activating background knowledge on the story <i>Chisomo and his friends</i> at page 125 using the title and illustration. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 26.2.3	Fluency: Reading a text using shared reading	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach reading the story <i>Chisomo and his friends</i> at page 125 using shared reading. Let learners read the story using shared reading. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask learners to read the following words from the word cards: belongings , worried and bought .	

Teacher Reflection
Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26	Chisomo and his friends: Oral Language and Grammar	Lesson 3
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • express feelings about invitation • give opposite using prefix dis- • write opposite <p>Suggested resources (in addition to the learner's book)</p> <p>Chart</p>	

Introduction	(2 minutes)
Ask learners to extend invitations that are done at the market.	

Activity 26.3.1	Oral Language: Expressing feelings about invitation	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing feelings about invitations at the market. Say: <i>When I was invited to buy mangoes, I felt unhappy because I disliked them.</i> Let learners express their feelings on different invitations made to them at the market in pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 26.3.2	Grammar: Giving opposites using prefix <i>dis-</i>	(11 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach opposites with prefix <i>-dis</i> using these words: appoint and approve . Tell learners that the opposites of these words can be formed by adding the prefix <i>-dis</i> as disappoint and disapprove respectively. Let learners give the opposites of appear , advantage and obey . Make sure learners know the meaning of the opposite words with the prefix <i>-dis</i> . Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 26.3.3	Grammar: Writing opposites using prefix <i>dis-</i>	(9 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to give opposites in Exercise B at page 127. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask learners to give opposites of the following words using prefix <i>-dis</i> : qualify , appear , allow , like , believe and regard .	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26	Chisomo and his friends: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• activate background knowledge• read a text using shared reading• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) Chart</p>	

Introduction

(2 minutes)

Ask learners to read the following words from word cards: **reminded, belongings** and **bought**.

Activity 26.4.1

Comprehension: Activating background knowledge

(13 minutes)

Follow *I do, We do* and *You do* to teach activating background knowledge on the story *Chisomo and his friends* at page 125 using the title and illustration. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.4.2

Fluency: Reading a story using shared reading

(12 minutes)

Follow *I do, We do* and *You do* to teach reading the story *Chisomo and his friends* at page 125 using shared reading. Let learners read the story using shared reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.4.3

Comprehension: Answering comprehension questions orally

(9 minutes)

Follow *I do, We do* and *You do* to teach answering comprehension questions at page 126 orally. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(2 minutes)

Ask some learners to say what they have learnt from the story *Chisomo and his friends*.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26	Chisomo and his friends: Oral Language and Grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express feelings• form opposites• make sentences <p>Suggested resources (in addition to the learner's book) Chart</p>	

Introduction

(2 minutes)

Ask learners to mention things that are sold at the market.

Activity 26.5.1

Oral Language: Expressing feelings

(10 minutes)

Follow *I do*, *We do* and *You do* to teach expressing feelings about invitations at the market.

Say: *When I was invited to buy mangoes, I felt unhappy because I disliked them.* Let learners express their feelings on different invitations made to them at the market in pairs.

Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.5.2

Grammar: Forming opposites

(10 minutes)

Follow *I do*, *We do* and *You do* to form opposites by adding prefix *-dis* using the following words: **allow**, **respect** and **approve**. Make sure learners understand the meaning of the opposite words with the prefix *-dis*. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.5.3

Grammar: Making sentences

(10 minutes)

Follow *I do*, *We do* and *You do* to make sentences in Exercise C at page 127. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask some learners to read their sentences to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26	Chisomo and his friends: Vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• identify words they do not know• give meanings of words• complete a cross word puzzle <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction

(2 minutes)

Ask learners to make sentences with these words: **area, bought** and **worried**.

Activity 26.6.1

Vocabulary: Identifying words they do not know

(8 minutes)

Follow *I do, We do* and *You do* to identify words that learners do not know from the story at page 125 through silent reading. Remind learners to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 26.6.2

Vocabulary: Giving meanings of words

(10 minutes)

Follow *I do, We do* and *You do* to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.6.3

Vocabulary: Completing a crossword puzzle

(11 minutes)

Follow *I do, We do* and *You do* to solve the crossword puzzle in Exercise D at page 128. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(2 minutes)

Ask learners to make sentences with some of the words they identified during reading.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26	Chisomo and his friends: Comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a story silently• talk about the story• answer comprehension questions		
<p>Suggested resources (in addition to the learner's book) Word cards</p>		

Introduction

(2 minutes)

Ask learners to read these words from word cards: **worried**, **remind** and **bought**.

Activity 26.7.1

Comprehension: Reading a story silently

(10 minutes)

Follow *I do*, *We do* and *You do* to read the story *Chisomo and his friends* at page 125 and find answers to the following pre-questions:

1. Who were Chisomo's friends?
2. How did Masauko's friends help him to buy a new exercise book?

Let learners read the story silently. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 26.7.2

Comprehension: Talking about a text

(9 minutes)

Follow *I do*, *We do* and *You do* to talk about the story using the following questions: *What are the behaviors of Chisomo and Masauko? Why do they behave this way?* Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.7.3

Comprehension: Writing answers to comprehension questions

(12 minutes)

Follow *I do*, *We do* and *You do* to write answers to the comprehension questions at page 126. Show how to use details from the story to answer the questions in full sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(2 minutes)**

Ask learners to say what they have learnt in the story *Chisomo and his friends*.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26**Chisomo and his friends: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Sample composition

Introduction**(2 minutes)**

Ask learners to mention different types of toys they play with.

Activity 26.8.1**Productive Writing: Planning a composition****(10 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition on *Making toys* using the guiding questions and circles in Exercise E at page 129. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 26.8.2**Productive Writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to write a composition on *Making toys*. Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written composition and ask the learners to read it to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26**Chisomo and his friends: Supplementary Readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 26.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* to activate background knowledge using the title and illustration of the story they have chosen to read. Let learners read the story. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 26.9.2**Retelling stories****(10 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback.

Conclusion**(3 minutes)**

Ask learners to say which of the stories they listened to is most interesting and why.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 26	Chisomo and his friends: Revision	Lesson 10	(35 minutes)
----------------	--	------------------	---------------------

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 27	We are one: Oral language	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express approval • express disapproval • complete a dialogue on expressing approval and disapproval <p>Suggested resources (in addition to the learner's book) items that can be shared</p>		

Introduction	(2 minutes)
Ask learners to say what they do when someone has done something good or bad.	

Activity 27.1.1	Oral language: Expressing approval	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing approval. For example, call a learner and say: <i>Do you share food with your friends?</i> Help the learner to say: <i>Yes I do</i> . Say: <i>That's good of you</i> . Ask learners to practice expressing approval using different situations. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 27.1.2	Oral language: Expressing disapproval	(7 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach expressing disapproval. For example, call a learner and say: <i>Do you share food with your friends?</i> Help the learner to say: <i>No I don't</i> . Say: <i>That's not good. You should share food with your friends</i> . Ask learners to practice expressing disapproval using different situations. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 27.1.3**Writing connected to oral language structure:
Completing a dialogue** (15 minutes)

Follow *I do*, *We do* and *You do* to complete a dialogue on expressing approval and disapproval in Exercise A at page 132. Tell learners to write the sentences in their exercise books. Walk around and help learners who are struggling. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask some learners to express approval and disapproval.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27**We are one: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a dialogue by dramatising it
- summarise a dialogue

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

Word cards

Introduction

(2 minutes)

Ask learners to mention the household chores they do at home.

Activity 27.2.1**Vocabulary: Giving meanings of words**

(8 minutes)

Follow *I do*, *We do* and *You do* to teach the meanings of the following words using appropriate strategies: **unfair**, **accept**, **quarrel**, **roles** and **equality**. Help struggling learners.

Activity 27.2.2**Fluency: Reading a dialogue by dramatising it**

(10 minutes)

Follow *I do*, *We do* and *You do* to teach reading the dialogue *We are one* at page 130 using dramatised reading. Let learners read the dialogue by dramatising it. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 27.2.3	Comprehension: Summarising a dialogue	(12 minutes)
------------------------	--	---------------------

Summarizing a text involves identifying the main idea and including only the most important details to support it. Follow *I do*, *We do* and *You do* to teach summarising the dialogue *We are one* at page 130. In the *We do*, have learners work in small groups. In the *I do*, have learners work in pairs. Let learners read the dialogue and summarise it. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to make sentences the with following words: **accept, quarrel and roles**

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27	We are one: Oral language and Grammar	Lesson 3
----------------	--	-----------------

Success criteria

Learners must be able to:

- express approval and disapproval
- identify adjectives in sentences
- underline adjectives in sentences

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

List of adjectives on a chart

Introduction	(2 minutes)
---------------------	--------------------

Ask learners to say what they do when one does something they are not happy with it.

