

Malawi Primary Education

English

Teacher's guide for Standard 3



Malawi Institute of Education

Produced and printed with support from



USAID
FROM THE AMERICAN PEOPLE



Produced and published by

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Website: www.mie.edu.mw

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First edition: 2017

ISBN 978-99960-44-07-6

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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.

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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 cornerstone 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 2 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 Programme (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 afore-stated, 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 -girls, boys and learners to read 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 Standard 2 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 Teacher's Guide (TG) will help you support learners as they learn and practice new vocabulary and language structures in English. Under the National Reading Programme, teachers maintain English as the language of instruction, but use local language 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 in the 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 appropriate pacing, 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.

Overview of teacher's guide

This teacher guide contains a total of 33 units, divided over 3 terms. Of these, 27 are teaching units, each with a central theme or topic. The other 6 units are review and assessment units. Each unit in the teacher's guide corresponds to a unit in the learner's book.

Time allocation

Each lesson is planned for 30 minutes, with suggested times for the introduction, each activity and the conclusion. At the beginning of the year, lessons may take longer than 30 minutes. This is to be expected. As you and your class get used to the teacher guide and learner's book, the lessons will shorten to the expected time of 30 minutes. Reading through the lesson and planning before teaching will make the lesson go more smoothly and in a timely fashion.

Suggested resources

Each lesson suggests resources (other than the learner's book) needed to help you teach the lesson. It is important to read through the scripted lessons in advance so that you can prepare or organise resource materials in good time.

Teacher reflection

At the end of each lesson, you will reflect on the learners' achievement. These daily reflections will help you to understand what your class learned from your instruction. You will also identify the learners who continue to struggle. You will then use this reflection to plan instruction and support for your learners.

The table below shows the weekly lesson outline for English instruction. It provides an overview of how the components are organised and integrated in each lesson in both the teacher guide and the learner book. Key points follow.

- Each unit is divided into 10 lessons to be taught in a week.

- The ninth lesson is meant for more independent reading practice with supplementary readers. In this lesson learners will 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.
- Each fully-scripted lesson (in Units 1-6) has a total of 3 to 4 activities to enhance the learners' skills in both language and literacy through oral language, phonics, vocabulary and oral comprehension.
- Compact lessons (Units 7-33) provide guidance and expect the instruction to follow the I Do, We Do, You Do teaching approach as used in Units 1-6.

Weekly lesson outline Standard 2			
Lesson	Days of the week taught	Literacy component	Learner book exercise
1	Monday	Listening comprehension <ul style="list-style-type: none"> - Vocabulary - Comprehension strategy - Read aloud and answering questions 	A
2	Monday	Oral language/speaking <ul style="list-style-type: none"> - Language structure Phonics <ul style="list-style-type: none"> - Letter sounding and reading words 	B C
3	Tuesday	Listening comprehension <ul style="list-style-type: none"> - Vocabulary practice - <i>Comprehension strategy</i> - Read aloud again and answering questions again plus some 	
4	Tuesday	Oral language/speaking <ul style="list-style-type: none"> - Language structure practice Phonics <ul style="list-style-type: none"> - Reading words (decodable/sight) and sentences - Writing exercise 	D E F G
5	Wednesday	Listening comprehension <ul style="list-style-type: none"> - Vocabulary - Comprehension strategy - Read aloud and answering comprehension questions orally 	H
6	Wednesday	Oral language/speaking <ul style="list-style-type: none"> - Language structure Phonics <ul style="list-style-type: none"> - Letter sounding and reading words 	I J
7	Thursday	Listening comprehension <ul style="list-style-type: none"> - Vocabulary practice - <i>Comprehension strategy</i> - Read aloud and answering comprehension questions orally 	
8	Thursday	Oral language/speaking <ul style="list-style-type: none"> - Language structure practice Phonics <ul style="list-style-type: none"> - Reading words (decodable/sight) and sentences - Writing exercise 	K L M
9	Friday	Supplementary reading <ul style="list-style-type: none"> - Reading words (decodable/sight) and a decodable text - Answering a (some) question (s) 	N O
10	Friday	Review and assessment	

Classroom management: Pair and group work

Advantages for teaching and learning

Pair and small group work is an important practice, especially in classrooms with many learners as is common in Malawi. Pair work describes any activity (speaking, reading, writing) done with a partner. Group work refers to small groups of 3-5 learners working together in an activity. Groups may include learners of mixed ability or same ability.

When all learners participate in the activity as they can with a partner or small group:

- all learners have more speaking and reading time.
- the teacher is able to move around the class, observe, listen and give support to learners who may be struggling.
- they are more focused on the teaching activity and learn more.
- learners are better behaved, making teaching and learning more successful.
- they learn to lead and be led by someone other than the teacher which increases learning.
- shy learners can participate in the safe space of a small group or partnership.
- social interaction among the learners increases.
- Learners develop a sense of responsibility for their learning.

How to make it work

- Establish routines for pair and group work from Day one and practise them often. Have different pairs of learners sit in front of the class, turn towards each other and then tell the rest of the class to do the same.
- This demonstration and practice should be clear – use local language to explain so that everyone understands the routine. This may take a little time early in the year, but it will become easier and help you teach and your learners learn.
- Decide on an easy way to divide the class into pairs and small groups.

Ways of dividing the class into pairs and/or groups

- Ask learners to “turn and talk” to a partner; tell them to turn to the right or left, or in front and behind.
- Tell the learners to stand and hold hands with a friend. Then pair those who are not holding hands. Be sure this does not make anyone feel left out.
- Have learners count off by twos (*one, two, one, two.*) Then tell the ones to pair with the twos.
- Day-of-the-week group-Assign each student to a specific partner or group for each day of the week. If it is a Tuesday, have them sit together with their Tuesday group, which is different from the other days.
- Group learners by rows – be sure to keep groups mixed with boys and girls, clever learners and those who benefit from support, stronger English-speakers and weaker ones.
- Rotate the learners who tend to sit in front of the room to the back everyday or 2 days, so that everyone gets more of the teacher’s attention some time during the week.
- Give clear instructions for pairs and groups so they know when the activity begins, what they are to do and when the pair/group work finishes.
- Mix up groups and partnerships each week or every two weeks.
- Give groups names, such as names of rivers, cities countries, animals, and so on.

Teaching critical thinking skills: Use of questions

Asking questions of learners can prompt critical thinking and learning. Encouraging learners to ask questions also promotes critical thinking and learning. Questions should be asked and answered by both learners and teachers throughout the school day.

Open-ended questions are those that have many different answers. It is very important that teachers ask open-ended questions whenever possible. These questions let children express their thoughts and ideas more freely, use new and varied vocabulary and begin to think more critically. Examples of these questions follow.

- What makes you think that?
- How would you feel if...?
- Tell me about your day (your picture, your paragraph, and so on.)
- Why do you think that happened?
- What do you think the character is thinking?
- Why did s/he do that?
- What do you think would happen if ...?
- Describe the animal you saw.

Teaching for understanding: Using local resources

Real objects, pictures and drawings support English language teaching and learning. These visual aid/resources make new vocabulary and concepts clear and easy for the learners to understand, especially for those learning English. Pictures promote critical thinking and sharing of ideas. Besides, pictures promote storytelling and support reading comprehension. Real objects, pictures and drawings should be used in oral, reading and writing activities. can help teachers collect and make drawings to use during lessons. Beginning a collection of these resources will benefit learners throughout the year. This collection of teaching and learning aids can be supported using locally available resources. (TALULAR)

Success criteria

Learners must be able to:

- introduce themselves to others
- read words ending with the letters *-aw*
- write words ending with the letters *-aw*

Suggested resources (in addition to learner's book)

word cards or words written on the chalkboard (*straw, law, jaw* and other *-aw* words), table from page 2 in the learner's book (LB) on the chalkboard

Introduction

(2 minutes)

Ask learners in pairs to mention names of different friends they know. Tell learners that this week they will learn about making new friends at school.

Activity 1.1.1**Oral language: Introducing ourselves**

(10 minutes)

Sometimes we tell our new friends about ourselves. This is called making introductions. Today, you will learn to introduce yourselves. Then, your friends will know your names, where you live and the class you are in.



- Model introducing yourself. For example, you can say: *My name is _____. I live at _____. I teach in Standard 3.*
- Say this 2-3 times.



- Invite a learner and say: *Tell me about yourself.*
- Together with learners practise making introductions by asking and answering questions. For example:
 - 1 What is your name? *My name is ____.*
 - 2 Where do you live? *I live in ____.*
 - 3 In what class are you? *I am in the Standard 3 class.*
- Go round the class, observe and support learners while they practise with a partner or small group.



- Ask learners in pairs to continue to take turns introducing themselves to each other. They may change partners.
- Support individual learners with more modelling and practise.
- Ask some pairs to introduce themselves to the class.
- Listen to the presentation and give feedback.

Activity 1.1.2**Phonics: Reading words ending with *-aw***

(10 minutes)

Now, we will read words that end with *-aw*. Knowing how to read this sound will help you read English words.



- Draw learners' attention to the ending *-aw* on the chalkboard/word cards.
- Read the words 2-3 times while the learners listen. Point at each word while you read.
- Say: *The sound you hear at the end of the word is /aw/. We write it with -aw.*

	<ul style="list-style-type: none"> • Read the words together with the learners with emphasis on the ending <i>-aw</i>. • Check that all learners are reading the words with you.
	<ul style="list-style-type: none"> • Ask learners to read the <i>-aw</i> words in their books at page 2 on their own. • Go round the class to support learners who are having difficulty.

Activity 1.1.3

Phonics: Making words ending with *-aw*

(10 minutes)

Now, we will use other letters to make words ending with the letters *-aw*. Then, we will be able to write more words in English.

	<ul style="list-style-type: none"> • Ask learners to look at the table on the chalkboard. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>s</td><td rowspan="5" style="text-align: center;">aw</td></tr> <tr> <td>cl</td></tr> <tr> <td>p</td></tr> <tr> <td>fl</td></tr> <tr> <td>str</td></tr> </table>	s	aw	cl	p	fl	str
s	aw						
cl							
p							
fl							
str							
	<ul style="list-style-type: none"> • Say: <i>I will make a word with the word parts in the table.</i> sand -aw make saw.(Point to the letters <i>s</i> and <i>aw</i>.) • Tell learners what you are doing while you write the word on the board. Explain what you do: <i>First, I will write s. Then, I will write this part -aw after the s.</i> • Read the letter sounds and then the whole word, slowly. Then read the whole word aloud while pointing to the word. 						
	<ul style="list-style-type: none"> • Ask learners to open their exercise books at page 2 and say: <i>Now, we will make a word together.</i> • Point at the letters in the table. Tell learners to write <i>cl</i> in their exercise books while you write it on the board. • Point at <i>-aw</i> in the table. Tell learners to write <i>aw</i> after <i>cl-</i> in their exercise books while you write it on the chalkboard. • Ask learners to decode the word slowly with you. Then read the word again with learners. Point to the word as you read it. • Make another word together with learners; for example, <i>p-</i> and <i>-aw</i> to make <i>paw</i>. Talk to learners about how you are making the word <i>paw</i>. • Read the word with the class while pointing at the word. 						
	<ul style="list-style-type: none"> • Ask learners to read the words they have made with you. • Say: <i>Now, you will make two more words, the same way we did together. Write them in your exercise books.</i> • Go round the class to observe and give feedback. Assist learners where needed. • Ask all learners to read their words with a partner. 						

Conclusion

(3 minutes)

Ask learners to read the words from their exercise books or word cards: *saw, claw, draw, paw and straw*.

Teacher reflection

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

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

UNIT 1	Friends at school: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate background knowledge using the title and picture • use new vocabulary • read a dialogue by dramatising <p>Suggested resources (in addition to learner's book) word cards (<i>straw, friends, school, like, teach</i>) Note: Throughout the TG, new Standard 3 words will be listed in bold; review words from Standard 2</p>	

Introduction

(2 minutes)

Ask learners in pairs to say something about their friends. For example, tell their partners the name about a friend and where he/she lives.

Activity 1.2.1

Reading: Activating background knowledge using the title and picture

(10 minutes)

Before we read the story, we must always read the title and look at the picture. This reminds us of what we already know. This also helps us understand what we read.

	<ul style="list-style-type: none"> • Tell learners to open their books at page 1. • Read the title aloud for the class: <i>Friends at school</i>. • Tell learners what you think of when you read the title and look at the picture. Say, for example: <i>When I look at the title and picture, I remember the day I met my good friend/I remember the names of my friends / I think about my first day at school.</i>
	<ul style="list-style-type: none"> • Together with learners practise reading the title and describing the picture. • Ask learners to practise with a partner. • Say: <i>Look at the picture with me. Do you see the three children talking? What do you think of when you see them talking? Tell your partner.</i> • Go round the room to support learners.
	<ul style="list-style-type: none"> • Ask learners in pairs to look at the title and picture and talk about what they think of. • Go round the class supporting learners by asking: <i>What do you know about making friends? What do the title and picture make you think of from your own lives/experiences?</i> • Ask some pairs to tell the class what they talked about with their partners.

Activity 1.2.2	Vocabulary: Using new words	(10 minutes)
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Now, we will read new words and talk about their meanings. Knowing what words mean helps us understand a text better. It also helps us speak English clearly.



- Review *like* and *teach* (Std 2 review words) with learners.
- Refer learners to the word straw at page 1 of their books.
- Read the word straw to learners 2-3 times.
- Teach the meaning of the word *straw* using appropriate strategies such as a picture, a real object, or using it in a sentence. Use local language when learners do not understand.
- Use the word in a sentence for the learners.



- Read the word straw together with learners 2-3 times.
- Discuss the meaning of the word *straw* with learners.
- Ask learners to tell the meaning in their own words.
- Make other sentences using the word with learners.



- Ask learners to read the word *straw* on their own.
- Ask learners in pairs to talk about how we use straws or make sentences with the word *straw* in pairs.

Note: Follow the I Do, We Do, You Do approach with each of the other words.

Activity 1.2.3	Fluency: Reading a dialogue by dramatising	(10 minutes)
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Now, we will read a dialogue about three new friends at school – Fatsani, Luso and Tadala. We will read it with expression and gestures. This will show that we understand what we read.



- Say: *When I am reading a dialogue to others, I show actions of what I am reading. I act out words, phrases or sentences. I use my body, my voice and my face to express the meaning of a dialogue. This helps us understand what is happening in the dialogue.*
- Read full dialogue aloud by dramatising (*Use gestures, expression, and actions*). For example, read the first line of the dialogue and shake hands with a learner.
- Read the second line while changing your voice to show that a different person is speaking.
- Read the third line while pointing at a third person.
- Continue reading the rest of the dialogue with expression, gestures and actions.



- Ask the class: *Did you hear my voice change for each speaker? Did you notice my gestures?*
- Ask learners to read the dialogue together with you.
- Divide learners into three groups.
- Give the name of one of the characters to each group.
- Say: *Follow in your books while the other groups read their part.*
- Read with each group while they take turns, guiding them to read with actions, expression and gestures.
- Swap their roles and read again with the groups.



- Ask learners in threes to share the roles of the characters in the dialogue and read the dialogue in turns.
- Ask them to swap roles.
- Go round the class to listen and support learners who have difficulty.

Conclusion

(3 minutes)

Ask learners to show a partner the meaning of one of the new words (**friends, school, straw**) they have learnt by acting, miming or drawing.