Activity 27.3.1	Oral language: Expressing approval and disapproval	(10 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to teach expressing approval and disapproval. For example, call a learner and ask: *Do you study at home?* Help the learner to say: *Yes I do/ No, I don't.* Say: *That's good/ That's not good.* Ask learners to practice expressing approval and disapproval using different situations. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary

Activity 27.3.2	Grammar: Identifying adjectives in sentences	(10 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to teach adjectives ending with -ful. Use these sentences:

- 1 Today is a good day.
- 2 She is wearing a green dress.
- 3 Angela is a beautiful girl.

Tell learners that the words **good** and **green** are adjectives. Explain to the learners that an adjective is a word that describes people, animals, places and things. Let learners identify adjectives in the remaining sentence. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 27.3.3	Grammar: Underlining adjectives in sentences	(10 minutes)
------------------------	---	---------------------

Follow *I do*, *We do* and *You do* to underline adjectives in Exercise B at page 133. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion	(3 minutes)
-------------------	--------------------

Ask learners to mention more examples of adjectives.

Teacher Reflection	
---------------------------	--

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27	We are one: Reading	Lesson 4
Success criteria Learners must be able to: <ul style="list-style-type: none"> • read a dialogue by dramatizing it • answer comprehension questions orally • summarise a dialogue Suggested resources (in addition to the learner's book) Chart		
Introduction (2 minutes) Ask learners to share their own experiences on how chores are assigned to them in their respective homes.		

Activity 27.4.1	Fluency: Reading a dialogue by dramatising it	(14 minutes)
------------------------	--	---------------------

Follow *I do*, *We do* and *You do* to teach reading the dialogue *We are one* at page 130 by dramatizing it. Let learners read the dialogue by dramatising it. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 27.4.2**Comprehension: Answering comprehension questions orally****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 132 orally. Show learners how to use details from the dialogue to answer in complete sentences. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 27.4.3**Comprehension: Summarising a text****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach summarising the dialogue *We are one* at page 130. Let learners read the dialogue and summarise it. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(2 minutes)**

Ask some learners to read part of the dialogue while dramatising it.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27**We are one: Oral language and grammar****Lesson 5****Success criteria**

Learners must be able to:

- make apologies
- accept apologies
- use adjectives
- write sentences using adjectives

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

Real objects like a table or bag,

Introduction**(3 minutes)**

Ask learners to say what they do when they have done something wrong to someone.

Activity 27.5.1**Oral language: Making and accepting apologies****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach making and accepting apologies. For example, call a learner and push him/her and help him/her to say: *Why are you pushing me?* Say: *I am*

sorry. Help the learner say: *It's alright*. Ask learners to practice making and accepting apologies using different situations. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 27.5.2

Grammar: Using adjectives in sentences

(8 minutes)

Follow *I do*, *We do* and *You do* to make sentences using these adjectives: **beautiful**, **cheerful**, **old**, and **strong**.

- 1 Our school has **beautiful** toilets.
- 2 Fatsani is a **cheerful** boy.

Let learners make sentences using the remaining words in pairs. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 27.5.3

Grammar: Writing sentences using adjectives

(12 minutes)

Follow *I do*, *We do* and *You do* to make sentences using adjectives in Exercise C at page 133. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(2 minutes)

Ask learners to give more examples of adjectives.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27

We are one: Vocabulary

Lesson 6

Success criteria

Learners must be able to:

- identify words they do not know
- give meanings of words
- solve a crossword puzzle

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

Word cards

Introduction

(2 minutes)

Ask learners to make sentences using these words: **quarrel**, **roles**, **accepts** and **unfair**.

Activity 27.6.1**Vocabulary: Identify words they do not know****(8 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 130 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 27.6.2**Vocabulary: Giving meanings of words****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 27.6.3**Vocabulary: Choosing opposites of words****(12 minutes)**

Follow *I do*, *We do* and *You do* to choose opposites of the given words in Exercise D at page 134. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences using the words identified by the learners.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27**We are one: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a dialogue silently
- analyse characters in a dialogue
- write answers to comprehension question

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

Chart

Introduction**(2 minutes)**

Ask learners to say what they remember about the dialogue *We are one*.

Activity 27.7.1**Comprehension: Reading a dialogue silently****(8 minutes)**

Follow *I do*, *We do* and *You do* to read the dialogue *We are one* at page 130 and find answers to the following pre-questions:

- 1 Who is the head girl at Nkhunda Primary School?
- 2 How does Fatsani share roles with other learners?

Let learners read the story silently. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 27.7.2**Comprehension: Talking about the dialogue****(7 minutes)**

Follow *I do*, *We do* and *You do* to talk about the dialogue. Use these questions:

- 1 Where is the dialogue taking place?
- 2 Name the main characters in the dialogue.
- 3 What have you learnt from the dialogue?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary

Activity 27.7.3**Comprehension: Writing answers to comprehension questions****(15 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 132.

Show learners how to use details from the dialogue to answer questions in full sentences.

Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to say what they like about the dialogue.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27**We are one: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Sample composition

Introduction**(2 minutes)**

Ask some learners to mention some of the chores they do at home.

Activity 27.8.1**Productive writing: Planning a composition****(10 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition using guiding questions in the circles in Exercise E at page 134. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 27.8.2**Productive writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *Roles of both boys and girls*. Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written composition and ask the learners to read it to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27**We are one: Supplementary Readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 27.9.1**Reading supplementary readers****(20 minutes)**

Summarizing a text involves identifying the main idea and including only the most important details to support it. Follow *I do*, *We do* and *You do* to show learners how to read

and summarize the story they have chosen. Let learners read the story and summarize it. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 27.9.2

Retelling stories

(10 minutes)

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask the learners to say which of the stories they listened to is most interesting and why.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 27

We are one: Revision

Lesson 10 (35 minutes)

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 28	Let's do it again: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral language structure learnt • write oral language structure learnt <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Introduction for this lesson will depend on the oral language structure selected for revision	

Activity 28.1.1	Oral Language: Using oral language structures	(10 minutes)
Revise with the learners any of the following oral language structures which learners had problems with from activity 1 and 2 of lessons 1 of units 23 to 27.		
• Giving situations for expressing appreciation		activity 28.1.1
• Asking for and giving information		activity 24.1.1
• Providing situations for bidding farewell		activity 25.1.1
• Extending and accepting invitation		activity 26.1.1
• Expressing approval		activity 27.1.1
• Expressing appreciation		activity 23.1.2
• Bidding farewell		activity 25.1.2
• Completing a dialogue		activity 26.1.2
Walk around and help learners who are struggling		

Activity 28.1.2	Writing connected to oral language structure	(20 minutes)
Revise writing oral language structure selected in activity 28.1.1. Walk around and help struggling learners.		

Conclusion	(3 minutes)
Ask some learners to repeat the oral activity they have practiced.	

Teacher Reflection
Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 28	Let's do it again: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • use any fluency strategies learnt • use any comprehension strategies learnt <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Ask learners to read some words covered in units 23 to 28 from the word cards.	

Activity 28.2.1	Vocabulary: Giving meanings of words	(5 minutes)
Revise any of the words learnt in units 23 to 27 using different techniques like: giving synonyms, antonyms, using them in sentences or defining them. When learners continue to struggle with understanding you may use local language to teach the meaning of the word		

Activity 28.2.2	Fluency: Using fluency strategies	(14 minutes)
Revise any of the fluency strategies that learners had problems with using the story <i>The surprise</i> on page 135 strategies include:		

- Chunking
- Radio reading
- Buddy reading
- Shared reading
- Dramatised reading

Activity 28.2.3	Comprehension: Using comprehension strategies	(12 minutes)
Revise any of the following comprehension strategies that learners had problems with in units 23-27 using the story <i>The surprise</i> :		

- Self-questioning
- Activating background knowledge
- Summarising

Conclusion	(2 minutes)
Ask learners to give meanings of some words in the story	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 28	Let's do it again: Oral language and Grammar	Lesson 3
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• use oral language structure oral learnt• use grammar point learnt• complete a grammar activity		
Suggested resources (in addition to the learner's book)		
The resource will depend on the nature of the selected review activity.		