Teacher reflection

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

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

UNIT 1**Friends at school: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- introduce themselves to others
- use proper nouns

Suggested resources (in addition to learner's book)

on a chart or chalkboard write: *Nouns name people, places and things.*

Introduction

(2 minutes)

Ask learners in pairs to say names of a few friends and what they know about them.

Activity 1.3.1**Oral language: Introducing ourselves**

(10 minutes)

Now, we will practise introducing ourselves to others again. This will help us tell new friends about ourselves.



- Say: *Remember, when you introduce yourself to others, you tell them your name, where you live and what you do.*
- Model introducing yourself to learners. Say your name, where you live and what you do.



- Model with a learner introducing yourself. Say: *Tell me about yourself.*
- Practise with the learner to say his/her name, where he/she lives and the class he/she is for the class.
- Swap roles with the learner.
- Do the same with 2 other learners.



- Ask learners in groups of three, to introduce themselves to each other, saying their name, where they live and the class they are.
- Invite some groups to introduce themselves to the class.
- Write some learners' sentences on the chalkboard. For example:
1 My name is Mary. (Use the name of a girl/boy in the class.)

- 2 I live at Tikondwe Village.
 3 I am in Standard 3 at Chisenjere School.
(Keep the sentences for the next activity).

Activity 1.3.2

Writing: Using names of people (proper nouns)

(10 minutes)

Now, we will practice using names for specific people. This is important because everyone has a name. Use local language for the word *specific* to ensure learners understand its meaning.



- Read the sentences on the chalkboard aloud.
- Draw learners' attention to the word *Mary* in sentence 1 by reading it with emphasis and underlining it.
- Tell learners that the underlined word is the name of a person in the class. The name of a person is a noun. Then use local language to clarify the meaning of a noun.
- Tell learners that everyone has a personal name.
- Say: *A personal name is a proper noun. Give examples of names of learners in the class.*
- Model writing the names on the chalkboard saying each name aloud while you write.
- Draw learners' attention to the capital letter at the beginning of each name of a person.
- Say: *All our names begin with a capital letter.*
- Model writing a sentence on the chalkboard using a name. For example, *my name is...* (*Say your own name*).



- Read the sentences and the names of people on the chalkboard together with the learners.
- Guide learners to give other examples of names of specific people they know. For example, James, Pilirani and Billy.



- Guide learners to write their own sentences using proper nouns (their names, the name of a family relation, etc.) in their exercise books, for example, *my name is Memory*.
- Go round the class to listen and support learners who have difficulties.
- Remind them to use the name of a specific person – a friend, a sister, an uncle, etc.
- Ask learners to point at their names in the sentences.
- Ask some learners to read their sentences.
- Remind learners that proper nouns begin with a capital letters.

Activity 1.3.3

Writing: Using names of places (proper nouns)

(10 minutes)

Now, we will use names of specific places, like the name of our school. Using specific names helps us talk to others about important places.



- Say: *Specific places are also proper nouns.*
- Read the other sentences on the chalkboard (from 1.3.1) to learners:
- *I live at Tikondwe Village.*
- *I am in Standard 3 at Chisenjere School.*
- Draw learners' attention to the words Tikondwe and Chisenjere in the sentences. Underline these words.

	<ul style="list-style-type: none"> • Tell learners that Tikondwe is the name of a specific village; Chisenjere is the name of a specific school. • Say: <i>We start these names with a capital letter.</i> • Model writing a sentence using a name of a place for example: <i>I live at Chinsapo.</i> • Refer learners to the capital C in the name <i>Chinsapo</i>.
	<ul style="list-style-type: none"> • Practise with learners naming different places or towns around the school. • Guide learners to give more examples of specific places, such as Lunzu, Chinsapo, and Mbera Village. • Write some of the names the learners have given on the chalkboard. • Draw learners' attention to the capital letters at the beginning of the names. • Read the names with learners. • Point at each proper noun and say: <i>We call these proper nouns. Proper nouns always begin with a capital letter.</i>
	<ul style="list-style-type: none"> • Tell learners to write sentences in their exercise books using names of places. For example, <i>I live at Lunzu.</i> • Ask learners to read their sentences to a partner. • Ask learners to point at the names of places in their sentences.

Note: Encourage learners to use place names familiar to them rather than those in the above examples.

Conclusion

(3 minutes)

Ask learners to swap exercise books with a partner. Let them read each other's sentences.

Teacher reflection

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

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

UNIT 1	Friends at school: Reading comprehension practice	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate their background knowledge using the title and picture • read a dialogue by dramatising • answer comprehension questions orally <p>Suggested resources (in addition to learner's book) chart of question words (<i>who, what, when, where, why</i>), word cards (lesson 2)</p>		
<p>Introduction</p>		

Introduction

(2 minutes)

Ask learners in pairs to tell the names the places they live.

Activity 1.4.1	Reading: Activating background knowledge	(10 minutes)
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Today, we will say more about what we think of when we look at the title and picture. Doing this before we read the story will help us understand the dialogue.

	<ul style="list-style-type: none"> • Say: <i>Remember, before we read a dialogue we read the title and look at the picture. They remind us about what we already know and give us ideas about the story. This helps us understand what we read.</i> • Tell learners to open their books at page 1. • Read the title for learners. • Describe the picture. • Tell learners more about what you think of after reading the title and looking at the picture. For example, <i>When I read the title and look at the picture, I think about the colour of our school uniform. I also think about the things we will learn together at school.</i>
	<ul style="list-style-type: none"> • Practise rereading the title together with learners; look closely at the picture and talk about it with them. • Use questions like: <ol style="list-style-type: none"> 1 What does the title make you think of? 2 Where are Fatsani, Luso and Tadala standing? 3 What are the learners carrying?
	<ul style="list-style-type: none"> • Ask learners in pairs to say what they think of when they look at the title and picture. • Use questions and repeated modelling to prompt learners who are having difficulty.

Activity 1.4.2	Fluency: Dramatised reading	(10 minutes)
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Now, we will practise reading with expression and actions again. Reading with expression and actions is important because it shows we understand what we read.

	<ul style="list-style-type: none"> • Review vocabulary learnt In Lesson 2 with learners using the strategies in Activity 1.2.2. • Model reading the dialogue for learners with expression and gestures 2-3 times.
	<ul style="list-style-type: none"> • Ask learners to be in two groups. (<i>One group should be Fatsani and the other to be Tadala</i>).Ask learners to open their books at page 1. • Read Fatsani and Tadala's parts of the dialogue together with learners (with you taking the role of Luso.) Read with actions and expression. • Change the roles of the two groups so that everyone has a chance to read a different part. Continue reading together with the groups. • Read all three parts with the groups of learners.
	<ul style="list-style-type: none"> • Let learners swap roles again. • Ask learners to be in groups of three and read the dialogue in parts. • Go round the class to listen and support learners who have difficulty.

Activity 1.4.3	Reading: Comprehension questions	(10 minutes)
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Now, we will answer questions about *Friends at school*. Answering questions helps us to think and talk about what we have read.

	<ul style="list-style-type: none"> • Say: <i>Understanding what we read is very important. In each of the units we will talk about what we read.</i> • Tell learners we use the words what, who, when, how and why to ask questions. Refer learners to the chart of words we use to ask questions. • Say: <i>What is used to ask for things, who is used to ask for a person or people, and when is used to ask for time. How is used to show ways of doing things and why asks for a reason.</i> • Draw learners' attention to the questions on page 2 of their books. • Model answering a comprehension question in full. For example, say: <i>The second question is: Who likes to draw? First, I look at the question word, who. Who tells me the answer will be a person's name. Now, I read the text and find the name of the person in the story who likes to draw. Then, I can say, "Luso likes to draw."</i>
	<ul style="list-style-type: none"> • Say... <i>Now, we will answer the first question together. Read the question with me:</i> When did the three learners meet? • Say: <i>We know the word when asks for a time.</i> • Talk with learners about what the question is asking and then read the dialogue together with them. • Say: <i>If we cannot find the answer, we should read again to find for the answer.</i> • Practise and then guide learners to answer the question with a partner by saying: <i>Remember, when asks for a time, such as in the morning or afternoon or during break. Here Fatsani says Good morning.</i> • Guide learners to answer the question: <i>The three learners met in the morning/during break time. (Accept any response about time).</i>
	<ul style="list-style-type: none"> • Ask learners in groups or pairs to talk about the answer for question 3. (<i>The answer is not in the text; each learner will answer in his/her own way.</i>) • Go round the class to listen and support learners. Accept any reasonable answer. • Discuss a few learners' answers for question 3 with learners.

Conclusion

(3 minutes)

Ask learners in pairs to tell what the dialogue is about.

Teacher reflection

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

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

UNIT 1	Friends at school: Grammar practice	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • Introduce others • Use proper nouns in sentences • Underline proper nouns <p>Suggested resources (in addition to learner's book) chalkboard or a chart with an example sentence and sentence number 1 in Exercise B.</p>	

Introduction	(2 minutes)
Ask learners to introduce themselves to a partner.	

Activity 1.5.1	Oral language: Introducing others	(10 minutes)
Now, we will practise introducing a friend to another friend. This will help us tell one friend about another friend.		
	<ul style="list-style-type: none"> • Model introducing others by inviting a learner to the front. • Remind learners that we use <i>he</i> for boys and <i>she</i> for girls. • Say: <i>Good morning, class. This is... S/he is a learner in my class. He lives in/at.... S/he is in Standard 3.</i> • Do this with 2 other learners. 	
	<ul style="list-style-type: none"> • Guide the learners in front to introduce each other in turns to the class. Encourage learners to practise with you. • Go round the class to listen and support learners by asking: What is her or his name? Where does s/he live? 	
	<ul style="list-style-type: none"> • Ask learners to be in groups of three. • Practise with learners to introduce a friend to someone else in the group. • Go round the class to listen and support learners who have difficulty. • Write the sentences from what the learners say on the chalkboard. For example, <ol style="list-style-type: none"> 1 <i>That is my friend.</i> 2 <i>His name is James.</i> 3 <i>He lives in Zomba.</i> 4 <i>This is Patricia.</i> 5 <i>She is my cousin.</i> 	
(Keep the sentences for the next activity.)		

Activity 1.5.2	Grammar: Using proper nouns in sentences	(10 minutes)
Now, we will practise making sentences with names of specific people and places. This will help us talk to others about our friends, our family and the places we live.		
	<ul style="list-style-type: none"> • Say: <i>In English, we speak in sentences. A sentence is a group of words that gives a complete thought.</i> • Read the sentences on the chalkboard for learners. • Draw learners' attention to the names of people and places in the sentences. 	

	<ul style="list-style-type: none"> Remind learners that names of specific people and places are proper nouns. They always begin with capital letters.
	<ul style="list-style-type: none"> Ask learners to read the sentences aloud together with you. Practise making a new sentence with the class. Guide learners, in pairs, to make sentences using proper nouns. Write 2-3 model sentences on the board.
	<ul style="list-style-type: none"> Ask learners to give more examples of sentences with names of different people and places. Write the sentences on the chalkboard. Underline the proper nouns. Guide learners to read the sentences with a partner. Go round the class to support learners.

Activity 1.5.3 Grammar writing: Underlining proper nouns (10 minutes)

Now, we will identify names of specific people and places in sentences. This will help us talk to others and write about people and places we know.

	<ul style="list-style-type: none"> Say: <i>Remember, names of specific people and places are called proper nouns and they always begin with a capital letter.</i> Tell learners to open their books at page 3. Say: <i>In Exercise B, you will look for proper nouns in sentences. You will write the sentences in your exercise books and underline the proper nouns.</i> Model underlining proper nouns using the example written on the chalkboard.
	<ul style="list-style-type: none"> Refer learners to sentence 1 on the chalkboard/chart. Ask learners to help you find and underline the proper noun in the first sentence of the exercise. Guide learners to find the proper noun in the first sentence for exercise B.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their Exercise books. Ask learners to share their answers with a partner. Discuss the answers.

Conclusion (3 minutes)

Ask learners in pairs to read the sentences on the board or from their exercise books with a partner.

Teacher reflection

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

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

UNIT 1	Friends at school: Fluency/vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a dialogue by dramatising • use new vocabulary • complete sentences with given words <p>Suggested resources (in addition to learner's book) word cards (Lesson 2), sentences with new vocabulary from dialogue written on the chalkboard (underline the new words)</p>	

Introduction	(2 minutes)
Ask learners to read new words at page 1 of their books.	

Activity 1.6.1	Fluency: Dramatised reading	(10 minutes)
Now, we will practise reading with expression, actions and changes in our voices again. This will help us practise reading aloud and show that we understand what we read.		
	<ul style="list-style-type: none"> • Model reading the dialogue using a dramatised reading. • Tell learners that each time you read, you read with expression and gestures. Say: <i>Pay attention to how I change my voice for each speaker in the dialogue.</i> 	
	<ul style="list-style-type: none"> • Ask learners to read the dialogue together with you in groups or rows 2-3 times. • Go round the class to listen and support learners. 	
	<ul style="list-style-type: none"> • Ask learners in threes to read the dialogue in turns 2-3 times. • Go round the class to listen and support learners. 	

Activity 1.6.2	Vocabulary: Using new words	(10 minutes)
Now, we will practise with the new words from Friends at school. Knowing how to read and understand new words helps us understand what we read.		
	<ul style="list-style-type: none"> • Refer learners to the sentences from the dialogue with the new words straw, friends, school on the chalkboard. • Review the meanings for the learners. Use local language if learners do not understand. • Read the sentences for the learners 2-3 times, pointing at the underlined words. 	
	<ul style="list-style-type: none"> • Ask learners to turn to a partner and be ready to read with you. • Read the sentences again, this time with learners. 	
	<ul style="list-style-type: none"> • Ask learners in pairs to give the meanings of the underlined words, for example, by miming, drawing, acting out while others in group guess which word it is. • Go round the room supporting and encouraging learners. 	

Activity 1.6.3	Vocabulary: Completing sentences	(10 minutes)
Now, we will complete sentences with the new words. Using the words in sentences helps us speak and write better English.		

	<ul style="list-style-type: none"> Tell learners to open their books at page 3. Draw learners' attention to Exercise C. Read the words in the box and say: <i>We will use these words in the sentences.</i> Read the example for the learners. Model completing the sentence with straw. <u>Mwayi uses a straw to drink.</u>
	<ul style="list-style-type: none"> Complete the first sentence of the exercise together with learners: <i>Tadala met a friend.</i> Write the sentence on the chalkboard while learners write it in their exercise books. Read the sentence with learners.
	<ul style="list-style-type: none"> Ask learners to complete the exercise in their exercise books. Ask learners in pairs to swap notebooks and read each other's answers. Discuss the answers with learners.

Conclusion

(3 minutes)

Ask learners to give the meanings of the words using an appropriate strategy: straw, school and friends.

Teacher reflection

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

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

UNIT 1	Friends at school: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> read a dialogue silently talk about characters in a story answer comprehension questions in writing <p>Suggested resources (in addition to learner's book) chalkboard with pre-questions written on the chalkboard (see 1.7.1); Exercise C example sentence and sentence number 1</p>	

Introduction

(2 minutes)

Ask learners in pairs to describe the people in the dialogue *Making friends.*

Activity 1.7.1

Reading: Reading silently

(10 minutes)

Now, we will think about questions while reading silently. This will help us understand what we read.