Introduction

(2 minutes)

Ask learners to say sentences in simple past tense

Activity 28.3.1	Oral Language: Using oral language structure	(5 minutes)
Revise with the learners any of the following language structures from activity 1 of lessons 3 of units 18 to 27: <ul style="list-style-type: none">• Expressing appreciation• Asking for and giving information• Bidding farewell• Expressing feeling about invitation• Expressing approval and disapproval		
Walk around and help struggling learners.		

Activity 28.3.2	Oral Language: Using oral language structure	(10 minutes)
Revise with the learners any of the following language structures from activity 1 of lessons 3 of units 18 to 27: <ul style="list-style-type: none">• Expressing appreciation• Asking for and giving information• Bidding farewell• Expressing feeling about invitation• Expressing approval and disapproval		
Walk around and help struggling learners.		

Activity 28.3.3**Written Exercise: Writing on grammar****(15 minutes)**

Revise writing grammar activities selected in activity 28.3.2. (You can also use Unit 28 Exercise A or B if possible)

Walk around and help struggling learners.

Conclusion**(3 minutes)**

Ask learners some questions on the grammar item revised.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 28**Let's do it again: Reading****Lesson 4****Success criteria**

Learners must be able to:

- use fluency strategies learnt
- use comprehension strategies learnt
- answer comprehension questions orally

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

The resource will depend on the nature of the selected review activity.

Introduction**(2 minutes)**

Ask the learners to read aloud some of the words learnt in units 23 to 28 from the word cards.

Activity 28.4.1**Fluency: Using fluency strategies****(20 minutes)**

Read the story entitled *The surprise* using any of the following fluency strategies that learners were struggling with:

- Chunking
- Radio reading
- Buddy reading
- Shared reading

Activity 28.4.2**Comprehension: Using comprehension strategies****(10 minutes)**

Use the story in Unit 28, *The surprise* to revise any of the following comprehension strategies that learners were struggling with in Units 23 to 27.

- Self-questioning
- Activating background knowledge
- Summarising

Activity 28.4.3

Comprehension: Answering comprehension questions orally

(12 minutes)

Follow *I do*, *We do* and *You do* to answer comprehension questions on page 137. Let learners answer comprehension questions orally. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to say the lesson learnt from the story *The surprise*.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 28

Let's do it again: Assessment

Lesson 5

Success criteria

Learners must be able to:

- use what they have learnt in lessons 1 to 5 of units 23 to 28

Tip: Develop assessment items that will guide in checking the learners' understanding.

Assessing Learners

Below are the success criteria from lessons 1 to 5 of units 23 to 28. Check whether learners are able to:

- Use the oral language structures.
- Give meaning of words.
- Answer the comprehension questions.
- Use grammar points.
- Write grammar activities.
- Read fluently.

Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers.

UNIT 28	Let's do it again: Oral Language and Grammar	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral language structure learnt • use grammar points learnt • write a grammar activity learnt <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Let learners make sentences with words learnt in units 23 to 27.	

Activity 28.6.1	Oral Language: Using oral language structures	(10 minutes)
Revise any of the following oral language structures which learners did not do well in units 23 to 27:		
<ul style="list-style-type: none"> • Making and accepting apologies activity 23.5.1 • Asking for and giving information activity 24.5.1 • Bidding farewell activity 25.5.1 • Expressing feelings about invitations at the market activity 26.5.1 Walk around and help struggling learners.		

Activity 28.6.2	Grammar: Using grammar	(10 minutes)
Revise any of the following grammar activities from activity 2, in lesson 5 in units 23 to 27:		
<ul style="list-style-type: none"> • Using a comma and a full stop activity 23.5.2 • Identifying gerunds activity 24.5.2 • Forming common nouns with suffix -er activity 25.5.2 • Forming opposites using prefix -dis activity 26.5.2 Walk around and help learners who are struggling.		

Activity 28.6.3	Written exercise: Writing a grammar Activity	(10 minutes)
Revise writing grammar point selected in activity 28.6.2 (You can also use unit 28 Exercise A or B if possible)		

Conclusion	(3 minutes)
Ask learners to say what they have learnt.	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 28	Let's do it again: Vocabulary	Lesson 7
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• identify words they do not know• give meanings of words• write a vocabulary activity		
Suggested resources (in addition to the learner's book)		
Word cards		

Introduction	(2 minutes)
Ask learners to read some words learnt in units 23 to 28 from word cards.	

Activity 28.7.1	Vocabulary: Identifying words they do not know	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in identifying words that learners do not know from the story <i>The surprise</i> at page 135 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 28.7.2	Vocabulary: Giving meanings of words	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to give the meaning of the identified words from the story <i>The surprise</i> . Write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 28.7.3	Vocabulary: Identifying meanings of words	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to make sentences in Exercise C at page 138. Tell learners to write the exercise in their exercise books. Walk around and give feedback.		

Conclusion	(3 minutes)
Ask learners to read some words learnt in units 23 to 27 from word cards.	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 28	Let's do it again: Comprehension	Lesson 8
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• read a story silently• talk about a text• answer comprehension questions		
Suggested resources (in addition to the learner's book)		
Words cards		

Introduction

(2 minutes)

Ask learners to read some words from units 23 to 27 from word cards.

Activity 28.8.1

Comprehension: Reading a story silently

(7 minutes)

Follow *I do*, *We do* and *You do* to read the story *The surprise* at page 135 silently and find answers to the following pre-questions:

1. Where was Dumisani when the visitors came?
2. What did the uncle tell Dumisani?

Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 28.8.2

Comprehension: Talking about a text

(8 minutes)

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

1. Who are the characters in the story?
2. Where is the story taking place?
3. What have you learnt from the story?

Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 28.8.3

Comprehension: Writing answers to comprehension questions

(13 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 137. Tell learners to write answers of the comprehensions in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to give meanings of these words: **special, eager, checks, bought** and **belongings**.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 28**Let's do it again: Productive Writing****Lesson 9****Success criteria**

Learners must be able to:

- identify topic sentence and supporting points from a composition
- write a composition selected from units 18 to 21

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

Sample composition

Introduction**(2 minutes)**

Read some of the good paragraphs written by learners from units 23 to 27.

Activity 28.9.1**Productive Writing: Identifying a sample composition****(8 minutes)**

Discuss a sample composition from Exercise D of unit 28 at page 138. Focus much on topic sentences and the supporting points.

Activity 28.9.2**Productive Writing: Writing a composition****(10 minutes)**

Ask learners to select and revise one of the compositions they wrote from units 23 to 27.

Tell learners to rewrite the compositions bearing in mind the topic sentence and supporting points. Walk around and help struggling learners.

Conclusion**(3 minutes)**

Select a well written composition and ask learners to read it to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.



UNIT 28	Let's do it again: Assessment	Lesson 10
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• Assess learners on what they have learnt in lessons 6 to 9 of units 23 to 27.• Develop an assessment item that will guide in checking the learners' achievement of the success criteria in lessons 6 to 9 of units 23 to 27..		

Assessing Learners

Below are the success criteria from lessons 6 to 9 of units 23 to 27. Check whether learners are able to:

- read a story silently
- answer comprehension questions
- write a composition
- retell a story

Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers.

UNIT 29	A visit to the mountain: Oral language	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• mention pieces of advice• give advice• take advice• match sentences <p>Suggested resources (in addition to the learner's book)</p> <p>Chart</p>		

Introduction

(2 minutes)

Ask the learners to share their experiences on visits they have made.

Activity 29.1.1**Oral language: Mentioning pieces of advice****(7 minutes)**

Follow *I do*, *We do* and *You do* to mention pieces of advice they were given. For example: *You should not come home late*. Ask learners to mention pieces of advice they were once given by their teacher or parents. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.1.2**Oral language: Giving and taking advice****(12 minutes)**

Follow *I do*, *We do* and *You do* to give and take advice using *should*. For example: *You should carry food when travelling to eat it when you are hungry. Okay, thank you*. Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.1.3**Writing connected to oral language structure:
Matching sentences****(11 minutes)**

Follow *I do*, *We do* and *You do* to match situations with their advice in Exercise A at page 141. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some pairs to give and take advice.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29**A visit to the mountain: Reading****Lesson 2****Success criteria**

Learners must be able to:

- activate background knowledge
- give meanings of words
- read a story using chunking

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

Word cards

Introduction**(2 minutes)**

Ask learners to share experiences on different trips they made.

Activity 29.2.1**Comprehension: Activating background knowledge**

(15 minutes)

Follow *I do*, *We do* and *You do* to teach activating background knowledge on the story *A visit to the mountain* at page 139 using title and illustration. Let learners activate background knowledge to the story they will read. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.2.2**Vocabulary: Giving meanings of words**

(8 minutes)

Follow *I do*, *We do* and *You do* to teach the meanings of the following words using appropriate strategies: **picnic**, **warm**, **surprised**, **slippery**, and **nature**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 29.2.3**Fluency: Reading a story using chunking**

(7 minutes)

Follow *I do*, *We do* and *You do* to teach reading the story *A visit to the mountain* at page 139 using chunking. Let learners read the story using chunking. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to make sentences with these words: **picnic**, **warm** and **surprised**

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29**A visit to the mountain: Oral language and grammar****Lesson 3****Success criteria**

Learners must be able to:

- give advice
- take advice
- use simple past tense
- write sentences using simple past tense

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

Chart

Introduction**(2 minutes)**

Ask learners to give some pieces of advice they receive at home and school.

Activity 29.3.1**Oral language: Giving and taking advice****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach giving and taking advice using *should*. For example: *When you are climbing the mountain you should avoid pushing each other. Okay, thank you.* Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.3.2**Grammar: Using simple past tense****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach simple past tense. Use these sentences:

- 1 The teacher leaves her book on the table. (The teacher *left* her book on the table.)
- 2 We drive through a narrow bridge. (We *drove* through a narrow bridge.)
- 3 I see little birds in the tree.
- 4 We go to a boarding primary school.

Explain to the learners that the first two sentences have been changed from simple present tense to simple past tense by changing the verbs **leaves** to **left** and **drive** to **drove**. Let learners change the remaining two sentences. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 29.3.3**Grammar: Completing sentences****(12 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences by choosing the correct verb tense on Exercise B at page 142. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to change the following verbs to simple past tense: **eat**, **go** and **keep**.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29	A visit to the mountain: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate background knowledge • read a story using chunking • answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
---------------------	-------------

Ask learners to read these words from the word cards: **picnic, warm, surprised, slippery, and nature**

Activity 29.4.1	Comprehension: Activating background knowledge	(13 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach activating background knowledge on the story <i>A visit to the mountain</i> at page 139 using the title and illustration. Let learners activate background knowledge of the story. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 29.4.2	Fluency: Reading a text using chunking	(7 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach reading the story <i>A visit to the mountain</i> at page 139 using chunking. Let learners read the story using chunking. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 29.4.3	Comprehension: Answering comprehension questions orally	(10 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach answering comprehension questions at page 140 orally. Show learners how to use details from the story to answer in full sentences. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask learners to make sentences using these words: picnic, warm, surprised, and nature .	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29	A visit to the mountain: Oral language and grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give advice• take advice• use simple past tense• makes sentences using verbs in simple past tense <p>Suggested resources (in addition to the learner's book) Chart of irregular verbs</p>	

Introduction

(2 minutes)

Ask learners to say pieces of advice they get from their parents/teachers.

Activity 29.5.1

Oral language: Giving and taking advice

(10 minutes)

Follow *I do*, *We do* and *You do* to teach giving and taking advice using *should not*. For example. Say: *You should not visit forests without elders*. Help the learner to say: *I will not do that. Thank you*. Let learners practice giving and taking advice using different situations in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.5.2

Grammar: Using simple past tense

(8 minutes)

Follow *I do*, *We do* and *You do* to teach simple past tense using these words **spoke** and **bade** in sentences:

- 1 She spoke English fluently.
- 2 Mr Mvathiwa bade farewell to the children.

Explain to the learners that the sentences are in simple past tense. Let learners make sentences in past tense using **broke** and **told** in pairs. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 29.5.3**Grammar: Making sentences****(11 minutes)**

Follow *I do*, *We do* and *You do* to make sentences in simple past tense in Exercise C at page 142. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to read their sentences.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29**A visit to the mountain: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- complete a crossword puzzle

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

Word cards

Introduction**(2 minutes)**

Ask learners to make sentences using these words: **warm**, **surprised** and **nature**.

Activity 29.6.1**Vocabulary: Identify words they do not know****(8 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 139 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 29.6.2**Vocabulary: Giving meanings of words****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.6.3**Vocabulary: Completing a crossword puzzle****(12 minutes)**

Follow *I do*, *We do* and *You do* to solve crossword puzzle in Exercise D at page 143. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences using the words identified by the learners.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29**A visit to the mountain: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- write answers to comprehension questions
- analyse characters in a story

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

Chart

Introduction**(2 minutes)**

Ask learners to say what they remember about the story *A visit to the mountain*.

Activity 29.7.1**Comprehension: Reading a story silently****(8 minutes)**

Follow *I do*, *We do* and *You do* to read the story *A visit to the mountain* at page 139 and find answers to the following pre-questions:

- 1 Why were the learners excited?
- 2 What did the learners see on the way to the mountain?

Let learners read the story silently. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 29.7.2**Comprehension: Talking about the story****(7 minutes)**

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

- 1 Where is the story taking place?

2 Name the main characters in the story.

3 What have you learnt from the story?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.7.3

Comprehension: Writing answers to comprehension questions

(15 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 140. Show learners how to use details from the story to answer in full sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask some learners to say what they like about the story.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29

A visit to the mountain: Productive Writing

Lesson 8

Success criteria

Learners must be able to:

- plan a letter
- write a letter

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

Sample letter

Introduction

(2 minutes)

Ask some learners to give the layout of a letter.

Activity 29.8.1

Productive writing: Planning a composition

(10 minutes)

Follow *I do*, *We do* and *You do* to plan a letter using the guiding questions in Exercise E at page 144. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 29.8.2**Productive writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a letter on *A trip I had*. Write a sample letter on the chalkboard using the plan made. Ask learners to write a letter in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written composition and ask the learners to read it to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29**A visit to the mountain: Supplementary Readers****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction**(2 minutes)**

Ask learners to share interesting stories they read or heard about.

Activity 29.9.1**Reading supplementary readers****(20 minutes)**

Follow *I do*, *We do* and *You do* to activate background knowledge on the story they have chosen using the title and illustration. Let learners activate the background knowledge on the story they have chosen. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 29.9.2**Retelling stories****(10 minutes)**

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask the learners to say which of the stories they listened to is most interesting and why

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 29**A visit to the mountain: Revision****Lesson 10 (35 minutes)**

In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 30**Our languages: Oral Language****Lesson 1****Success criteria**

Learners must be able to:

- mention languages they know
- express likes
- complete sentences about languages

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

Chart of languages

Introduction**(2 minutes)**

Ask learners to mention languages they speak.

Activity 30.1.1**Oral Language: Mentioning languages****(10 minutes)**

Follow *I do*, *We do* and *You do* to mention languages they know. Use the question: *What languages do you know?* Say: *I know Chichewa and English*. Let learners practise mentioning languages they know in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.1.2**Oral Language: Expressing likes****(8 minutes)**

Follow *I do*, *We do* and *You do* to mention languages they like. For example, call a learner and ask: *What language do you like to speak?* Help the learner to say: *I like speaking...* Ask: *Where did you learn this language?* Help the learner to say: *I learnt it at...* Let learners practise mentioning languages they like speaking in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.1.3**Writing connected to Oral language: Completing sentences****(12 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise A at page 147. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say what they like about the languages they know.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30**Our Languages: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a story using repeated reading
- make inferences

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

Word cards

Introduction**(2 minutes)**

Ask the learners to mention the languages they know.

Activity 30.2.1**Vocabulary: Giving meanings of words****(6 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the following words using appropriate strategies: **region**, **culture**, **identified**, **national** and **communication**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 30.2.2**Fluency: Reading using repeated reading****(7 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the story *Our Languages* at page 145 using repeated reading. Let learners read the story using repeated reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.2.3**Comprehension: Making inferences****(15 minutes)**

Readers make inferences when they are reading. When making inferences, we use what we already know about the story and the clues that are found in it. Making inferences helps readers to cover the information gap in the story. Follow *I do*, *We do* and *You do* to teach making inferences on the story *Our languages* at page 145. In the *We do*, have learners practice in small groups. In the *You do*, have learners work in pairs. Help struggling learners. Repeat *I do* and *We do* as necessary. Let learners make inferences. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to name languages spoken in Malawi.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30	Our languages: Oral Language and Grammar	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express likes • form nouns with suffix – ment • pair verbs with abstract nouns <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to mention languages spoken in their region.	