	<ul style="list-style-type: none"> • Say: <i>Remember, sometimes we read to find specific information. This helps us answer questions about what we read.</i> • Write these pre-questions on the chalkboard (before the lesson): <ol style="list-style-type: none"> 1 Where are Luso and her friends? 2 What will Tadala teach Fatsani and Luso? • Read the pre-questions to learners. • Tell learners you will think about these questions while you read with them.
	<ul style="list-style-type: none"> • Guide learners in reading the pre-questions with you. • Tell learners to open their books at page 1. • Say: <i>Now, we will read for the answers to these questions.</i> • Pause after reading Luso's part and say: <i>Here it says Tadala will be at this school. This means they will be at the same school. They are meeting at school.</i>
	<ul style="list-style-type: none"> • Ask learners to read the dialogue silently and find answers to the pre-questions while they read. • Ask learners to discuss answers to the second pre-question in groups. • Discuss the answers to the pre-questions with learners.

Activity 1.7.2	Reading: Text analysis/reading closely for comprehension	(10 minutes)
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Now, we will read the dialogue and then talk about the people in this dialogue. This helps us understand more about the characters and what happens to them.

	<ul style="list-style-type: none"> • Say: <i>Good readers read and reread the same text or dialogue. We do this to learn more about the characters and what happens to them.</i> • Reread the dialogue aloud for the class. • Tell learners that people in a dialogue or story are called characters. • Tell learners that characters in a story do and say different things. Sometimes we like a character and sometimes we do not like them. • Tell learners what you think about one of the characters in the dialogue. • For example, say: <i>I like Tadala. She introduces her friend. This shows me that she is a nice girl.</i>
	<ul style="list-style-type: none"> • Together with learners, name other characters. Let them choose a character to read. • Say, for example: <i>Who are the other characters in the dialogue?</i> • Guide learners to name the other characters. • Ask learners to turn to a partner and talk about things they like about each of the characters. Guide them to start with <i>I like _____ because s/he _____.</i> • Go round the class to listen and support learners.
	<ul style="list-style-type: none"> • Ask learners in groups to talk about the characters in the dialogue using the questions: <ol style="list-style-type: none"> 1 Who is new to the school? 2 Who will be a good friend? 3 Do you like _____? • Ask some groups to give their response to the question orally. • Discuss the answers to the question with learners.

Activity 1.7.3	Writing: Answers to comprehension questions	(10 minutes)
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Now, we will write answers to questions about Friends at school. This will show how much we understand. Understanding what we read is very important. We enjoy what we read when we understand it. We can talk with friends about what we read when we understand it.

	<ul style="list-style-type: none"> • Read question 1 aloud and say: <i>I will read the dialogue again and look for clues about who Fatsani met for the first time.</i> • Reread the first part of the dialogue. Stop after reading, “<i>Good morning Fatsani.</i>” • Say: <i>This is a clue. In the dialogue, Tadala says, “I am pleased to meet you, Fatsani.” This tells me that Tadala and Fatsani are meeting for the first time. This is the answer to question 1.</i>
	<ul style="list-style-type: none"> • Say: <i>Now, we will answer question 2 together. Read it with me.</i> • Read the question aloud with learners: When did the learners meet? • Say: <i>Now, read the dialogue with me.</i> • Pause after reading the first page. Say: <i>It says Zione and Fatsani say Good morning to each other. When do they meet?</i> • Ask learners to answer the question with a partner. • Write the answer on the chalkboard while learners write in their exercise books.
	<ul style="list-style-type: none"> • Tell learners they will Now, answer the last question on their own. • Go round the class, supporting learners while they write the answers in their notebooks.

Conclusion	(3 minutes)
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Ask learners in pairs to talk about which character they like from the dialogue and tell why.

Teacher reflection

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

- For each of the success criteria for today’s lessons, approximately find how many or what percentage of learners have achieved them?
- Which success criteria are difficult for learners?
- What will you do to address their difficulties?

UNIT 1	Friends at school: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • talk about relations • write about relations <p>Suggested resources (in addition to learner’s book) paragraph about a family relation written on the chalkboard or a chart (underline names of person, place and school); exercise D example sentence and sentence #1 written on chalkboard or chart</p>	

Introduction

(2 minutes)

Ask learners in pairs to mention family relations, such as, sister, brother, grandmother and grandfather.

Activity 1.8.1**Oral language: Talking about family relations**

(10 minutes)

Now, we will talk about people in our family again. Learning about our families will help our friends get to know us better.



- Model talking about relations using the paragraph as a guide. (Point to each sentence as you talk about the person.) Say, for example: *The name of my brother is John. He lives at Njedza Village. He goes to Sankhani School.*
- Talk about the person again using the paragraph.
- Tell learners that all the sentences in the paragraph are connected to the same person, your brother. The sentences talk about John.
- Explain that a paragraph has one main idea or point. It also has sentences that tell more about that main idea.
- Show learners the main idea sentence (*The name of my brother is John.*) and supporting the sentences.



- Ask learners to read the paragraphs again together with you 2-3 times.
- Erase the underlined words and phrases in the paragraph.
- Say: *Now, you will use this same paragraph as a model to talk about someone in your family – a brother or sister, a grandparent or an aunt/uncle.*
- Go round the class giving support to learners.



- Guide learners in using your paragraph to talk in pairs about a relative.

Activity 1.8.2**Writing: Sentences about their relations**

(20 minutes)

Now, we will write about someone in our family. This will help us tell others about our families.



- Say: *It is fun to talk about relations in our family. We know them well and can share things about them with our friends.*
- Tell learners to open their books to exercise D at page 4.
- Say: *These sentences will help us write about a family relation.*
- Read the sentences to learners.
- Say: *If you do not have a sister, you will choose another family relation to write about, such as a brother or aunt or grandmother.*



- Complete the first sentence with the learners. Write the sentence on the chalkboard while learners write in their exercise books.
- Guide and support learners to complete the second sentence in exercise D.



- Ask learners to write a third sentence about their family relation to complete a paragraph in their exercise books.
- Go round the class to support learners.
- Ask some learners to read their paragraphs to a partner.

Conclusion

(3 minutes)

Ask learners in pairs to talk more about the person they wrote about.

Teacher reflection

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

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

UNIT 1	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 learner's book) supplementary books</p>	

Introduction

(2 minutes)

Ask learners to share interesting stories they have read or heard about.

Activity 1.9.1

Reading: Supplementary readers

(20 minutes)

Being able to read on your own is an exciting experience. When you choose your own book, you can pick one that interests you. When you are interested in a book it helps you read it with more understanding. I have many books here to share with you. All of you will choose a book to read and then retell the story to a friend.

	<ul style="list-style-type: none"> • Display different books on the table. • Hold a few books up, one at a time, and say something about each one. For example, say: <ul style="list-style-type: none"> 1 <i>The title of this book is The boy and his dog. If you like dogs, you might like this book.</i> 2 <i>Here is a book with pictures of the market. Anyone whose parents are sellers at the market might choose this one.</i> • Tell learners that when they choose a book to read, they look at the title and pictures. Say: <i>That will help you decide which book to read.</i> • Ask learners to sit in groups of 4-5; give each group a set of books to choose from. Give learners time to look through the books and pick one to read.
	<ul style="list-style-type: none"> • Once everyone has chosen a book to read, say: <i>Turn to a partner and tell him/her why you chose this book.</i> • Ask learners to read the readers they have picked in pairs or individually. • Go round the class, observe and support struggling readers.
	<ul style="list-style-type: none"> • While learners are reading on their own or with a partner, read with those who have difficulty.

Activity 1.9.2	Oral language: Retelling stories	(10 minutes)
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Now, that you have chosen and read a book, you will retell the story to a friend. Retelling shows that you understand what you read.

	<ul style="list-style-type: none"> Say: <i>To retell a story, we give details about the characters and what happens to them. We also tell where the story takes place. Then, we tell the lesson we learn from the story.</i> Model retelling a simple and familiar story. Remind learners that in your retelling of a story, you mentioned the characters, what happens to them and where the story takes place.
	<ul style="list-style-type: none"> Ask learners to turn to a partner. Together with the pairs, name where the story takes place, who the characters are, what happens in the story and what lesson they have learnt from the story. Go round the class to listen and support learners with questions like: What happens to the character? Where is s/he?
	<ul style="list-style-type: none"> Ask learners to take turns in retelling the story they read to a partner. Ask some learners to retell their stories to the class.

Conclusion	(3 minutes)
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Ask learners to write or say which stories they learnt about from their partners they might like to read for themselves and why.

Teacher reflection

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

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

UNIT 1	Making friends: Review	Lesson 10
In Lesson 10, choose any 2-4 success criteria that were not understood by many learners and review them.		
Success criteria	Lessons	Activities

UNIT 2	Water: Oral language and phonics	Lesson 1
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about taking care of water • give information about taking care of water • read words ending with letters -are • write words ending with letters -are <p>Suggested resources (in addition to learner's book)</p> <p>question word cards (Unit 1);word cards (<i>care, fare, share, rare</i> and <i>bare</i>, and other –are words) written on the chalkboard/chart; <i>How do you take care of the water?</i> written on the chalkboard/chart.</p>	

Introduction	(2 minutes)
Tell learners that this week they will learn about taking care of water. Ask learners in pairs to say where they get water in their area. (<i>well, tap, boreholes, lakes, rivers</i>)	

Activity 2.1.1	Oral language: Asking for and giving information	(12 minutes)
When we want to know something, we ask questions and people give us information. Today, we will learn to ask for and give information about taking care of water.		
	<ul style="list-style-type: none"> • Say: <i>Water is very important to us. Keeping it clean is important.</i> • Refer learners to the question on the chalkboard. • Tell the class you will use this question to talk about water. How do you take care of the water? • Model talking about taking care of water. Answer: <i>I take care of water by boiling it before drinking it.</i> 	
	<ul style="list-style-type: none"> • Tell learners to turn to a partner and ask: <i>How do you take care of water?</i> • Help learners answer the question. 	
	<ul style="list-style-type: none"> • Ask: <i>What are other ways we take care of water?</i> • Support learners while they talk to their partners. • Ask some pairs to present other ways of taking care of water. 	

Activity 2.1.2	Phonics: Reading words ending with -are	(8 minutes)
Now, we will read words that end with the letters -are. This will help us know many words in the stories we read.		
	<ul style="list-style-type: none"> • Refer learners to the words <i>care, fare, share, rare</i> and <i>bare</i> on the chalkboard/word cards. • Read the words 2-3 times while the learners listen. (<i>Point at each word while you read</i>) • Draw learners' attention to the ending -are. (Decode the ending sounds slowly for learners.) 	
	<ul style="list-style-type: none"> • Read the words together with learners with emphasis on the ending –are. • Check that all learners are reading with you. Reread as needed. 	
	<ul style="list-style-type: none"> • Ask learners to read the words on the chalkboard or word cards by themselves or with a partner. 	

Activity 2.1.3	Phonics: Writing words ending with -are	(10 minutes)
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Now, we will write some -are words. Knowing how to write words these words will help us write our own sentences and paragraphs.



- Model writing a word with the letters –are on the chalkboard. Say: *This is the word bare.*
- Read the word 2-3 times to learners.



- Say the word share. Ask learners to write it in their exercise books while you write the word on the chalkboard.
- Guide learners to write the word correctly by naming each letter in the word.



- Dictate the following words and ask learners to write them in their exercise books: *rare, fare, care, bare and share.*
- Read each word slowly 2-3 times for the learners. Use each word in a sentence.
- Ask learners to read the words to the class.

Conclusion	(3 minutes)
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Ask learners to read the words they have written with a partner.

Teacher reflection

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

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

UNIT 2	Water: Reading	Lesson 2
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Success criteria

Learners must be able to:

- activate their background knowledge using title and picture
- give meanings of words
- read a poem using repeated reading

Suggested resources (in addition to learner's book)

a covered pail/bucket of water, picture of a tap or borehole, words written on chalkboard or word cards (*water, clean, share, play* and *heat* and *-are* word cards from lesson 1)

Introduction	(2 minutes)
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Ask learners to read words ending with *-are* on the word cards.

Activity 2.2.1	Reading: Activating background knowledge using title and picture	(10 minutes)
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Today, we will use the title and picture to help us understand the poem. The title and illustration remind us about what we already know and give us ideas about the poem.

	<ul style="list-style-type: none"> • Tell learners to open their books at page 5. • Read the title for the learners: Water. • Tell learners what you think of when you read the title and look at the picture. Say, for example: <i>When I read the title and look at the picture, I think about where I get water. I get water from rivers and wells. I also think about using water to cook food.</i>
	<ul style="list-style-type: none"> • Guide learners to tell more about what they think of when they read the title and look at the picture. • Ask 2 girls and 2 boys to share with the class.
	<ul style="list-style-type: none"> • Ask learners in pairs to read at the title and look at the picture and say what they remember or think about. • Go round the class to listen and give support. • Ask some pairs to present to the class what they talked about.

Activity 2.2.2	Vocabulary: Using new words (<i>water, clean and share, play, heat</i>)	(10 minutes)
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Now, we will read new words and talk about their meanings. Knowing what words mean helps us understand what we read and what people say to us.

	<ul style="list-style-type: none"> • Review <i>play</i> and <i>heat</i> (Std 2 review words) with learners. • Refer learners to the word <i>water</i> on the chalk board or word card. • Read the word <i>water</i> to learners 2-3 times. • Teach the meaning of the word <i>water</i> using appropriate strategies such as with a picture, the real object, acting it out, a sentence about how we use care, etc. Use local language if learners do not understand. • Use the word in a sentence.
	<ul style="list-style-type: none"> • Read the word <i>water</i> together with learners 2-3 times. • Consolidate the meaning of the word <i>water</i>. Ask pairs to tell the meaning in their own words.
	<ul style="list-style-type: none"> • Ask learners to read the word <i>water</i> on their own. • Ask learners in pairs to talk about how we use <i>water</i> in sentences.

Note: Follow I Do, We Do, You Do with each of the other words.

Activity 2.2.3	Fluency: Repeated reading	(10 minutes)
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Today, we will read the poem *Water* several times to make our reading smooth and easy. This is called repeated reading.

	<ul style="list-style-type: none"> • I will read the first stanza (a group of words). Listen while I read the first stanza to you. • Read the first stanza aloud twice. The first time, read very slowly and pretend to struggle. • The second reading, deliberately improve your reading. • Each time you read, improve your expression and accuracy, use gestures.
	<ul style="list-style-type: none"> • Tell learners to read the next stanza with you.

	<ul style="list-style-type: none"> • Guide them to read with more expression each time while you continue to model, using gestures. • Read the stanza with learners several times, each time improving expression and accuracy.
	<ul style="list-style-type: none"> • Ask learners to practise reading the poem one stanza at a time, in pairs or groups. • Go round the class to listen and give support readers who have difficulty.

Conclusion	(3 minutes)
Ask learners in groups to read the new words on page 5.	

Teacher reflection
Write your observations in the evaluation section of your lesson plan.
<ul style="list-style-type: none"> • For each of the success criteria for today's lessons, approximately find how many or what percentage of learners have achieved them? • Which success criteria are difficult for learners? • What will you do to address their difficulties?

UNIT 2	Water: Oral language	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about taking care of water • give information about taking care of water • use words that show order <p>Suggested resources (in addition to learner's book) word cards(<i>water, clean, share, –are</i> words - <i>care, fare, share, rare</i> and <i>bare</i>; and <i>first, second, last</i>) written on the board or on word cards</p>		

Introduction	(2 minutes)
Ask learners in pairs to say where they draw water in their areas.	

Activity 2.3.1	Oral language: Asking for and giving information	(15 minutes)
Now, we will ask for and give information about taking care of water. That will help us understand what others say to us and what we read.		
	<ul style="list-style-type: none"> • Say: <i>Before reading something new, we talk about the topic. We can do this by asking and answering questions.</i> • Model asking for and giving information about taking care of water. To ask for information we can ask: <i>How do you take care of water?</i> Act out each of these steps for learners. Answer: <i>First, I clean the container. Second, draw water. Third, I boil the water. Last, I cover the container with a lid.</i> 	

	<ul style="list-style-type: none"> • Do this 2-3 times.
	<ul style="list-style-type: none"> • Model with volunteers asking for and giving information about taking care of water. Ask: <i>How do you take care of water? First, I clean the container.</i> • Ask learners to turn to a partner and answer: <i>What is the next step of taking care of water? Second, I draw water.</i> • Repeat asking pairs for the next steps. <i>Third, I boil the water. Last, I cover the container with a lid.</i> • Swap roles with the learner. • Do the same with the whole class, rows, groups and individuals.
	<ul style="list-style-type: none"> • Ask learners to be in pairs to tell the steps of taking care of water. • Go round the class to listen and support learners while they practise using first, second, third and last. • Write learners responses on the chalkboard such as: <ol style="list-style-type: none"> 1 First, we clean the water pail. 2 Second, fill the pail with water. 3 Last, cover the pail with a lid. <p>(Keep the sentences for the next activity.)</p>

Activity 2.3.2 Writing: Sentences using words that show order (15 minutes)

Now, we will write sentences that show steps for doing something. We use *first*, *second*, *third* and *last* to tell the order of the steps.

	<ul style="list-style-type: none"> • Say: <i>Remember these are the steps of how we take care of water.</i> • Read the sentences (from 2.3.1) for the class. • Draw learners' attention to the words that show the order in the sentences by reading with emphasis and underlining them: First, second, last. • Explain that the words, first, second, last, show the order of activities. Use gestures, such as holding up 1 finger for first, 2 for second, etc.
	<ul style="list-style-type: none"> • Practise reading the sentences with learners 2-3 times. • Ask learners to read the sentences with a partner.
	<ul style="list-style-type: none"> • Ask learners to write their own sentences in the correct order. • Go round the class to observe and support learners who have difficulty. • Ask some learners to read their sentences to the class.

Conclusion

(3 minutes)

Ask learners to tell each other one way they use to take care of water in their homes.

Teacher reflection

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

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

UNIT 2	Water: Reading comprehension practice	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate their background knowledge using title and picture • read a poem using repeated reading • answer comprehension questions orally <p>Suggested resources (in addition to learner's book) a covered bucket filled with water; word cards (lesson 2)</p>	

Introduction	(2 minutes)
Ask learners to name a way they take care of water at school.	

Activity 2.4.1	Reading: Activating background knowledge using a title and a picture (10 minutes)
Now, we will talk more about what we think of when we look at the title and picture of this poem. This helps us understand what we read.	
	<ul style="list-style-type: none"> • Say: <i>When we read, we always use the title and picture to think about what we already know.</i> • Tell learners to open their books at page 5. • Read the title for the learners. • Ask learners to look at the picture. • Tell learners what the picture reminds you of. For example, say: <i>The picture reminds me of the river at home. We used to swim in the river.</i>
	<ul style="list-style-type: none"> • Read the title again with learners. • Ask learners to look at the picture. • Guide learners to talk to a partner about what they think of when they look at the title of the poem and the picture. • Go round the class to listen and support learners.
	<ul style="list-style-type: none"> • Ask learners in pairs to share more about what the title and picture make them think of. • Ask learners to talk to their partners about the lesson of the poem.

Activity 2.4.2	Fluency: Repeated reading (10 minutes)
Now, we will read the poem <i>Water</i> several times again. This will help us read with more expression and the words will become easier to read.	
	<ul style="list-style-type: none"> • Revise Standard 2 review vocabulary for with learners through demonstration, acting out, showing pictures. Re-teach new vocabulary as needed. • Model repeated reading by reading the first stanza three times. Purposefully, read smoothly, with additional expression and accuracy each time.
	<ul style="list-style-type: none"> • Read the second stanza together with the class 2-3 times. • Review meanings by acting out, showing pictures, or using the words in sentences. • Guide learners to read smoothly and with expression. • Go round the class to support learners who are having difficulties.



- Ask learners to read the poem 2-3 times in rows/groups/pairs/individuals.
- Go round the class to listen and support struggling readers.
- Ask some groups/pairs read the poem to the class.

Activity 2.4.3

Oral language: Comprehension questions

(10 minutes)

Now, we will answer questions about the poem *Water*. Answering questions helps us think and talk about what we have read.



- Remind learners about the question words: *what, who, how* and *why*.
- Draw learner's attention to the questions in their books at page 6.
- Read the first question: Why is water fun?
- Read the first three stanzas where the answer to the question is found.
- Answer the question from the stanzas: *Water is fun because we swim in it.*



- Practise with learners to read on for the answer to question 2. Stop them after Stanza 3.
- Guide learners to answer the question saying: *In the poem, water is fun because we swim in it.*



- Ask learners to read the poem and talk about the answers for questions 3 and 4 in groups.
- Go round the room, observe and give support.
- Ask some groups to give their responses to the questions orally.
- Discuss the answers to the questions with learners.

Conclusion

(3 minutes)

Ask learners in pairs to name two reasons we need clean water.

Teacher reflection

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

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

UNIT 2

Water: Grammar practice

Lesson 5

Success criteria

Learners must be able to:

- give instructions about taking care of water
- follow instructions about taking care of water
- use words that show order (signalling devices)
- write sentences to match pictures

Suggested resources (in addition to learner's book)

out-of-order sentences written/chart on chalkboard (see Activity 2.5.2)

Introduction

(2 minutes)

Ask learners in pairs to talk about what the poem *Water* teaches us.

Activity 2.5.1

Oral language: Giving and following instructions

(10 minutes)

Now, we will give instructions and follow them so that we can take care of water. This will help us learn more about taking care of water.



- Say: *To do things correctly, we sometimes have to follow steps in order.*
- Model giving and following instructions about taking care of water by answering the question: *How do you take care of water?*
- Say: *First, clean the water pail* (pretend to clean the pail). *Second, fill the pail with water* (pretend to fill the pail with water). *Third, boil the water* (pretend to boil the water). *Last, cover the pail with a lid* (Pretend to cover the pail).
- Repeat the demonstration and explanation.



- Repeat these steps with learners.
- Guide learners to practise giving and acting out instructions about how to take care of water.



- Ask learners in pairs to practise giving and acting out the instructions about taking care of water.
- Invite 3 learners, one at a time, to give instructions while the other learners do the actions.

Activity 2.5.2

Grammar: Using words that show order

(10 minutes)

Now, we will use first, second, last to say what we do to take care of water. Words that show order tell us the steps to take.



- Say: *Remember, the words first, second, third, and last show order.*
- Refer learners to sentences that describe order of taking care of water on the chalkboard (*out of order*):
 - 1 *Second, fill the pail with water.*
 - 2 *Last, cover the pail with a lid.*
 - 3 *First, clean the container.*
- Read the sentences to the class and say: *These sentences do not tell the correct order. They are out of order.*
- Draw learners' attention to the word cards that show the order of ideas in a passage such as: *first, second, last.*
- Say: *These words tell us the order of how we take care of water. They tell us which sentence comes first, which one comes second, and which one comes last.*



- Read the sentences on the chalkboard together with the learners.
- Tell learners to think about the correct order of taking care of water, of keeping it safe and clean.
- Guide learners in identifying the first two steps.



- Ask learners in pairs to practising telling a partner the sentences in the correct order.

Activity 2.5.3	Grammar writing: Re-ordering sentences to show the order of doing things (10 minutes)
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Now, we will put sentences in the correct order. Using **first, second and last** will help us do this correctly.

	<ul style="list-style-type: none">• Tell learners to open their books at page 6.• Point at the first sentence.• Tell learners that the sentence starts with the word first.• Say: <i>Remember that we use these words to show order – first, second, last.</i>
	<ul style="list-style-type: none">• Ask: <i>Which sentence comes next?</i>• Choose the second sentence together with learners.
	<ul style="list-style-type: none">• Ask learners to do Exercise B in their exercise books.• Ask some learners to read their sentences with a partner.• Discuss the sentences with the learners.

Conclusion	(3 minutes)
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Ask learners in pairs to describe how they take care of water in the correct order using *first, second and last.*

Teacher reflection

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

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

UNIT 2	Water: Fluency/vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a poem using repeated reading• use new vocabulary• complete sentences using given words <p>Suggested resources (in addition to learner's book) word cards (lesson 2), sentences written on the chalkboard (See 2.6.2 and exercise C example and #1 sentences)</p>	

Introduction	(2 minutes)
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Ask learners in pairs to name the steps of how we take care of water (*cleaning containers, covering pails, heating*).

Activity 2.6.1	Fluency: Reading in meaningful chunks (10 minutes)
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Now, we will read the poem *Water* several times again. This will help us read with expression and the words will become easier to read.

	<ul style="list-style-type: none"> Revise Standard 2 review vocabulary for with learners through demonstration, acting out, showing pictures. Re-teach new vocabulary as needed. Model repeated reading by reading the first stanza three times. Purposefully, read smoothly, with additional expression and accuracy each time.
	<ul style="list-style-type: none"> Read the second stanza together with the class 2-3 times. Review meanings by acting out, showing pictures, or using the words in sentences. Guide learners to read more smoothly and with expression. Go round the class to support learners who are having difficulties.
	<ul style="list-style-type: none"> Ask learners to read the poem 2-3 times in rows/groups/pairs/individuals. Go round the class to listen and support readers who are struggling. Ask some groups/pairs to read the poem to the class.

Activity 2.6.2	Vocabulary: Using new vocabulary (water, clean, share)	(10 minutes)
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Now, we will practise using the new words from Water. Knowing how to read and use new words helps us understand what we read and also what people say to us.

	<ul style="list-style-type: none"> Refer the learners to the sentences on the chalkboard. <ol style="list-style-type: none"> 1 We <u>share</u> water. 2 We <u>clean</u> water. 3 <u>Water</u> is good. Read the sentences to learners 2-3 times, drawing learners' attention to the underlined words.
	<ul style="list-style-type: none"> Practise reading the sentences with learners 2-3 times. Ask: <i>Are there any questions?</i> (Take time to answer learners' questions before moving on.)
	<ul style="list-style-type: none"> Review the meanings of words with learners using an appropriate strategy for each word such as acting the words out and using them in sentences. Ask learners in groups to give the meanings of the underlined words. Go round the class to support learners.

Activity 2.6.3	Writing: Sentences with new words	(10 minutes)
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Now, we will practice choosing the correct words to complete sentences. This will show that we understand the meaning of each word.

	<ul style="list-style-type: none"> Draw learner's attention to exercise C at page 7 in their books. Model completing the example with the word share. Write the sentence on the board and read it for the learners.
	<ul style="list-style-type: none"> Explain which word makes sense in the first sentence of the exercise while you underline <u>clean</u> with learners: We <u>clean</u> plates. Read the sentence with learners.
	<ul style="list-style-type: none"> Guide learners to complete the second sentence in their exercise books. Go round the class to listen and support learners. Ask learners in pairs to swap exercise books and read each other's answers. Ask some learners to read their sentences to the class. Ask if there are any questions about the sentences and discuss the answers with learners.

Conclusion

(3 minutes)

Ask learners to give the meanings of the words *share*, *water* and *clean* while others try to guess the word.

Teacher reflection

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

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

UNIT 2

Water: Reading closely for comprehension

Lesson 7

Success criteria

Learners must be able to:

- read for specific information
- talk about who is speaking in a poem (persona)
- answer comprehension questions in writing

Suggested resources (in addition to learner's book)
pre-questions written on the chalkboard (2.7.1)

Introduction

(2 minutes)

Ask learners in pairs to name uses of water. (*farming, drinking, for cooking, washing*)

Activity 2.7.1

Reading: Looking for specific information

(10 minutes)

Now, we will read and answer questions about *Water*. Reading for specific information will help us understand what we read.



- Refer learners to the pre-questions on the chalkboard
 - 1 How do you play in water?
 - 2 What kind of fun can we have with water?
- Say: *Today when we read, we will think about these questions.*
- Read the pre-questions to learners.
- Model answering the first question after reading the first two stanzas.



- Ask learners to read the pre-questions together with you. Explain that they will use these questions while reading the poem.
- Tell learners to open their books at page 5.



- Ask learners to read the poem silently and find answers to the pre-questions.
- Ask learners to discuss answers to the pre-questions in small groups or in pairs.
- Go round the class, observe and support learners.
- Ask some groups to give the answers to the pre-questions to the class.

Activity 2.7.2 Reading closely: Talking about the main ideas (10 minutes)

Today, we will read *Water* to find the most important idea in the poem. This is called the main idea. Talking about the main idea helps us learn more about what the poem says about water.

	<ul style="list-style-type: none"> • Say: <i>When I read, I listen for the main ideas of each stanza and notice the details that tell more about that main idea.</i> • Read the first stanza and tell learners the main idea. (<i>Water is good.</i>) • Say: <i>Each line in the first stanza tells us that water is good for us.</i> • Reread the poem for the class.
	<ul style="list-style-type: none"> • Practise with learners listening for the main ideas in the first two stanzas. Say: <i>Think about what the poem is telling us about. This is the main idea.</i> • Model and encourage learners to answer: <i>The poem is telling us that we need water to cook and to have fun.</i> • Guide learners to read the poem aloud with a partner. Encourage them to change their voices and use gestures that water might use if it were a person.
	<ul style="list-style-type: none"> • Ask learners in groups to reread the poem. Guide them to discuss the main idea of the poem. • Go round the class, encourage and support learners. • Ask some groups to tell why water is speaking to us in the poem.

Activity 2.7.3 Writing: Comprehension questions (10 minutes)

Now, we will write answers to questions about the poem. This will show how much we understand. Using clues in the poem and what we already know will help us write our answers.

	<ul style="list-style-type: none"> • Read question 1 aloud and say: <i>I will reread the poem and look for clues.</i> • Read the first stanza aloud. • Say: <i>Water is fun because we swim in it.</i> • Write the answer on the chalkboard. • Tell learners that we read for clues to help us answer questions. • Say: <i>Sometimes the clues are easy to see. Other times we have to think about what we already know to help us answer the question.</i>
	<ul style="list-style-type: none"> • Tell learners to open their books at page 6. • Read question 2 together with learners. • Tell learners to help you look/listen for clues that help answer the question. Say: <i>Read with me.</i> • Read the first three stanzas aloud with learners. • Say: <i>The poem may not tell us directly. We have to think about what we already know about water. This will help us answer the questions.</i> • Guide and support learners while they talk with a partner about the answer. • Ask them to write the answer to question 2 in their exercise books while you write the answer to question 2 on the board.
	<ul style="list-style-type: none"> • Ask learners to answer the other question in their exercise books • Ask learners to share their answers with their partners. • Discuss the answers with learners.

Conclusion

(3 minutes)

Ask learners sit with a partner and talk about this question: *If you were a tree (or a bird, or a fish), what would you say to us? (Model an answer for learners if needed.)*

Teacher reflection

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

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

UNIT 2**Water: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- talk about caring for water
- write a paragraph based on pictures

Suggested resources (in addition to learner's book)

learner's experiences

Introduction

(2 minutes)

We know it is very important to take care of water. We must all help so that we have plenty of water. Ask learners to recite some lines/chunks from the poem that tell this.

Activity 2.8.1**Oral language: How to take care of water**

(10 minutes)

Today, we will say what we can do to take care of water. This will help us talk to others about what we know.