Activity 30.3.1	Oral Language: Expressing likes	(6 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to mention languages they like. For example, call a learner and ask: <i>What language do you like to speak?</i> Help the learner to say: <i>I like speaking...</i> Ask: <i>Where did you learn this language?</i> Help the learner to say: <i>I learnt it at...</i> Let learners practise mentioning languages they like speaking in pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary		

Activity 30.3.2	Grammar: Forming nouns with suffix – ment	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to form nouns with suffix <i>-ment</i> using the verbs govern and employ . Tell learners that the nouns government and employment have been formed by adding suffix <i>-ment</i> to the verbs. Ask learners to come up with nouns ending with suffix <i>-ment</i> . Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 30.3.3	Grammar: Pairing verbs with abstract nouns	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to pair verbs with abstract nouns in Exercise B at page 147. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(2 minutes)
Ask learners to give abstract nouns with suffix <i>-ment</i> .	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30	Our languages: Reading	Lesson 4
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• read a story using repeated reading• make inferences• answer comprehension questions orally		
Suggested resources (in addition to the learner's book)		
Charts, word cards		

Introduction

(2 minutes)

Ask learners to mention different languages spoken in their district.

Activity 30.4.1

Fluency: Reading a story using repeated

(10 minutes)

Follow *I do, We do* and *You do* to teach reading the story *Our Languages* at page 145 using repeated reading. Let learners read the story using repeated reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.4.2

Comprehension: Making inference

(12 minutes)

Follow *I do, We do* and *You do* to teach making inferences on the story *Our languages* at page 145. Let learners read and make inferences. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.4.3

Comprehension: Answering comprehension questions orally

(8 minutes)

Follow *I do, We do* and *You do* to teach answering comprehension questions at page 146 orally. Show learners how to use details from the story to answer in full sentences. Let learners answer comprehension questions orally. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to mention importance of languages.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30	Our languages: Oral Language and Grammar	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express likes• use nouns with suffix -ment• write sentences using nouns with suffix -ment <p>Suggested resources (in addition to the learner's book) Chart with a list of sentences</p>	

Introduction

(2 minutes)

Ask learners to mention the language they speak at home.

Activity 30.5.1

Oral Language: Expressing likes

(8 minutes)

Follow *I do*, *We do* and *You do* to mention languages they like and why they like them. Use the question: *What language do you like?* Say: *I like ... because it is easy to speak*. Let learners practise mentioning languages they like in pairs. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.5.2

Grammar: Making sentences using suffix -ment

(10 minutes)

Follow *I do*, *We do* and *You do* to make sentences using abstract nouns with suffix -ment.

For example: *The government punishes thieves*. Tell learners to make sentences orally using the following abstract nouns: **punishment**, **assessment** and **enjoyment**. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.5.3

Grammar: Completing sentences with abstract nouns

(12 minutes)

Follow *I do*, *We do* and *You do* to complete sentences with abstract nouns in Exercise C at page 148. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to give more examples of nouns with suffix -ment.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30	Our languages: Vocabulary	Lesson 6
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• identify words they do not know• give meanings of words• match words with phrases		
Suggested resources (in addition to the learner's book)		
Word cards, pictures		

Introduction

(2 minutes)

Ask learners to mention languages that are used in schools.

Activity 30.6.1

Vocabulary: Identifying words they do not know

(7 minutes)

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the story at page 145 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 30.6.2

Vocabulary: Giving meanings of words

(8 minutes)

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.6.3

Vocabulary: Matching words with phrases

(15 minutes)

Follow *I do*, *We do* and *You do* to match words and phrases in Exercise D at 149. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners to give meanings of the words they have learnt.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30	Our languages: Comprehension	Lesson 7
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• read a story silently• talk about a text• write answers to comprehension questions		
Suggested resources (in addition to the learner's book)		
Chart with a set of questions		

Introduction

(2 minutes)

Ask learners to say what they remember about the story *Our languages*.

Activity 30.7.1

Comprehension: Reading a story silently

(12 minutes)

Follow *I do*, *We do* and *You do* to read the story *Our languages* at page 145 and find answers to the following pre-questions:

1. Which language is spoken in the Northern Region of Malawi?
2. Why is language important?

Let learners read the story silently, walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 30.7.2

Comprehension: Talking about a text

(6 minutes)

Follow *I do*, *We do* and *You do* to talk about the story *Our languages*. Use these questions:

1. What have you liked/ disliked about the story?
2. What have you learnt from the story?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.7.3

Comprehension: Answering comprehension questions

(12 minutes)

Follow *I do*, *We do* and *You do* to write answers to the comprehension questions at page 146. Show how to use details from the story to answer in complete sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to give main languages spoken in Malawi.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30**Our languages: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Sample of a composition

Introduction**(2 minutes)**

Ask learners to say what they like about their languages.

Activity 30.8.1**Productive Writing: Planning a composition****(10 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition using the guiding questions and boxes in Exercise E at page 149. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 30.8.2**Productive Writing: Writing a composition****(20 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *Our Languages*. Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Select a well written composition and ask the learners to read it to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.



UNIT 30	Our languages: Supplementary Readers	Lesson 9
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• read supplementary readers• retell stories <p>Suggested resources (in addition to the learner's book)</p> <p>supplementary readers</p>	

Introduction	(2 minutes)
Ask learners to share interesting stories they read or heard about.	

Activity 30.9.1	Reading supplementary readers	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to make inferences using the story they have chosen to read let learners make inferences on the story they have chosen. Walk around and help struggling learners. Repeat <i>I do</i> and <i>we do</i> if necessary.		

Activity 30.9.2	Retelling stories	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback		

Conclusion	(3 minutes)
Ask the learners to say which of the stories they listened to is most interesting and why.	

Teacher Reflection
Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 30	Our languages: Revision	Lesson 10 (35 minutes)
<i>In Lesson 10, choose 2-4 success criteria that were not understood by most learners and review them.</i>		

Success criteria	Lessons	Activities

UNIT 31	Hare and Lion: Oral language	Lesson 1
Success criteria Learners must be able to: Learners must be able to: <ul style="list-style-type: none"> • share situations for expressing feelings • express feelings • complete sentences that express different feelings Suggested resources (in addition to the learner's book) Sample sentences expressing happiness, sadness or anger on a chart.		

Introduction	(2 minutes)
Ask learners to say things that make them happy, sad or angry.	

Activity 31.1.1	Oral language: Sharing situations for expressing feelings	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach situations for expressing feelings. Call a learner and ask: <i>When do you feel happy?</i> Help the learner to say: <i>When I pass exams.</i> Ask: <i>When do you feel sad?</i> Help the learner to say: <i>When I fail exams.</i> Ask learners to share situations for expressing feelings in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 31.1.2**Oral language: Expressing feelings****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing feelings. For example, say: *I am happy because I passed examinations/ I am unhappy because I have failed examinations*. Ask learners to express feelings using different expressions like: **excited**, **tired** and **glad** in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 31.1.3**Writing connected to oral language structure:****Completing sentences on expressing feelings****(20 minutes)**

Follow *I do*, *We do* and *You do* to teach completing sentences to express feelings in Exercise A at page 153. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask some learners to express feelings for different situations.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31**Hare and Lion: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of the words
- read the folktale by **dramatising** it
- make inferences

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

Word cards

Introduction**(2 minutes)**

Ask learners to mention wild animal they know.

Activity 31.2.1**Vocabulary: Giving meanings of words****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **jungle**, **feared**, **pretend**, **spread**, and **bury**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 31.2.2 **Fluency: Reading the folktale by dramatising it** **(8 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the folktale *Hare and Lion* at page 151 by dramatizing it. Let learners read the folktale by dramatizing it. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 31.2.3 **Comprehension: Making inference** **(10 minutes)**

Follow *I do*, *We do* and *You do* to teach making inferences on the folktale *Hare and Lion* at page 151. Let learners make inferences on the folktale. Help struggling learners. Repeat *I do* and *We do* as necessary.

Conclusion **(3 minutes)**

Ask learners to give the meanings of the words **jungle** and **pretend**.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31	Hare and Lion: Oral language and grammar	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express feelings• use auxiliary verbs• write sentences with auxiliary verbs from the table <p>Suggested resources (in addition to the learner's book) Charts</p>	

Introduction **(2 minutes)**

Ask learners to say situations for expressing feelings

Activity 31.3.1**Oral language: Expressing feelings****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing feelings. For example: *I feel bad to hurt my friends*. Ask learners to practise expressing feelings using these expressions: *I feel good/bored/lonely...* in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 31.3.2**Grammar: Using auxiliary verbs****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach auxiliary verbs. Use these sentences:

- 1 I am excited to win the competition.
- 2 He is happy because he has a new pair of shoes.
- 3 We are sad to lose the netball match.