- Model talking about how we take care of water at school and at home. Say, for example: *First, we clean the pail. Second, we fill the pail with water.*
- Write the sentences one at a time in a paragraph on the chalkboard.
- Tell learners that all the sentences in the paragraph are linked. The sentences talk about taking care of water.



- Write the next sentence: *Last, cover the pail with a lid.*
- Guide learners in groups to talk about how we take care of water at home and at school by asking them the following question: What do you do after drawing water? (*We heat or boil the water.*)
- Help learners answer the question with a partner.



- Ask: What is the last thing we do to take care of water? (*Last, we cover the pail of water so it does not get dirty.*)
- Ask learners in groups to list each step in taking care of water.

Activity 2.8.2**Writing: Composing a paragraph about taking care of water**

(20 minutes)

Now, we will use what we talked about to write a paragraph. Writing is a good way to tell others what we know.



- Tell learners to open their books at page 7.
- Model for learners looking at the pictures while you describe the first one.
- Say: *This picture shows _____.*
- Write the first sentence talking about how to take care of water using the first picture. Say: *This is the first sentence in my paragraph.*



- Guide learners to look carefully at the second picture and write a sentence about it while you write one on the board. (*Write the sentence right after the first one to begin forming a paragraph.*)
- Read the sentences from the board aloud. Ask learners to read their sentences to a partner.



- Ask learners to use the picture to write a sentence about the third picture in their exercise books. Guide them to write the sentence immediately after the second sentence to form a paragraph.
- Ask learners to read their paragraphs to a partner.
- Discuss the paragraph as a class.

Conclusion

(3 minutes)

Ask learners to swap exercise books and read each other's paragraphs.

Teacher reflection

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

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

UNIT 2	Supplementary reading	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 learner's book)</p> <p>supplementary books</p>	

Introduction

(2 minutes)

Ask learners in pairs to share interesting stories they read or heard about.

Activity 2.9.1**Reading: Supplementary readers**

(20 minutes)

Being able to read on your own is an exciting experience. When you choose your own book, you can pick one that interests you. When you are interested in a book, it helps you read it with understanding. I have many books here to share with you. All of you will choose a book to read and then retell the story to a friend.



- Display different books on the table.
- Say: *I have many different books here to share with you.*
- Hold a few books up, one at a time, and say something about each one. For example, say:
- *The title of this book is Visiting my grandmother. If you sometimes visit your grandmother, you might like this book.*
- *Here is a book with pictures of travelling to Lake Malawi. Anyone who wants to know about Lake Malawi.*
- Tell the learners that when they choose a book to read, they look at the title and pictures. Say: *That will help you decide which book to read.*
- Ask learners to sit in groups of 4-5. Give each group a set of books to choose from. Give learners time to look through the books and pick one to read.



- After everyone has chosen a book to read, say: *Turn to a partner and tell him/her why you chose this book.*
- Ask learners to read the books they have picked in pairs or individually.



- Go round the class, support learners having difficulties while the other learners read on their own.

Activity 2.9.2**Oral language: Retelling stories**

(10 minutes)

Now, that you have chosen and read a book, you will retell the story to a friend. Retelling shows that you understand what you read.



- Say: *To retell a story, we give details about the characters and what happens to them. We also tell where the story takes place. Then we tell the lesson we learn from the story.*
- Model retelling a simple and familiar story.
- Remind learners that in your retelling of a story, you mentioned the characters, what happens to them and where the story takes place.



- Ask learners to turn to a partner and name where the story took place, who the characters are, what happens in the story and what lesson they can learn from the story.
- Go round the class to listen and support learners with questions like: *What happens to the character? Where is s/he? What does s/he like to do?*



- Ask learners to take turns in retelling the story they read to a partner.
- Support learners while they retell stories.
- Ask some learners to retell their stories to the class.

Conclusion

(3 minutes)

Ask learners to say which of the stories they would like to read for themselves and why.

Teacher reflection

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

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

UNIT 2	Review: Water	Lesson 10
<i>In Lesson 10, choose any 2-4 success criteria that were not understood by most learners and review them.</i>		
Success criteria	Lessons	Activities

UNIT 3**Our town: Oral language and phonics****Lesson 1****Success criteria**

Learners must be able to:

- ask for information about their town
- give information about their town
- read words ending with the letters -our and -own
- write words ending with the letters -our and -own

Suggested resources (in addition to learner's book)

learners' experiences; questions written on the chalkboard (3.1.1); –our and –own (town, flour, frown, etc.) written on the chalkboard or word cards; t-chart written on the chalkboard for –our and –own words (Exercise A, page 9)

Introduction

(2 minutes)

Ask learners in pairs to name different things they see in their town, like shops, schools, hospitals and roads.

Activity 3.1.1**Oral language: Asking questions and talking about our towns** (12 minutes)

Today, we will learn to ask questions about where we live. This is important because we can learn more about our towns/cities/villages.



- Say: *I will show you how I talk about the town where I live.*
- Point at the questions on the chalkboard: Where do you live? What is it like?
- Model talking about your town with details.
- Say: *I live in Lunzu. It is a pretty town. There are schools and a market. There are a lot of trees too.*
- Say this 2-3 times.
- Say: *Are there any questions?* Encourage questions and take time to answer them.



- Say: Now, we will talk about our town together.
- Help learners to talk about his/her town by saying: *I live in _____. There are _____ and _____ in my town.*
- Do this with learners in rows, groups and pairs. Encourage learners to give details about their towns.
- Go round the class to support learners by repeating the questions and modelling answers.



- Say: Now, it is time for you to work on your own.
- Ask learners in pairs to ask more questions and talk about the towns where they live.
- Ask some pairs to share what they talked about.

Activity 3.1.2**Phonics: Reading words ending with -our and -own** (8 minutes)

Now, we will read words ending with *-our* and *-own*. This will help us read more English words.



- Refer learners to the words on the chalkboard/word cards.
- Draw learners' attention to ending *-our* at the end of the words. Decode it slowly for learners.
- Explain to learners how we read *-our* (the sound *-our* makes.)
- Read the words 2-3 times while learners listen. Point at each word while you read.



- Ask learners to read with you.
- Point at each word and read the words together with the learners with emphasis on the ending *-our*.
- Observe learners to be sure all are reading with you.



- Ask learners to read the words by themselves on the chalkboard/cards.
- Go round the class to identify any learners who are having difficulty. Model and practise again.

Note: Repeat the process with each word.

Activity 3.1.3**Phonics: Writing words ending with -own and -our** (10 minutes)

Now, that we can read these new words, we will practise writing them. Then we can use them to write our own sentences and paragraphs.



- Refer learners to the table on the board.
- Say: *Now, we will write words in the table. I will first show you how to do this.*

	<ul style="list-style-type: none"> • Read the word crown aloud. Point to the –own column in the table as you say the word. • Write crown in this column on the chalkboard. Explain why you wrote it in this column.
	<ul style="list-style-type: none"> • Now, we will write another word together. • Guide learners while they draw the table on page 9 of their exercise books. • Read flour and support learners while they write the word in the correct column in their exercise books while you write the word on the chalkboard.
	<ul style="list-style-type: none"> • Say: <i>It is time for you to practise and work on your own.</i> • Read the rest of the words one at a time, slowly, and let learners write in the correct column in their exercise books. • Go round the class and assist learners who are having difficulty. • Ask learners to read the words they have written in the first column. • Ask learners to read their words in the second column. • Discuss the answers with learners. Let them correct their work.

Conclusion

(3 minutes)

Ask learners to sit with a partner and read the words on the word cards or from their exercise books (*crown, flour, town, sour, gown*).

Teacher reflection

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

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

UNIT 3	Our town: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate their background knowledge using title and picture • use new vocabulary • read a story in meaningful chunks <p>Suggested resources (in addition to learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners in pairs to describe things and places in their town.

Activity 3.2.1	Reading: Activating background knowledge using title and picture	(10 minutes)
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Before we read *Our town*, we will first look at the title and picture. They will remind us of what we already know and give us ideas about the text and will help us understand the text.

	<ul style="list-style-type: none"> Tell learners to open their books at page 8. Read the title aloud for learners: <i>Our town</i>. Model for learners by telling them what you think about when you read the title and look at the picture. Say, for example: <i>When I look at the title and the picture, I remember buying things at the market. I pay for things like fruit, meat and clothes. I like going to the market.</i>
	<ul style="list-style-type: none"> Guide learners to read the title with you. Ask them to look at the picture and think about what they make them think about. Ask them to turn to a partner and tell what they think about when they read the title and look at the picture. Guide them to talk about times they have gone to the market. Say: <i>Tell your partner what you think Our town will be about.</i> Go round the class to listen and give support.
	<ul style="list-style-type: none"> Ask learners in pairs to look at the title and continue to talk about what the title and picture and think about their own experiences at the market. Ask some pairs to tell what they learnt from their partners.

Activity 3.2.2	Vocabulary: Using new words (<i>town, shop, tax, live, sick</i>)	(10 minutes)
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Now, we will read the new words and talk about their meanings. Knowing the meanings of new words will help us understand what we read.

	<ul style="list-style-type: none"> Review <i>live</i> and <i>sick</i> with learners. Refer learners to the word <i>town</i> on the chalkboard or word card. Read the word to learners 2-3 times. Teach the meaning of the word <i>town</i> with learners using appropriate strategies, such as using demonstration, pictures and acting outs words. Use local language if learners do not understand. Use the word <i>town</i> in a sentence.
	<ul style="list-style-type: none"> Guide learners while they read the word <i>town</i> together with you 2-3 times. Consolidate the meanings using appropriate strategies such as descriptions, pictures and sample sentences. Go round the class and be sure all learners are participating.
	<ul style="list-style-type: none"> Ask learners to read the word <i>town</i> on their own. Ask learners to talk to a partner about or make sentences with <i>town</i>. Go round the class, observing and giving support with more modelling.

Note: Follow I Do, We Do, You Do with *shop* and *tax*.

Activity 3.2.3	Fluency: Chunking	(10 minutes)
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When we read a story, we read meaningful sentences or groups of words together without stopping after each word. Reading one word at a time slows us down and makes it harder to understand what we are reading.

	<ul style="list-style-type: none"> Read the first paragraph aloud to learners 2-3 times. Read each chunk smoothly, pausing at the end of the group of words that make sense.
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	<ul style="list-style-type: none"> • Read the paragraph again, this time with learners. Repeat reading the paragraph with the learners 2-3 times, guiding them to pause after meaningful chunks of words.
	<ul style="list-style-type: none"> • Ask learners to practise reading the story in meaningful chunks of words with a partner. • Go round the class to listen and support readers who are having difficulties.

Conclusion	(3 minutes)
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Ask learners in pairs to act out buying something at a market. Remind them that sellers pay a little extra money called *tax*.

Teacher reflection
Write your observations in the evaluation section of your lesson plan.
<ul style="list-style-type: none"> • For each of the success criteria for today's lessons, approximately find how many or what percentage of learners have achieved them? • Which success criteria are difficult for learners? • What will you do to address their difficulties?

UNIT 3	Our town: Oral Language/writing	Lesson 3
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about paying tax • give information about paying tax • write a paragraph about paying tax <p>Suggested resources (in addition to learner's book) learner's experiences</p>		

Introduction	(2 minutes)
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Ask learners in pairs to describe a few things that happen at the market. (*People buy and sell, people talk to friends, etc.*)

Activity 3.3.1	Oral language: Asking for and giving information	(15 minutes)
Now, we will ask for and give information about taxes. Asking and answering questions about taxes and how they are used will help us understand Our town.		
	<ul style="list-style-type: none"> • Model asking for and giving information about paying tax. Ask: <i>What is one use of tax money?</i> • Answer: <i>Tax money is used for building markets/schools/hospitals/roads.</i> (<i>Mention only one each time you model.</i>) • Ask and answer this question 2-3 times for learners. 	
	<ul style="list-style-type: none"> • Model with learners in pairs by asking: <i>What is one use of tax money?</i> • Guide learners to answer: <i>Tax money is used for _____.</i> 	

	<ul style="list-style-type: none"> Ask the same question to the whole class, rows or groups, guiding them to name different uses of tax money. For example: <i>Tax money is used for buying medicine.</i> /<i>Tax money is used for paying teachers.</i> Use local language if learners do not understand.
	<ul style="list-style-type: none"> Ask learners to sit in pairs and take turns asking and answering the same question about taxes. Guide them to name different uses of tax money. Write learners responses on the chalkboard such as: <ol style="list-style-type: none"> <i>Tax money is used for building hospitals.</i> <i>Tax money is used for buying medicine.</i> <i>Tax money is used for paying teachers.</i> <p>(Keep them for next activity.)</p>

Activity 3.3.2 Writing: Sentences with plurals (15 minutes)

Now, we will write sentences about what we learnt about uses of tax. Writing is important because it helps us tell others what we know. It also helps us think more about what we learn.

	<ul style="list-style-type: none"> Read the sentences from the earlier lesson on the chalkboard. Draw learners' attention to plural words: clinics and teachers by reading with emphasis and underlining them. Tell learners that the underlined words tell us about things that are more than one. Most words that talk about more than one thing end with s. Say: <i>These words are called plural.</i> Use local language if learners do not understand.
	<ul style="list-style-type: none"> Guide learners to help you identify other plural words (houses, dogs, balls, etc.) Write the words in a list on the chalkboard. (Circle the final -s of each word.) Ask learners to read the words with you 2-3 times.
	<ul style="list-style-type: none"> Refer learners to the list on the chalkboard. Guide learners to write their own sentences with some of the plural words in their exercise books. Ask some learners to read their sentences to a partner. Discuss the sentences with learners.

Conclusion (3 minutes)

Ask learners in pairs to swap exercise books and read each other's sentences.

Teacher reflection

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

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

UNIT 3	Our town: Comprehension practice	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • activate their background knowledge using title and picture • read a text in meaningful chunks • answer comprehension questions orally <p>Suggested resources (in addition to learner's book) items found at the market</p>	

Introduction	(2 minutes)
Ask learners in pairs to say the uses of tax money.	

Activity 3.4.1	Reading: Activating background knowledge using title and picture (10 minutes)
Now, we will talk about what we think of when we look at the title and the picture of Our town . This will help us understand what we read.	
	<ul style="list-style-type: none"> • Tell learners to open their books at page 8. • Read the title for learners. • Ask learners to look at the picture. • Tell learners what the picture reminds them of. Say, for example: <i>The picture reminds me of the name of my town and the places in my town. My town is _____. My town has a clinic, a market and shops.</i>
	<ul style="list-style-type: none"> • Practise with the class saying more about what they think of when they look at the title and the picture. • Guide and support learners with questions such as: What is the name of your town? What do you see there? What do you like about where you live?
	<ul style="list-style-type: none"> • Ask learners in pairs to tell what they know about their town. • Go round the class to support and encourage learners.

Activity 3.4.2	Fluency: Chunking (10 minutes)
Now, we will read <i>Our town</i> 2-3 times with a partner, using chunking. When we read a story, we read meaningful sentences or groups of words together without stopping after each word. Reading one word at a time slows us down and makes it harder to understand what we are reading.	
	<ul style="list-style-type: none"> • Review vocabulary learnt in Lesson 2 with learners using an appropriate strategy such as using real objects, acting out, pictures and sentences. • Model reading the story again in meaningful chunks, without stopping between every word.
	<ul style="list-style-type: none"> • Read the second paragraph together with the class 2-3 times. Review meanings by acting out, showing pictures and using the words in sentences. • Guide them to chunk groups of meaningful words together. • Go round the class to support learners who have difficulties.
	<ul style="list-style-type: none"> • Ask learners to read the text in turns 2-3 times using chunking in rows/groups/pairs/individuals. • Ask some groups/pairs to read the text to the class.

Activity 3.4.3**Oral language: Comprehension questions**

(10 minutes)

Now, we will answer questions about *Our town*. Answering questions helps us to think talk about what we have read.



- Remind learners about these question words: what and why.
- Draw learners' attention to the questions in their books.
- Read the first question with learners: What can we shop for at the market?
- Read the second paragraph of the text where you find the answer for the question.
- Answer the question from the paragraph: *The things that are sold at the market are flour and fish.*



- Read the 4th paragraph together with the class; guide them to read for the answer to the next question.
- Guide learners to answer the second question by identifying the paragraph with the answer: *We go to the hospital when we are sick. There we see a doctor or nurse.*



- Ask learners to talk about the answers to questions 3 and 4 in groups.
- Go round the class to observe and support learners.
- Ask some groups to give their responses to the questions orally.
- Discuss the answers to the questions with learners.

Conclusion

(3 minutes)

Ask learners in pairs to say something they learnt from the story *Our town*.

Teacher reflection

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

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

UNIT 3**Our town: Grammar practice****Lesson 5****Success criteria**

Learners must be able to:

- ask for information about paying tax
- give information about paying tax
- form plurals

Suggested resources (in addition to learner's book)

t-chart (Exercise B, page 10) written on the chalkboard or chart

Introduction

(2 minutes)

Ask learners to read the new words from *Our town* in their learner's books.

Activity 3.5.1**Oral language: Asking for and giving information** (10 minutes)

Now, we will practise asking for and giving information about paying taxes again. Asking and answering questions helps us learn about new topics and helps us understand what we read.



- Model asking: What are the uses of tax money?
- Say: *Tax money is used for building markets/schools/hospitals/roads.*
- Do this 2-3 times.



- Guide learners as they answer questions about paying tax together with you.
- Encourage answers such as *paying teachers, building roads and bridges, buying medicines for us, etc.*



- Ask learners in pairs to practise asking and answering about paying taxes.
- Ask some pairs to ask and answer a question for the class.
- Write their responses on the chalkboard.
 - 1 *Tax money is used for building clinics.*
 - 2 *Tax money is used for paying teachers.*
 - 3 *Tax money is used for buying medicine.*
- Ask learners to read the sentences.

(Keep the sentences for tomorrow's lesson.)

Activity 3.5.2**Grammar: Forming plural words**

(10 minutes)

Now, we will change words from singular to plural by adding *s*. This will help us to talk and write about places, things and people.



- Say: *Words that talk about one thing are called singular and words that talk about more than one thing are called plural.* (Briefly use local language to explain *singular* and *plural*.)
- Refer learners to the words in plural form from the sentences. (clinics and teachers)
- Read the words to the class 2-3 times with a stress on the final *s*. (Point at or circle the final *s*.)
- Remind learners that *s* is added to the words to show that there are many things or people.
- Say a word in singular form and then say it in plural form by adding *s*.
- Write the word and its plural on the board.



- Say another word and together with learners give its plural form. Do this with the whole class, in rows, groups and individuals.
- Write the word and its plural form on the board.
- Repeat this with 2-3 words.



- Ask learners in pairs to say words in singular and plural forms.
- Write some words from the learners on the chalkboard. (Point at or circle the final *-s*.)

Activity 3.5.3**Grammar writing: Using words in plural form**

(10 minutes)

Now, we will write words in plural form. This will help us write our own sentences and paragraphs about people, places and things.



- Refer learners to the t-chart written on the chalkboard/chart.
- Tell learners to open their books at page 10.

	<ul style="list-style-type: none"> Model writing a plural word in the t-chart using the example for Exercise B.
	<ul style="list-style-type: none"> Write a plural word with learners from the first sentence in the exercise. Emphasise putting an -s at the end of the word to show the plural form.
	<ul style="list-style-type: none"> Ask learners to complete the exercise. Go round the class, supporting learners who are struggling. Ask learners to read the plural words they made with a partner.

Conclusion (3 minutes)

Ask learners in pairs to make more words in plural from commonly used nouns such as boy, girl, chair, table.

Teacher reflection

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

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

UNIT 3	Our town: Fluency/vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> read the story using chunking use new vocabulary complete sentences <p>Suggested resources (in addition to learner's book) sentences from the text using town, tax, shop written on the chalkboard (underline the word); example and first sentences from Exercise C</p>	

Introduction (2 minutes)

Ask learners in pairs to name new words they learnt from *Our town*.

Activity 3.6.1 Fluency: Chunking (10 minutes)

Now, we will read *Our town* 2-3 times with a partner, using chunking. When we read a story, we read meaningful sentences or groups of words together without stopping after each word. Reading one word at a time slows us down and makes it harder to understand what we are reading.



- Review vocabulary learnt in Lesson 2 with learners using an appropriate strategy such as using real objects, acting out, pictures and sentences.
- Model reading the story again in meaningful chunks, without stopping between every word.

	<ul style="list-style-type: none"> Read the second paragraph together with the class 2-3 times. Review meanings by acting out, showing pictures and using the words in sentences. Guide them to chunk groups of meaningful words together. Go round the class to support learners who have difficulties.
	<ul style="list-style-type: none"> Ask learners to read the text in turns 2-3 times using chunking in rows/groups/pairs/individuals. Ask some groups/pairs to read the text to the class.

Activity 3.6.2 Vocabulary: Using new words (*town, tax, shop*) (10 minutes)

Now, we will practise using the new words from *Our town*. When we know what new words mean, we can use the words in sentences.

	<ul style="list-style-type: none"> Refer learners to the sentences from the story with the words town, tax, shop on the chalkboard. Say: <i>Here are sentences from Our town. I underlined our new words for you. Listen carefully while I read the sentences for you.</i> Read the sentences to learners 2-3 times drawing attention to the underlined words.
	<ul style="list-style-type: none"> Practise reading the sentences again together with learners. Review the meanings of words with learners using an appropriate strategy for each word. Ask: Are there any questions about any of the words? <i>Pause, encourage questions and teach or demonstrate again any meanings that are unclear to learners.</i>
	<ul style="list-style-type: none"> Ask learners in groups to talk about each of the new words. Encourage them to act out the words and use the words in sentences. Give model sentences if needed. Go round the class, observing and supporting learners.

Activity 3.6.3 Vocabulary: Completing sentences (10 minutes)

Now, we will practice choosing the correct words to complete sentences from *Our town*. This will show that we understand the meaning of each word.

	<ul style="list-style-type: none"> Draw learners' attention to Exercise C in their books at page 10. Model completing the example with the word <i>sick</i>. Read the sentence aloud for learners.
	<ul style="list-style-type: none"> Complete the first sentence of the exercise together with the learners: <i>We live in a pretty town.</i> Write the sentence on the chalkboard. Read the sentence with learners.
	<ul style="list-style-type: none"> Ask learners to write the exercise in their exercise books. Go round the class to observe and support learners. Ask learners in pairs to swap exercise books and read each other's answers. Discuss the answers with learners.

Conclusion (3 minutes)

Ask learners in pairs to talk about why we go to school, when we go to the clinic and what we buy at the market.

Teacher reflection

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

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

UNIT 3	Our town: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read for specific information • talk about main points in the text • answer comprehension questions in writing <p>Suggested resources (in addition to learner's book) word cards (lesson 2) and pre-questions written on the chalkboard (3.7.1)</p>	

Introduction

(2 minutes)

Ask learners to read the following words on the word cards: **town, tax, shop, sick and live.**

Activity 3.7.1

Reading: Looking for specific information

(10 minutes)

Now, we will read and answer questions about Our town. Remember, reading to find information helps us answer questions.



- Write some pre-questions on the chalkboard. (before the lesson)
- What are the four important things in the town?
- What makes it easy to go to different parts of the town?
- Read the questions for the class.
- Model naming one of the important things in the town.



- Read the pre-questions with learners.
- Ask learners to open their books at page 8.
- Guide learners to read for 3 more places or things found in towns.



- Ask learners to read the text silently and find answers to the pre-questions.
- Ask learners to discuss answers to the pre-questions in groups.
- Discuss the answers to the pre-questions with the learners.

Activity 3.7.2

Reading closely: Talking about main points of the text

(10 minutes)

Now, we will talk about the main points or ideas of the text. Knowing the main points will help us understand what we read.

	<ul style="list-style-type: none"> Explain to learners: <i>Each paragraph talks about one main point. The first sentence of a paragraph is the main point. The other sentences give details about the main point.</i> Model identifying the main point in the second paragraph by reading it aloud with emphasis on the main point. Say: What is the main point in the paragraph? <i>There is a big market in the town.</i>
	<ul style="list-style-type: none"> Read the third paragraph with learners and ask: What is the main point in the paragraph? Guide learners to identify the main point: <i>There are schools in the town.</i>
	<ul style="list-style-type: none"> Ask learners in pairs to identify main points in the rest of the paragraphs. Ask some pairs to identify the main point of each paragraph to the class. Discuss the main points as a class.

Activity 3.7.3 (10 minutes)

Now, we will write answers to questions about *Our town*. This will help us think about what we read and show how much we understand. Remind learners that we read for clues to help us answer questions. Sometimes the clues are easy to see. Other times we have to think about what we already know to help us answer the question.

	<ul style="list-style-type: none"> Read question 1 aloud and say: <i>I will read again and look for clues that will help me answer the question.</i> Pause after reading the 2nd paragraph and tell learners that the answer to the question is there. Say: <i>Here it tells me that we can shop for flour, rice and fish at the market.</i> Write the answer on the chalkboard. Ask learners to write the answer in their exercise books.
	<ul style="list-style-type: none"> Read question 2 together with learners. Read the next two paragraphs aloud; guide learners to read along with you. Pause after the paragraph about the clinic. Say: <i>Here it is. It says We go to the clinic to get medicine.</i> Write the answer on the chalkboard. Guide learners to write the answer in their exercise books.
	<ul style="list-style-type: none"> Say: <i>Now, you will work with a partner to read and talk about the answer to question 3.</i> Remind learners to think about what they know about towns to answer the questions when they don't find a clue in the text. Go round the class, observe and support learners. Discuss the answers with learners.

Conclusion (3 minutes)

Ask learners in pairs to talk about why it is important to pay tax.

Teacher reflection

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

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

UNIT 3	Our town: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • talk about the importance of paying tax • write the importance of paying tax <p>Suggested resources (in addition to learner's book) paragraph written on the chalkboard / chart (3.8.1)</p>	

Introduction

(2 minutes)

Ask learners to mention things in their area paid for with tax money.

Activity 3.8.1

Oral language: How we use tax money

(10 minutes)

Now, we will talk about how tax money is used. This will help us understand **Our town** and be able to talk about it with others.

	<ul style="list-style-type: none"> • Model talking about the uses of tax. Say, for example: <i>There are many uses of tax. First, tax is used for paying teachers. Second, it is also used for building roads. Last, it is used for taking care of markets.</i> • Write some of the sentences in a paragraph on the chalkboard like this: <i>There are many uses of tax. First, tax is used for building hospitals. Second, tax is used for taking care of markets. Last, tax is used for paying teachers.</i> • Tell learners that all the sentences in the paragraph are linked. The sentences talk about the same idea. • Explain that a paragraph has one main point and its supporting points. • Refer learners to the punctuation (comma, full stop), capital letters, the main point and the supporting points. For example, the first sentence is the main point and the rest are supporting points.
	<ul style="list-style-type: none"> • Read the paragraph together with the learners while paying attention to punctuations. • Guide learners to talk about the uses of tax by asking them: What is tax money used for? • Help them answer the question starting with the statement: <i>There are many uses of tax.</i> • Use local language if learners do not understand. • Guide learners in pairs to give at least three uses of tax.
	<ul style="list-style-type: none"> • Ask learners in groups to give at least three uses of tax money. • Go round the class to support learners.

Activity 3.8.2**Writing: Completing sentences to form a paragraph**

(20 minutes)

Now, we will complete sentences to write a paragraph about the uses of tax. This will help us share information about taxes.



- Tell learners to open their books at page 11.
- Read the questions in Exercise D for the learners.
- Model for the learners using the example.
- Remind learners that a paragraph is a group of sentences that tell about one idea.



- Complete the first sentences together with the class.
- Guide learners on how to finish Exercise D.



- Guide learners to complete the sentences to write a paragraph in their exercise books.
- Ask some learners to read their paragraphs to the class.
- Discuss the paragraphs as a class.

Conclusion

(3 minutes)

Ask learners to name some things they recently bought at the market in their town.

Teacher reflection

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

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

UNIT3**Our town: Supplementary reading****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- re-tell stories

Suggested resources (in addition to learner's book)
supplementary books**Introduction**

(2 minutes)

Ask learners to share interesting stories they read or heard.

Activity 3.9.1**Reading: Supplementary readers**

(20 minutes)

Being able to read on your own is an exciting experience. When you choose your own book, you can pick one that interests you. When you are interested in a book it helps you read it

with much understanding. I have many books here to share with you. All of you will choose a book to read and then retell the story to a friend.

	<ul style="list-style-type: none"> Display different books on the table. Say: <i>I have many different books here to choose from.</i> Hold a few books up, one at a time, and say something about each one. For example, say: <ol style="list-style-type: none"> <i>The title of this book is The football match. If you like playing football, you might like this book.</i> <i>Here is a book with pictures the animals that live on a farm. Anyone who likes or keeps animals might choose this one.</i> Tell learners that when they choose a book to read, they look at the title and the pictures. Say: <i>That will help you decide which book to read.</i> Ask learners to sit in groups of 4-5; give each group a set of books to choose from. Give learners time to look through the books and pick one to read.
	<ul style="list-style-type: none"> Once everyone has chosen a book to read, say: <i>Turn to a partner and tell him/her why you chose this book.</i> Ask learners to read the readers they have picked in pairs or individually. Go round the class to observe and support readers who do not understand.
	<ul style="list-style-type: none"> Read with learners who have difficulty while the other learners are reading on their own.

Activity 3.9.2 Oral language: Retelling stories (10 minutes)

Now, that you have chosen and read a book, you will retell the story to a friend. Retelling shows that you understand what you read.

	<ul style="list-style-type: none"> Say: <i>To retell a story, we give details about the characters and what happens to them. We also tell where the story takes place. Then we tell the lesson we learn from the story.</i> Model retelling a simple and familiar story. Remind learners that you mentioned the characters, what happens to them and where the story takes place.
	<ul style="list-style-type: none"> Ask learners to turn to a partner and describe where the story took place, who the characters are, what happens in the story and what lesson they can learn from the story. Go round the class to listen and support learners with questions like: <i>What happens to the character? Where is s/he? What did you learn from this story?</i>
	<ul style="list-style-type: none"> Ask learners to take turns in retelling the story they read to a partner. Ask some learners to retell their stories to the class.

Conclusion (3 minutes)

Ask learners in pairs to say or write which of the stories they would like to read for themselves and why.

Teacher reflection

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

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

UNIT 3	Our town: Review	Lesson 10
	In Lesson 10, choose any 2-4 success criteria that were not understood by most learners and review them.	
Success criteria	Lessons	Activities

UNIT 4	The games we like to play: Oral language and phonics	Lesson 1
Success criteria		
Learners must be able to: <ul style="list-style-type: none"> • ask for information about games they play • give information about games they play • read words beginning with letters <i>sm-</i> and <i>sw-</i> • write words beginning with letters <i>sm-</i> and <i>sw-</i> 		
Suggested resources (in addition to learner's book) learners' experiences; word cards (smell, smile, smart, switch, sweat, sweet, swim); t-chart for <i>sm-</i> and <i>sw-</i> on the chalkboard (exercise A)		

Introduction

(2 minutes)

Tell learners that this week they will learn about the games they like to play. Ask learners to say the games they know eg *football*, *netball* and *fish-fish*.