Explain to them that *am*, *is* and *are* are auxiliary verbs. An auxiliary verb is a helping verb. It is used with the main verb. Let learners make sentences with the auxiliary verbs in pairs. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 31.3.3**Oral language: Making sentences from a table****(12 minutes)**

Follow *I do*, *We do* and *You do* to make sentences from a table in Exercise B at page 154. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences using auxiliary verbs.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31**Hare and Lion: Reading****Lesson 4****Success criteria**

Learners must be able to:

- read the folktale by dramatizing it
- make inferences
- answer comprehension questions orally

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

Word cards

Introduction**(2 minutes)**

Ask learners to share some folktales they know.

Activity 31.4.1**Fluency: Reading a folktale by dramatising it.****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the folktale *Hare and Lion* at page 151 by dramatising. Let learners read the folktale by dramatising. Listen and give feedback Repeat *I do* and *We do* if necessary.

Activity 31.4.2**Comprehension: Making inference****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach making inference on the folktale *Hare and Lion* at page 151. Help struggling learners. Repeat *I do* and *We do* as necessary.

Activity 31.4.3**Comprehension: Answering comprehension questions****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 153 orally. Show learners how to use details from the story to answer in full sentences. Let learners answer comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences with these words: **jungle, feared, pretend, spread, and bury**.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31**Hare and Lion: Oral language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- express feelings
- use auxiliary verbs
- complete sentences using auxiliary verbs

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

Sample sentences on chart

Introduction**(2 minutes)**

Ask learners to give words that are used to express feelings such as **happy**, **worried** and **enjoy**.

Activity 31.5.1**Oral language: Expressing feelings****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach expressing feelings. For example: *I am happy to be at this school*. *I am worried with those who are not studying*. *I enjoy spending time with my mother*. Ask learners to express feelings in pairs. Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 31.5.2**Grammar: Using auxiliary verbs****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach auxiliary verbs. Use these sentences:

- 1 I am excited to win the competition.
- 2 He is happy because he has a new pair of shoes.
- 3 We are sad to lose the netball match.

Explain to them that **am**, **is** and **are** are auxiliary verbs. Tell learners that auxiliary verbs are helping verbs. Let learners make more sentences with the auxiliary verbs in pairs. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 31.5.3**Grammar: Completing sentences using auxiliary verbs****(12 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences in Exercise C at page 154. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to make sentences using auxiliary verbs *is*, *am* or *are*.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31	Hare and Lion: Vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • identify words they do not know • give meanings of words • make sentences <p>Suggested resources (in addition to the learner's book) Word cards</p>	

Introduction	(2 minutes)
Ask learners to make sentences using these words: jungle, feared, and bury	

Activity 31.6.1	Vocabulary: Identifying words they do not know	(8 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to identify words that learners do not know from the story at page 151 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 31.6.2	Vocabulary: Giving meanings of words	(12 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to teach the meanings of the identified words. Write down the words identified by learners on the chalkboard. Discuss meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 31.6.3	Vocabulary: Making sentences	(12 minutes)
Follow <i>I do, We do</i> and <i>You do</i> to make sentences in Exercise D at page 155. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(2 minutes)
Ask learners to make sentences using the words identified by the learners.	
Teacher Reflection	Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31	Hare and Lion: Comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • analyse characters in a story • write answers to comprehension questions <p>Suggested resources (in addition to the learner's book) Word cards, pictures</p>	

Introduction

(2 minutes)

Ask learners to say what they remember about the folktale *Hare and Lion*.

Activity 31.7.1

Comprehension: Reading the folktale silently

(8 minutes)

Follow *I do*, *We do* and *You do* to read the folktale *Hare and Lion* at page 151 and find answers to the following pre-questions:

- 1 What was Hare's plan to find food for Lion?
- 2 Why did the animals follow Hare?

Let learners read the folktale silently. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 31.7.2

Comprehension: Talking about the folktale

(7 minutes)

Follow *I do*, *We do* and *You do* to talk about the folktale. Use these questions:

- 1 Where is the folktale taking place?
- 2 Who is your favourite character in the folktale? Why?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 31.7.3

Comprehension: Writing answers to comprehension questions

(15 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 153.

Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Ask learners what they have learnt from the folktale.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31	Hare and Lion: Productive Writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • plan a composition • write a composition <p>Suggested resources (in addition to the learner's book) Sample composition</p>	

Introduction	(2 minutes)
Ask learners to mention and describe animals they know.	

Activity 31.8.1	Productive writing: Planning a composition	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to plan a composition using the guiding questions and boxes in Exercise E at pages 155 and 156. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 31.8.2	Productive writing: Writing a composition	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to teach writing a composition on <i>The animal I like</i> . Write a sample composition on the chalkboard using the plan made. Ask learners to write a composition in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(2 minutes)
Select a well written composition and ask the learners to read it to the class.	

Teacher Reflection
Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 31	Hare and Lion: Supplementary Readers	Lesson 9
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read supplementary readers • retell stories <p>Suggested resources (in addition to the learner's book) supplementary readers</p>	

Introduction	(2 minutes)
Ask learners to share interesting stories they read or heard about.	

Activity 31.9.1	Reading supplementary readers	(20 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to read and make inferences to the story they have chosen. Let learners read the story and make some inferences. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 31.9.2	Retelling stories	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Conclusion	(3 minutes)
Ask the learners to say which of the stories they listened to is most interesting and why.	

Teacher Reflection		
Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.		
UNIT 31	Hare and Lion: Revision	Lesson 10 (35 minutes)
<i>In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.</i>		

Success criteria	Lessons	Activities

UNIT 32	Making profits: Oral Language	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • mention things sold at a market • express likes and dislikes • complete a paragraph <p>Suggested resources (in addition to the learner's book) Word cards, real objects</p>	

Introduction	(2 minutes)
Ask learners to mention places where people buy and sell things in their area.	

Activity 32.1.1	Oral Language: Mentioning things sold at a market (7 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to mention things sold at a market. Ask learners to mention things sold at their local markets in pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.	

Activity 32.1.2	Oral Language: Expressing likes and dislikes (10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to express likes and dislikes on things sold at the market. Use the question: <i>What do you like/ dislikes buying at the market?</i> Say: <i>I like buying bananas and I dislike buying lemons.</i> Let learners practice expressing likes and dislikes on things sold at the market in pairs. Walk around, listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.	

Activity 32.1.3	Writing connected to oral Language structure: Completing a paragraph (13 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to complete a paragraph in Exercise A at page 160. Tell learners to complete the paragraph in their exercise books. Walk around and help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.	

Conclusion**(3 minutes)**

Ask learners to mention things sold at the market.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32**Making profits: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a dialogue using buddy reading
- generate questions

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

Word cards

Introduction**(2 minutes)**

Ask learners to mention things they buy from the market.

Activity 32.2.1**Vocabulary: Giving meanings of words****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach meanings of the following words using appropriate strategies: **shell**, **roast**, **value**, **process** and **grind**. Help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 32.2.2**Fluency: Reading a dialogue using buddy reading****(12 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the dialogue *Making profits* at page 157 using buddy reading. Let learners read the dialogue using buddy reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 32.2.3**Comprehension: Generating questions****(13 minutes)**

Generating who, what, when, where, how, and why questions during reading helps learners to better understand what they read. Follow *I do*, *We do* and *You do* to generate questions from the dialogue *Making profits*. In the *We do*, have learners practice in small groups. In the *You do*, have learners work in pairs. Help struggling learners. Repeat *I do* and *We do* as necessary. Let learners generate questions from the dialogue. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask the learners to make sentences using **shell** and **roast**.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32**Making profits: Oral Language and Grammar****Lesson 3****Success criteria**

Learners must be able to:

- give information on how to make profits
- identify articles
- complete sentences using articles

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

Word cards, assorted food items

Introduction**(2 minutes)**

Tell learners to mention things that are sold in markets.

Activity 32.3.1**Oral Language: Give information on how to make profits****(10 minutes)**

Follow *I do*, *We do* and *You do* to give information on how to make profits. Say: *If you shell the groundnuts, this will help make more profits*. Let learners work in pairs to give information on how to make profits. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 32.3.2**Grammar: Identifying articles****(8 minutes)**

Follow *I do*, *We do* and *You do* to identify articles in the first two sentences.

1. Chimwemwe is wearing a beautiful dress.
2. Dalitso is the class monitor.
3. Jane is eating an orange.
4. Peter is a good boy.