Activity 4.1.1**Oral language: Asking questions and talking about games** (10 minutes)

Remember, when we want to know about something, we ask questions. Now, we will ask and answer questions about the games we like to play. I will show you first. We will ask and answer questions together. You will ask and answer questions.



- Model talking about the game you like to play. Say: *The game I like to play is hide and seek. I play the game during the day.*
- Say this 2-3 times.



- Invite a learner and ask: What game do you like to play?
- Guide the learner to talk about the game he/she likes to play by saying: *The game I like to play is ... (hopscotch/jingo/fish-fish/hide and seek). I play the game ... (at night, during the day).*



- Guide learners, in pairs, to ask and answer: What game do you like to play?
- Go round the class to listen and support learners.
- Ask some learners to tell the class about the games they like to play.

Activity 4.1.2**Phonics: Reading words beginning with sm- and sw-**

(10 minutes)

Now, we will read words that begin with letters sm- and sw-. First, I will read the words for you. We will read the words together and Then, you will read the words on your own.



- Refer learners to the words smile and swim on the chalkboard/word cards.
- Draw learners' attention to the word beginnings sm- and sw-.
- Say the sounds /s/ and /m/ several times. Ask: Do you hear the /s/ sound? Do you hear the /m/ sound? *Then say the /sm/ beginning together?*
- Read smile and swim 2-3 times while the learners listen. Point at each word while you read.



- Read the words together with learners with emphasis on the sm- and sw-.



- Ask learners to read the words by themselves in pairs, groups or rows.
- Go round the class to listen and support learners.

Note: Repeat the process with these words: smell and switch.

Activity 4.1.3**Phonics: Pointing to the letter clusters sm- and sw-**

(10 minutes)

Now, we will point at the sounds sm- and sw-. First, I will show you. We will point at the sounds together and Then, you will point and then write the words.



- Refer learners to the t-chart on the chalkboard/chart paper as in the example of exercise A. Refer learners to the table on the board/chart.
- Ask learners to open their books at page 13.
- Model writing small and sweat in the correct columns.
- Read the words stressing the beginning sounds sw- and sm-.
- Explain why they are placed in those columns.



- Guide and support learners while they draw a table in their exercise books.
- Read these words from the learners' book smell and switch. Ask learners to read the words with you.
- Guide learners to write them in the correct columns in their exercise books while you write the words on the chalkboard/chart.
- Ask learners to read the words small and sweat with you.
- Go round the class to listen and support learners.

	<ul style="list-style-type: none"> Guide learners to read and write the words in Exercise A on page 13 in their tables. Go round to help learners write the words. Ask some learners to read the words they have written in the first column to the class. Ask other learners to read their words in the second column to the class. Discuss the answers.
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Conclusion	(3 minutes)
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Ask learners, in pairs, to read words beginning with *sm-* and *sw-* from word cards, the table on the board or their exercise books.

Teacher reflection

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

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

UNIT 4	The games we like to play: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> activate background knowledge using the title and picture give meanings of new words read a story using shared reading <p>Suggested resources (in addition to learner's book) word cards or words written on the chalkboard (smile, hopscotch, swing, catch and throw), learners' experiences</p>	

Introduction	(2 minutes)
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Ask learners in pairs to describe some of the games they play.

Activity 4.2.1	Reading: Activating background knowledge using title and picture	(10 minutes)
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Remember, before we read, we look at the title and the picture of the story. They remind us about what we already know and give us ideas about the story. This helps us understand what we read. Today, we will say what we already know about the title and the picture.

	<ul style="list-style-type: none"> Tell learners to open their books at page 12. Read the title The games we like to play. Tell learners what you think of when you look at the title and the picture. Say, for example: <i>When I look at the picture and title, I think about fish-fish, jingo and other games I like to play.</i> Go round the class to listen and support learners.
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	<ul style="list-style-type: none"> Guide learners in small groups to say what they think of when they look at the title and the picture. Ask: Have you played games before? <i>Think about those times you play with your friends at school.</i>
	<ul style="list-style-type: none"> Guide learners in pairs to look at the title and the picture and say what they think about from their own experiences (the games they play, etc.) Ask some learners to say what they remember from their own lives when they look at the title and the picture. (<i>games they have played, what they do with friends at school, etc.</i>)

Activity 4.2.2	Vocabulary: Using new words (swing, smile, hopscotch, catch and throw)	(10 minutes)
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Now, we will read new words that we will see in The games we like to play and talk about their meanings. Remember, knowing meanings of words helps us understand what we read.

	<ul style="list-style-type: none"> Review <i>catch</i> and <i>throw</i> (Std 2 review words) with learners. Refer learners to the word <i>smile</i> on the chalkboard or word card. Read the word <i>smile</i> to learners 2-3 times. Teach the meaning of the word <i>smile</i> using appropriate strategies such as miming, demonstrating or showing a picture. Use the word in a sentence. Use local language if learners do not understand.
	<ul style="list-style-type: none"> Read the word <i>smile</i> together with learners 2-3 times. Consolidate the meanings using appropriate strategies such as miming and using a picture. Guide learners to use the word in sentences.
	<ul style="list-style-type: none"> Guide learners in pairs to read the word <i>smile</i> on their own. Ask learners to talk about the meaning of the word or make sentences using the word. Go round the class to listen and support learners.

Note: Follow I Do, We Do, You Do with the other words.

Activity 4.2.3	Fluency: Shared reading	(10 minutes)
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Reading is fun when we read together. Sometimes we can read together by sharing a sentence or a paragraph. I read first and then my friend reads. When I listen to my friend reading smoothly and with expression, paying attention to the punctuation, I try to read that way too. Now, we will read together with a friend.

	<ul style="list-style-type: none"> Say: <i>First I will read the story aloud to you.</i> Read <i>The games we like to play</i> aloud to the class. Model with good expression, pausing at punctuation marks and accuracy.
	<ul style="list-style-type: none"> Ask learners to open their books at page 12. Say: <i>Now, we will share our reading and read together.</i> Model reading the first 2 paragraphs with learners by slowly reading together with them, paying attention to the punctuation and reading with expression. Guide a row of learners to read the first sentence together with you. Ask a different row to read the second sentence together with you and so on. Read with learners in groups and rows using shared reading.

	<ul style="list-style-type: none"> • Guide learners to read at a natural pace (not too slow, not too fast) while they share sentences and paragraphs. • Go round the class to listen and support learners.
	<ul style="list-style-type: none"> • Ask learners to read the story in groups or pairs by sharing sentences or paragraphs. • Read with learners having difficulty while others read with a partner/group. • Ask some learners to read parts of the story to the class by sharing sentences or paragraphs.

Conclusion

(3 minutes)

Ask learners to make sentences using the words smile, swing and hopscotch. Give an example, if needed. *I can swing the rope very fast; my friend and I play hopscotch everyday.*

Teacher reflection

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

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

UNIT 4	The games we like to play: Oral language/writing	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about the games we like to play • give information about the games we like to play • write sentences about the games they play <p>Suggested resources (in addition to learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners to say the games that were mentioned in the story.

Activity 4.3.1

Oral language: Asking for and giving information about favourite games

(15 minutes)

The games we like to play tells us about different games. Now, we will ask and answer questions about the games we like to play. I will first show you how I talk about games. Together we will do talk about games we like to play, and Then, you will talk about games on your own.



- Model talking about the games you like to play. Ask: What games do I like to play?
- Answer: *I like to play hide and seek, because I know good hiding places. I hide and friends look for me.*

	<ul style="list-style-type: none"> Model with learners talking about the games they like to play by asking: What games do you like to play? Guide all learners to join by saying: <i>If you like to play ___, stand up.</i> Work through a few different games by having learners stand or show thumbs up for favourite games. Ask volunteers to mention different games and reasons.
	<ul style="list-style-type: none"> Ask learners in pairs to talk about the games they like to play. Ask some pairs to tell the class about their favourite games. Write the learners responses on the chalkboard while you say each word aloud: <ol style="list-style-type: none"> The game I like is football. I like to throw a ball. I like playing in a team. I like playing with boys and girls. <p>(Keep them for the next activity.)</p>

Activity 4.3.2 Writing: Sentences about the games we like to play (15 minutes)

Now, we will write about the games we like to play and why we like to play them.

	<ul style="list-style-type: none"> Read the sentences on the chalkboard. Draw learners' attention to common nouns in the sentences by reading with emphasis and underlining them: games, football, ball, teams, boys and girls. Explain that the underlined words are names of things which are not specific. Use local language to clarify meaning of <i>nouns</i>. Model writing a sentence about a game you like to play. While you write explain to learners what you are doing. For example, say: <i>I always start a sentence with a capital letter.</i>
	<ul style="list-style-type: none"> Read the sentences with learners 2-3 times.
	<ul style="list-style-type: none"> Ask learners to read the sentences on the chalkboard with a partner. Guide learners to write their own sentences about the games they play. Ask learners to read their sentences with a partner.

Conclusion (3 minutes)

Ask learners to talk about their favourite games with a different partner.

Teacher reflection

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

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

UNIT 4	The games we like to play: Reading comprehension practice	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • Activate their background knowledge using the title and pictures • Read a story using shared reading • Answer comprehension questions orally <p>Suggested resources (in addition to learner's book) chart of question words (Unit 1)</p>	

Introduction	(2 minutes)
Ask learners in pairs to describe a favourite game and explain why they like to play it.	

Activity 4.4.1	Reading: Activating background knowledge using title and picture	(10 minutes)
Remember that good readers always use the title and the picture of a story or book to think about what they already know. This helps us follow what we read. Now, we will say more about what we think when we look at the title and the picture of the story.		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 12. • Read the title for the learners. • Ask learners to look at the picture while you talk about it. • Tell learners about what the picture reminds them of. Say, for example: <i>The picture reminds me of how we play fish-fish.</i> 	
	<ul style="list-style-type: none"> • Guide learners to say more about what they think or remember from their own lives when they read the title and look at the picture. 	
	<ul style="list-style-type: none"> • Ask learners in pairs to say more about the games they play with friends or family relations. 	

Activity 4.4.2	Fluency: Shared reading	(10 minutes)
Remember, reading is fun when we read together. Sometimes we can read together by sharing a sentence or a paragraph. I read first, then my friend reads. When I listen to my friend reading smoothly and with expression, paying attention to the punctuation, I try to read that way too. Now, we will read the story together again with a friend.		
	<ul style="list-style-type: none"> • Review the new vocabulary using strategies such as acting out, demonstrating, showing or drawing pictures. • Model reading a paragraph with expression, at the right pace and accurately. 	
	<ul style="list-style-type: none"> • Divide the class into two groups and ask them to read the story fluently using shared reading in small groups. • Read with each group while they share paragraphs. 	
	<ul style="list-style-type: none"> • Guide the learners to read the story in pairs using shared reading. • Read with learners who have difficulty reading the story. 	

Activity 4.4.3 Oral language: Answering comprehension questions (10 minutes)

Now, we will answer questions about the story we have read. Remember, for us to answer questions correctly, we think about question words. I will answer a question, we will answer a question together. You will answer the questions on your own.

	<ul style="list-style-type: none">Use the chart from Unit 1 to remind learners what different question words ask for: <i>what</i>, <i>why</i> and <i>which</i>.Draw learners' attention to the questions in their books.Read question 2 with learners: Why do we smile in hide and seek?Read the second paragraph of the text where you find the answer to the question.Say: <i>The answer is not in the paragraph. But I will think about what I know about playing games with my friends.</i>Answer the question: <i>My friends and I smile in hide and seek because it is fun to play games. We smile because we are happy.</i>
	<ul style="list-style-type: none">Ask learners to read the whole story for the answer to question 1.Guide learners to answer the question by giving a summary of the story: <i>The story is about how we play different games.</i>
	<ul style="list-style-type: none">Ask learners to talk about the answers to question 3 in groups.Ask some groups to give their responses to the questions orally.Discuss the answers to the questions with learners.

Conclusion

(3 minutes)

Ask learners to read the following words on word cards: *swing*, *smile* and *hopscotch*.

Teacher reflection

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

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

UNIT 4	The games we like to play: Grammar practice	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">express admirationsidentify common nounsuse common nouns <p>Suggested resources (in addition to learner's book) example and first sentences in exercise B written on the chalkboard or chart</p>	

Introduction

(2 minutes)

Ask learners in pairs to name things that make them smile.

Activity 4.5.1**Oral language: Expressing admirations (Role models in games) (10 minutes)**

Now, we will talk again about the games we like to play. We will also talk about a person we admire in the game. This is a person who plays a game well, someone we want to play like. I will model this first. We will talk about people we admire together, and Then, you will do it by yourself.

- | | |
|---|--|
|  | <ul style="list-style-type: none">• Model talking about the person you like in the games you play. Say, for example:
<i>I play fish-fish. I jump the rope. Mary is a very good jumper. I want to play fish-fish like Mary.</i>• Do this 2-3 times with different games. Give specific reasons for admiring the person you choose. |
|  | <ul style="list-style-type: none">• Invite a learner to talk about the person he/she likes in the game he/she plays. Help the learner to answer the following questions in the process:
1 <i>What game do you play?</i>
2 <i>How do you play it?</i>
3 <i>Who do you want to play like?</i>• Do this with 2 other learners. |
|  | <ul style="list-style-type: none">• Ask learners in pairs to talk about a person they like to play with.• Guide pairs to give specific reasons.• Write learners' responses on the chalkboard while you say each word aloud:
1 <i>Frank plays football.</i>
2 <i>He throws the ball far.</i>
3 <i>I want to play netball like Frank.</i> <p>(Keep the sentences for the next activity.)</p> |

Activity 4.5.2**Grammar: Identifying common nouns**

(10 minutes)

Remember that nouns that name a specific person or place are called proper nouns. There are also nouns that name people, places and things that are not specific eg *Boy, girl, dog, sheep, school, and book*. These are called common nouns. Now, we will identify common nouns.

- | | |
|---|--|
|  | <ul style="list-style-type: none">• Read the sentences on the chalkboard to learners.• Draw learners' attention to the word football in sentence 1.• Explain that football is a common noun because it names any football (<i>My football, Dalo's football, etc</i>). Name other common nouns.• Tell learners that words that name any people or places are called common nouns. They are used to name general things rather than specific such as: boys, girls, rope, ball, stone, wood, and string.• Note: <i>Use as many real objects as possible.</i> |
|  | <ul style="list-style-type: none">• Guide learners to identify a common noun in sentence 2. |
|  | <ul style="list-style-type: none">• Ask learners to identify the common noun in sentence 3. |

- Ask learners to name other common nouns.

Activity 4.5.3

Grammar writing: Identifying common nouns

(10 minutes)

Now, we will underline the names of things or common nouns. I will first show you how to find common nouns in a sentence. We will do this together, and then, you will do it on your own.



- Tell learners to open their books at page 14.
- Model underlining a common noun using the example in Exercise B.



- Guide learners to point to the common noun in the first sentence of the exercise while you underline it on the chalkboard.



- Ask learners to do the exercise.
- Ask learners to read their answers to a partner.
- Discuss the answers with learners.

Conclusion

(3 minutes)

Ask learners in pairs to give examples of common nouns we can find in the class (*desk, books, window, etc.*).