Let learners identify articles in the remaining two sentences orally. Listen and give feedback. Repeat *I do* and *We do* if necessary

Activity 32.3.3**Grammar: Completing sentences using articles****(12 minutes)**

Follow *I do*, *We do* and *You do* to complete sentences using articles in Exercise B at page 160. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to mention articles they have learnt.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32**Making profits: Reading****Lesson 4****Success criteria**

Learners must be able to:

- read the dialogue using buddy reading
- answer comprehension questions
- generate questions

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

Chart

Introduction**(2 minutes)**

Ask learners to mention things that they buy from their local market.

Activity 32.4.1**Fluency: Reading a dialogue using buddy reading****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach reading the dialogue *Making profits* at page 157 using buddy reading. Let learners read the dialogue using buddy reading. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 32.4.2**Comprehension: Answering comprehension questions orally****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach answering comprehension questions at page 159 orally. Show learners how to use details from the dialogue to answer in complete sentences. Let learners answer the comprehension questions orally. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 32.4.3**Comprehension: Generating questions****(12 minutes)**

Follow *I do*, *We do* and *You do* to generate questions from the dialogue *Making profits* at page 157. Let learners generate questions from the story. Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask the learners to say what they can do to make more profits from their business.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32**Making profits: Oral Language and Grammar****Lesson 5****Success criteria**

Learners must be able to:

- ask and give information
- use articles
- write sentences from a table

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

Chart

Introduction**(2 minutes)**

Ask learners to mention things sold at the market.

Activity 32.5.1**Oral Language: Give information****(10 minutes)**

Follow *I do*, *We do* and *You do* to ask and give information on things sold at the market. Use the question: *What can you buy at the market?* Say: *I can buy groundnuts*. Let learners practice in pairs how to ask and give information about things sold at the market. Walk around, listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 32.5.2**Grammar: Making sentences with articles****(8 minutes)**

Follow *I do*, *We do* and *You do* to teach making sentences with articles **a**, **the**, and **an**. Let learners make sentences using the articles orally. Listen and give feedback. Repeat *I do* and *we do* if necessary

Activity 32.5.3**Grammar: Writing sentences****(12 minutes)**

Follow *I do*, *We do* and *You do* to write sentences in Exercise C at page 161. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Let learners make more sentences with articles.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32**Making profits: Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- identify words they do not know
- give meanings of words
- make sentences with given words

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

Word cards

Introduction**(2 minutes)**

Ask learners to identify words used when selling and buying things.

Activity 32.6.1**Vocabulary: Identifying words they do not know****(5 minutes)**

Follow *I do*, *We do* and *You do* to identify words that learners do not know from the dialogue at page 157 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat *I do* and *We do* if necessary

Activity 32.6.2**Vocabulary: Giving meanings of words****(10 minutes)**

Follow *I do*, *We do* and *You do* to teach the meanings of the identified words. Write down the words identified by the learners on the chalkboard. Discuss the meanings of the identified words using appropriate strategies. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 32.6.3**Vocabulary: Making sentences with given words****(15 minutes)**

Follow *I do*, *We do* and *You do* to make sentences in Exercise D at page 161. Tell learners to write the exercise in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask some learners to spell the following words: **buy, sell, loss, profit** and **business**

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32**Making profits: Comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a dialogue silently
- talk about the text
- answer comprehension questions

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

Banknotes

Introduction**(2 minutes)**

Ask learners to say if they have ever done any business.

Activity 32.7.1**Comprehension: Reading a dialogue silently****(7 minutes)**

Follow *I do*, *We do* and *You do* to read a dialogue at page 157 and find answers to the following pre-questions:

1. How long has Dingi been doing business?
2. How does Taonga make a lot of profits?

Let learners read the dialogue silently. Walk around and assist struggling learners.

Repeat *I do* and *We do* if necessary

Activity 32.7.2**Comprehension: Talking about the text****(8 minutes)**

Follow *I do*, *We do* and *You do* to talk about the dialogue. Use these questions:

- 1 Who are the characters in the dialogue?
- 2 Where is the dialogue taking place?

Help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary

Activity 32.7.3**Comprehension: Writing answers to comprehension questions****(15 minutes)**

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 159.

Show learners how to use details from the dialogue to answer in full sentences. Tell learners to write answers to the comprehension questions in their exercise books. Help struggling learners. Repeat *I do* and *We do* if necessary

Conclusion**(3 minutes)**

Ask learners to say what they can do to make profits in business.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32**Making profits: Productive Writing****Lesson 8****Success criteria**

Learners must be able to:

- plan a composition
- write a composition

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

Sample composition

Introduction**(2 minutes)**

Ask learners to mention market days in their areas.

Activity 32.8.1**Productive Writing: Planning a composition****(15 minutes)**

Follow *I do*, *We do* and *You do* to plan a composition using the guiding questions in the circles in Exercise E at page 162. Help struggling learners. Listen and give feedback.

Repeat *I do* and *We do* if necessary.

Activity 32.8.2**Productive Writing: Writing a composition****(15 minutes)**

Follow *I do*, *We do* and *You do* to teach writing a composition on *Market day*. Write a sample composition on the chalkboard using the plan made. Ask learners to write the

composition in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion

(3 minutes)

Select a well written composition and ask the learners to read it to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32

Making profits: Supplementary Readers

Lesson 9

Success criteria

Learners must be able to:

- read supplementary readers
- retell stories

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

Supplementary readers

Introduction

(2 minutes)

Ask learners to share interesting stories they read or heard about.

Activity 32.9.1

Reading supplementary readers

(20 minutes)

Follow *I do*, *We do* and *You do* to generate questions on the story they have chosen to read.

Let learners read the story and generate who, what, when, where, how, and why questions.

Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Activity 32.9.2

Retelling stories

(10 minutes)

Follow *I do*, *We do* and *You do* in retelling the story that has been read by saying where the story took place, who is involved and what is happening in the story. Ask some learners to retell their stories. Help struggling learners. Listen and give feedback.

Conclusion

(3 minutes)

Ask the learners to say which of the stories they listened to is most interesting and why.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 32	Making profits: Revision	Lesson 10	(35 minutes)
<i>In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.</i>			

UNIT 33	Let's do it again: Oral Language	Lesson 1
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• use oral language structure• write oral language structure activity <p>Suggested resources (in addition to the learner's book)</p> <p>The resource will depend on the nature of the selected review activity.</p>	

Introduction **(2 minutes)**

Activity 33.1.1 Oral Language: Using oral language structures (10 minutes)

- | | |
|--|-----------------|
| • Sharing situations for expressing feelings | activity 31.1.1 |
| • Mentioning things sold at the market | activity 32.1.1 |
| • Giving and taking advice | activity 29.1.2 |
| • Expressing likes | activity 30.1.2 |
| • Expressing feelings | activity 31.1.2 |
| • Expressing likes and dislikes on things sold at the market | activity 32.1.2 |

Walk around and help learners who are struggling

Activity 33.1.2 Writing connected to oral language structure (20 minutes)

Revise any of the following writing activities from oral structures that was not well understood by the learners from activity 3 of units 29 to 32:

- | | |
|---|-----------------|
| • Making sentences | activity 29.1.3 |
| • Completing sentences | activity 30.1.3 |
| • Completing sentences on expressing feelings | activity 31.1.3 |
| • Completing a paragraph | activity 32.1.3 |

Walk around and help learners who are struggling

Conclusion (3 minutes)

Ask some learners to repeat the oral activity they have practiced.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 33	Let's do it again: Reading	Lesson 2
Success criteria Learners must be able to: <ul style="list-style-type: none"> • give meanings of words • use fluency strategy • use comprehension strategy Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.		
Introduction (2 minutes) Ask learners to read some words covered in units 29 to 32 from the word cards.		

Activity 33.2.1**Vocabulary: Giving meanings of words****(5 minutes)**

Revise any of the words learnt in units 29 to 32 using different techniques like: giving synonyms, antonyms, using them in sentences or defining them. When learners continue to struggle with understanding you may use local language to teach the meaning of the word.

Activity 33.2.2**Fluency: Using fluency strategy****(14 minutes)**

Revise any of the fluency strategies that learners had problems with using the story *Why the alligator lives under rocks*. The strategies include:

- Chunking
- Dramatised reading
- Buddy reading
- Repeated reading

Activity 33.2.3**Comprehension: Comprehension strategy****(12 minutes)**

Revise any of the following comprehension strategies that learners had problems with in units 29-32 using the story *Why the alligator lives under rocks*.

- Making inferences
- Activating background knowledge
- Generating questions

Conclusion**(2 minutes)**

Ask learners to give meanings of some words in the story *Why the alligator lives under rocks*.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 33	Let's do it again: Oral Language and Grammar	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • revise oral language structure • revise grammar • write grammar activity <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Introduction will depend on the oral language structure that has been selected.	

Activity 33.3.1	Oral Language: Using oral language structure	(5 minutes)
Revise with the learners any of the following language structures from activity 1 of lessons 3 of units 29 to 32:		
• giving and taking advice		activity 29.3.1
• expressing likes		activity 30.3.1
• expressing feelings		activity 31.3.1
• expressing likes and dislikes		activity 32.3.1
Walk around and help learners who are struggling		

Activity 33.3.2	Grammar: Using grammar	(10 minutes)
Revise any of the following grammar activities from activity 2, lessons 3 in units 29 to 32:		
• using simple past tense		activity 29.3.2
• forming nouns with suffix <i>-ment</i>		activity 30.3.2
• using auxiliary verbs		activity 31.3.2
• identifying articles		activity 32.3.2
Walk around and help struggling learners.		

Activity 33.3.3	Written Exercise: Writing on grammar	(15 minutes)
Revise writing grammar activities selected in activity 33.3.2. (You can also use Unit 28 Exercise A or B if possible) Walk around and help struggling learners		

Conclusion**(3 minutes)**

Ask learners some questions on the grammar item revised.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 33**Let's do it again: Reading****Lesson 4****Success criteria**

Learners must be able to:

- use a fluency strategy
- use a comprehension strategy
- answer comprehension questions orally

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

The resource will depend on the nature of the selected review activity.

Introduction**(2 minutes)**

Ask the learners to read the words learnt in units 29 to 32 from the word cards.

Activity 33.4.1**Fluency: Using fluency strategy****(5 minutes)**

Read the story entitled *Why the alligator lives under rocks* using the fluency strategy selected for revision.

- Chunking
- Dramatised reading
- Buddy reading
- Repeated reading

Activity 33.4.2**Comprehension: Using comprehension strategy****(10 minutes)**

Use the story in Unit 33, *Why the alligator lives under rock* to revise any comprehension strategy that learners were struggling with in Units 29 to 33.

- Making inference
- Activating background knowledge
- Generating questions

Activity 33.4.3**Comprehension: Answering comprehension questions orally****(12 minutes)**

Follow *I do*, *We do* and *You do* to answer comprehension questions at page 165. Let learners answer comprehension question orally. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask learners to say the lesson learnt from the story *Why the alligator lives under rock*.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 33**Let's do it again: Assessment****Lesson 5****Success criteria**

Learners must be able to:

- use what they have learnt in lessons 1 to 5 of units 29 to 32

Tip: Develop an assessment item that will guide in checking the learners' achievement of the success criteria.

Assessing Learners

Below are the success criteria from lessons 1 to 5 of units 29 to 32. Check whether learners are able to:

- Use oral language structures.
- Give meaning of words.
- Read fluently.
- Answer comprehension questions.
- Use grammar points.
- Write grammar activities.

Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers.

UNIT 33	Let's do it again: Oral Language and Grammar	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral language structure • use grammar point • write grammar activity <p>Suggested resources (in addition to the learner's book) The resource will depend on the nature of the selected review activity.</p>	

Introduction	(2 minutes)
Let learners make sentences with words learnt in units 29 to 32.	

Activity 33.6.1	Oral Language: Using oral language structure	(10 minutes)
Revise any of the following oral language structures which learners did not do well in units 29 to 32:		
• giving and taking advice		activity 29.5.1
• expressing likes		activity 30.5.1
• expressing feelings		activity 31.5.1
• expressing likes and dislikes on things sold at the market		activity 32.5.1
Walk around and help struggling learners.		

Activity 33.6.2	Grammar: Using grammar	(10 minutes)
Revise any of the following grammar activities from activity 2, in lesson 5 in units 29 to 32:		
• using simple past tense		activity 29.5.2
• making sentences using suffix <i>-ment</i>		activity 30.5.2
• using auxiliary verbs		activity 31.5.2
• making sentences with articles		activity 32.5.2
Walk around and help learners who are struggling.		

Activity 33.6.3	Written Exercise: Writing on grammar	(10 minutes)
Revise writing grammar activities selected in activity 33.6.2. (You can also use Unit 28 Exercise A or B if possible) Walk around and help struggling learners.		

Conclusion	(3 minutes)
Ask learners to say what they have learnt.	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 33	Let's do it again: Vocabulary	Lesson 7
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• identify words they do not know• give meanings of words• make sentences <p>Suggested resources (in addition to the learner's book)</p> <p>The resource will depend on the nature of the selected review activity.</p>		
<p>Introduction (2 minutes)</p> <p>Ask learners to read some words learnt in units 29 to 32 from word cards.</p>		

Activity 33.7.1	Vocabulary: Identifying words they do not know	(8 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> in identifying words that learners do not know from the story <i>Why alligator lives under rocks</i> at page 163 through silent reading. Remind them to write the words as they are reading. Help struggling learners. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 33.7.2	Vocabulary: Giving meanings of words	(10 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to give the meaning of the identified words from the story <i>Why alligator lives under rocks</i> . Write the words identified by learners as they were reading on the chalkboard. Discuss meanings of these words using appropriate strategies. Listen and give feedback. Repeat <i>I do</i> and <i>We do</i> if necessary.		

Activity 33.7.3	Vocabulary: Making sentences	(15 minutes)
Follow <i>I do</i> , <i>We do</i> and <i>You do</i> to make sentences in Exercise C at page 166. Tell learners to write the exercise in their exercise books. Walk around and give feedback.		

Conclusion	(3 minutes)
Ask learners to make sentences with words they identified during reading.	

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 33	Let's do it again: Comprehension	Lesson 8
Success criteria		
Learners must be able to:		
<ul style="list-style-type: none">• read a story silently• talk about a text• answer comprehension questions		
Suggested resources (in addition to the learner's book)		
The resource will depend on the nature of the selected review activity.		

Introduction

(2 minutes)

Ask learners to read some words from units 29 to 32 from word cards.

Activity 33.8.1

Comprehension: Reading a story silently

(7 minutes)

Follow *I do*, *We do* and *You do* to read the story *Why alligator lives under rocks* page 163 silently and find answers to the following pre-questions:

- 1 Where did the crocodile like to play?
- 2 Who did mother crocodile fear?

Walk around and help struggling learners. Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 33.8.2

Comprehension: Talking about a text

(8 minutes)

Follow *I do*, *We do* and *You do* to talk about the story. Use these questions:

- 1 Who are the characters in the story?
- 2 Where is the story taking place?
- 3 What have you learnt from the story?

Listen and give feedback. Repeat *I do* and *We do* if necessary.

Activity 33.8.3

Comprehension: Writing answers to comprehension questions

(13 minutes)

Follow *I do*, *We do* and *You do* to write answers to comprehension questions at page 165.

Show learners how to use details from the story to answer in full sentences. Tell learners to write answers to the comprehensions in their exercise books. Walk around and help struggling learners. Repeat *I do* and *We do* if necessary.

Conclusion**(3 minutes)**

Ask some learners to give the meanings of some of the words learnt in unit 21.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

UNIT 33**Let's do it again: Productive Writing****Lesson 9****Success criteria**

Learners must be able to:

- identify topic sentence and supporting points from a sample composition
- write a composition selected from units 29 to 32

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

Sample composition

Introduction**(2 minutes)**

Read some of the good paragraphs written by learners from units 29 to 32.

Activity 33.9.1**Productive Writing: Identifying a topic sentence and supporting points****(8 minutes)**

Discuss a sample composition from Exercise E of unit 31 at page 155. Focus much on topic sentences and the supporting points.

Activity 33.9.2**Productive writing: Writing a composition****(10 minutes)**

Ask learners to select and revise one of the compositions they wrote from units 29 to 32.

Tell learners to rewrite the compositions bearing in mind the topic sentence and supporting points. Walk around and help struggling learners.

Conclusion**(3 minutes)**

Select a well written composition and ask learners to read it to the class.

Teacher Reflection

Write your observations in a lesson notebook about your learners' progress so far in achieving the success criteria of today's lessons.

In this lesson, choose 2-4 success criteria that were not understood by most learners and review them.

Assessing Learners

Below are the success criteria from lessons 6 to 9 of units 29 to 32. Check whether learners are able to:

- Read a story silently
- Answer comprehension questions
- Write a composition
- Retell a story

Note: As the teacher is assessing some learners, the other learners can be asked to read any supplementary readers.