Teacher reflection

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

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

UNIT 4

The games we like to play: Fluency/vocabulary

Lesson 6

Success criteria

Learners must be able to:

- read a story using shared reading
- use new vocabulary
- complete sentences with new vocabulary

Suggested resources (in addition to learner's book)

sentences from the story with the words *smile, hopscotch, swing*
written on the chalkboard; example and first sentences from exercise
B written on the chalkboard

Introduction

(2 minutes)

Ask learners to mention names of people they most like in any game (*football, netball, fish-fish*).

Activity 4.6.1**Fluency: Shared reading**

(10 minutes)

Now, we will read the story again using shared reading.



- Tell learners to open their books at page 12.
- Model shared reading with a learner.



- Divide the class into two groups to read by sharing paragraphs or sentences.
- Read with each group while they share paragraphs or sentences.



- Ask one group to read the first paragraph and another group to read the second paragraph.
- Let the two groups continue reading in that way.
- Ask some learners to read the story with fluency using shared reading.

Activity 4.6.2**Vocabulary: Using new words**

(smile, hopscotch, swing, throw and catch) (10 minutes)

Knowing how to read and understand new words helps us understand what we read. Now, we will practise with the new words from *The games we like to play*.



- Refer learners to the sentences from the story with the words smile, hopscotch and swing on the chalkboard. Underline the vocabulary words for learners.
- Say: *Here are sentences from The games we like to play. I underlined our new words for you. Listen carefully while I read the sentences for you.*
- Read the sentences to learners 2-3 times drawing attention to the underlined words.
- Read the sentences for learners 2-3 times, drawing learners' attention to the underlined words.



- Read the sentences again this time together with learners.
- Review the meaning of words with learners using an appropriate strategy for each word such as pictures/context /demonstrations.
- Ask: Are there any questions about any of the words? *Pause, encourage questions and teach, demonstrate or use local language to explain any meanings that are unclear to learners.*



- Ask learners in groups to talk about each of the new words. Encourage them to use the words in sentences. Give model sentences if needed.

Activity 4.6.3**Vocabulary: Completing sentences**

(10 minutes)

Now, that we know what the new words in the story *The games we like to play*, we can use them to complete sentences. I will show you how to choose the correct word to complete a sentence. We will complete a sentence together, and Then, you will complete sentences on your own.



- Draw learners' attention to Exercise C in their books at page 14.
- Model completing the example written on the chalkboard with the word: *throw*.
- Read the sentence aloud.



- Complete the first sentence on the chalkboard together with the learners: *The girls like playing hopscotch.*
- Guide learners to write the first sentence in their exercise books.
- Read the sentence with learners.



- Ask learners to do the exercise in their exercise books.
- Ask learners in pairs to swap exercise books and read each other's sentences.
- Discuss the sentences with learners.

Conclusion

(3 minutes)

Ask learners to demonstrate or give meanings of the following words: *hopscotch*, *sweat*, *swing* and *smile*.

Teacher reflection

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

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

UNIT 4

The games we like to play: Reading closely

Lesson 7

Success criteria

Learners must be able to:

- Read for specific information
- Talk about a text
- Writing answers comprehension questions

Suggested resources (in addition to learner's book)

word cards (lesson 2), pre-questions written on the chalkboard
(4.7.1)

Introduction

(2 minutes)

Ask learners to read the words *smile*, *hopscotch* and *swing* from word cards, the learner's book or their exercise books.

Activity 4.7.1

Reading: Looking for specific information

(10 minutes)

Remember, sometimes we read to find information. Now, we will read silently and find clues to answer questions. We will read to find answers to the questions.



- Refer learners to pre-questions like these on the chalkboard.
 - 1 How many games are in this story?
 - 2 How do we play hopscotch?
- Read the pre-questions for learners.



- Ask learners to read the pre-questions with you and think about the answers.
- Guide learners in pairs to talk about the questions.
- Ask learners if there are any questions. Clarify.

	<ul style="list-style-type: none"> Ask learners to open their books at page 12.
	<ul style="list-style-type: none"> Guide learners to read the story silently and find answers to the pre-questions. Ask learners to discuss answers to the pre-questions in groups. Discuss the answers to the pre-questions with learners.

Activity 4.7.2 Reading closely: Main idea (10 minutes)

Now, we will look at the text closely. We will talk about the main idea of the story or what the story is about. Reading carefully and closely helps us identify the main idea of a story and understand it.

	<ul style="list-style-type: none"> Model saying what the second paragraph is about by reading it aloud and saying: <i>The paragraph is about how people play hide and seek.</i> Write the answer on the chalkboard.
	<ul style="list-style-type: none"> Read the third paragraph with learners and ask: <i>What is the paragraph about?</i> Guide learners to answer the question: <i>The paragraph is about how people play hopscotch.</i> Do this with the rest of the paragraphs. Guide learners to say that all the paragraphs talk about different games. <i>In short, the story is about how people play different games.</i> Write this answer on the chalkboard.
	<ul style="list-style-type: none"> Ask learners in pairs to go back and read each paragraph closely. Then with a partner say what each paragraph is about and what the story is about.

Activity 4.7.3 Writing: Comprehension questions (10 minutes)

Remember, that we read for clues that help us answer questions about what we read. Sometimes the clues are easy to see. Sometimes we have to think about what we already know to help us answer. Now, we will write answers to questions. I will show you how to use the story to answer a question. We will answer a question together. Then, you will answer questions on your own.

	<ul style="list-style-type: none"> Read question 2 aloud and say: <i>I will look for clues to the answer. If I don't find clues, I will think about what I know. I will think about games I play and when I play them. That will help me.</i> Tell learners that answer to the question is in the second paragraph. Read the second paragraph aloud to learners. Say: <i>The answer is here in this paragraph.</i> Read the sentence that answers the question to learners. Answer the question in your own words: <i>The players smile in hide and seek because it is fun when someone catches them.</i> Write the answer on the chalkboard.
	<ul style="list-style-type: none"> Read question 1 together with learners. Tell learners to read the text with you, looking for clues. Say: <i>We can use the text to answer the question. Think about what each paragraph is talking about and say what the text is about.</i>

	<ul style="list-style-type: none"> • Guide learners to say: <i>The story is about how we play different games.</i> • Write the answer on the chalkboard.
	<ul style="list-style-type: none"> • Guide and support learners to read the story and find clues to answer question 3 in their exercise books. • Ask some learners to read their answers to the class. • Discuss the answers with learners.

Conclusion	(3 minutes)
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Ask learners in pairs to name a game they do not like to play and give the reason.

Teacher reflection
Write your observations in the evaluation section of your lesson plan.
<ul style="list-style-type: none"> • For each of the success criteria for today's lessons, approximately find how many or what percentage of learners have achieved them? • Which success criteria are difficult for learners? • What will you do to address their difficulties?

UNIT 4	The games we like to play: Productive Writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • talk about games they play • write about games they play <p>Suggested resources (in addition to learner's book) chalkboard with paragraph</p>	

Introduction	(2 minutes)
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Ask learners to name the three games mentioned in the story.

Activity 4.8.1	Oral language: Talking about games we play	(10 minutes)
Now, we will talk about <i>The games we like to play</i> at home again and write paragraphs about games.		
	<ul style="list-style-type: none"> • Model talking about the game you like to play. Say, for example: <i>At home, I like to play hopscotch. I play with my brother. We use a stick to draw boxes. I like this game because I like to hop with one leg.</i> • Point at the sentences on the chalkboard written as a paragraph. • Say: <i>Here are the sentences about playing hopscotch with my brother. This is a paragraph.</i> • Read the paragraph for the learners. 	

	<ul style="list-style-type: none"> Tell learners that all the sentences talk about the same idea. Explain, that a paragraph has one main point and its supporting details.
	<ul style="list-style-type: none"> Read the paragraph with learners while paying attention to punctuations. Explain to learners the main point and the supporting points. Guide learners to talk about the games they like to play by asking them: Which game do you like to play? Help learners to answer the question by saying: <i>At home, I like to play... I play with... We use.... I like this game because...</i>
	<ul style="list-style-type: none"> Ask learners in groups or pairs to use any 2-3 sentences to talk about the games they like play. Ask some learners to talk about the games they like to play.

Activity 4.8.2	Writing: Composing a paragraph about the games we like to play	(20 minutes)
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Now, we will complete sentences to write a paragraph about the games we like to play.

	<ul style="list-style-type: none"> Tell learners to open their books to Exercise D at page 15. Read the instructions for the learners. Refer learners to the paragraph on the chalkboard and say: <i>Now, you will write your own paragraphs.</i> Model completing the first sentence on the chalkboard: <i>At home, I like to play hopscotch.</i>
	<ul style="list-style-type: none"> Complete the second sentence on the chalkboard while learners write in their exercise books. Guide learners to write the second sentence of their paragraphs in their exercise books.
	<ul style="list-style-type: none"> Tell learners to complete the sentences to write a paragraph in their exercise books. Go round the class to support learners while they write their paragraphs. Ask some learners to read their paragraphs to the class. Discuss the paragraphs as a class.

Conclusion	(3 minutes)
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Ask learners in pairs to say how hopscotch is played.

Teacher reflection
<p>Write your observations in the evaluation section of your lesson plan.</p> <ul style="list-style-type: none"> For each of the success criteria for today's lessons, approximately find how many or what percentage of learners have achieved them? Which success criteria are difficult for learners? What will you do to address their difficulties?

UNIT 4	The games we like to play: Supplementary reading	Lesson 9
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Success criteria

Learners must be able to:

- read supplementary readers
- retell stories

Suggested resources (in addition to learner's book)
supplementary books

Introduction

(2 minutes)

Ask learners to share interesting stories they read or heard about.

Activity 4.9.1

Reading: Supplementary readers

(20 minutes)

Being able to read on your own is an exciting experience. When you choose your own book, you can pick one that interests you. When you are interested in a book it helps you read it with more understanding. I have many books here to share with you. All of you will choose a book to read and then retell the story to a friend.



- Display different books on the table.
- Hold a few books up, one at a time, and say something about each one. For example, say:
- *The title of this book is Friends go to school. If you like going to school with your friends, you might like this book.*
- *Here is a book with pictures of girls playing at break. Girls, you might choose this one.*
- Tell the learners that when they choose a book to read, they look at the title and the pictures. Say: *That will help you decide which book to read.*
- Ask learners to sit in groups of 4-5. Give each group a set of books to choose from. Give learners time to look through the books and pick one to read.



- Once everyone has chosen a book to read, say: *Turn to a partner and tell him/her why you chose this book.*
- Ask learners to read the books they have picked in pairs or individually.



- Go round the class, observe learners while they read and identify readers who need your support.
- Read with individual readers while other learners are reading on their own.

Activity 4.9.2

Oral language: Retelling stories

(10 minutes)

Sometimes we want to retell a story we have read. To retell it we tell details about the characters and what happens to them. Then also tell where the story took place. Then we tell what we learnt from the story.



- Model retelling a simple and familiar story.
- Mention the characters, what happens to them and where the story takes place.



- Ask learners to turn to a partner and describe where the story took place, who the characters are, what happens in the story and what lesson they can learn from the story.

	<ul style="list-style-type: none"> • Go round the class to listen and support learners with questions like: <i>What happens to the character? Where is s/he? What does s/he like to do?</i>
	<ul style="list-style-type: none"> • Ask learners to take turns in retelling the story they read to a partner. • Ask some learners to retell their stories to the class.

Conclusion

(3 minutes)

Ask learners to say which of the stories they would like to read for themselves and why.

Teacher reflection

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

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

UNIT 4	The games we like to play: Review	Lesson 10
<i>In Lesson 10, choose any 2-4 success criteria that were not understood by most learners and review them.</i>		
Success criteria	Lessons	Activities

UNIT 5	Keeping money safe: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about <i>Keeping money safe</i> • give information about <i>Keeping money safe</i> • read words with –o– sounding as /a/ or '/o/ • write words with letter –o– <p>Suggested resources (in addition to learner's book) word cards or words written on the chalkboard (-o- with words such as <i>come, song, money, drop, strong</i>); t-chart written on the chalkboard (Exercise A)</p>		

Introduction

(2 minutes)

Tell learners that in this week they will learn about keeping money safe. Ask learners in pairs to say where they keep their money.

Activity 5.1.1

Oral language: Asking for and giving information

(10 minutes)

Now, we will talk about keeping money safe. I will do it first. We will do it together. Then, you will talk with your partner. This will get us ready to read about keeping money safe.



- Model talking about where we can keep money: Where do you keep the money?
- Say: *I keep the money in a bag/a tin.*
- Do this 2-3 times.



- Invite a learner and ask: Where do you keep the money?
- Help the learner say: *I keep money in bag /a tin /my pocket.*
- Model with other 2 learners.
- Do this with learners in rows, groups and pairs. Support learners in the process.



- Ask learners to practise talking to a partner about keeping money safe in pairs.
- Go round to support and give feedback.

Activity 5.1.2

Phonics: Reading words with vowel –o–

(10 minutes)

Now, we will read words with letter –o–. The letter –o– has 2 different sounds. Knowing these two sounds will help us read some words.



- Refer learners to the words money and drop on the chalkboard, chart paper or word cards
- Draw learners' attention to the letter –o– sounding as /a/ and /o/ in the words.
- Read the words 2-3 times while learners listen. (Point at the words while you read.)



- Read the words some and strong with the learners 2-3 times with an emphasis on the /a/ and /o/ sound.
- Explain that sometimes when the letter –o– follows letter -r the sound is /o/.



- Ask learners, in groups, pairs and individuals to read words with letter –o– sounding as /a/ and /o/ in groups, pairs and individuals from their books at page 16.

Activity 5.1.3

Phonics: Writing words with vowel –o–

(10 minutes)

Now, we will write words with letter –o– by putting them in groups by how the –o– sounds in the word. I will write words first. We will write words together. Then, you will write the words on your own.



- Tell learners to open their books at page 16.
- Refer learners to the table while in exercise A at page 16 of the learners' book and on the chalkboard/ chart paper. Refer learners to the table on the chalkboard.
- Model putting the words come and song in the correct column according to how the –o– sounds.



- Guide learners while they draw the table in their exercise books
- Read one word at a time (money and drop) together with learners.

	<ul style="list-style-type: none"> Put each word in the correct column together with learners. (<i>As you are writing on the chalkboard, learners should be writing in their exercise books</i>)
	<ul style="list-style-type: none"> Ask learners to do exercise A in their exercise books at page 16. Go round the class to observe and support learners. Ask learners to read the words in the first column. Ask some learners to read words in the second column.

Conclusion	(3 minutes)
Ask learners in pairs to read words on word cards (with letter o sounding as /a/ and /o/).	

Teacher reflection
Write your observations in the evaluation section of your lesson plan.
<ul style="list-style-type: none"> For each of the success criteria for today's lessons, approximately find how many or what percentage of learners have achieved them? Which success criteria are difficult for learners? What will you do to address their difficulties?

UNIT 5	Keeping money safe: Reading	Lesson 2
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> predict the content of the story using the title and the picture use new vocabulary read the story using shared reading <p>Suggested resources (in addition to learner's book) word cards (<i>money, people, bank, keep, safe</i>)</p>		

Introduction	(2 minutes)
Ask learners in pairs to name things their parents buy with money.	

Activity 5.2.1	Reading: Making predictions	(10 minutes)
Before reading a text, I look at the title and the picture of the text and think what the text might be about. What I already know about the topic will help me make the predictions. I use what I already know to guess what the text might be about. First, I will show you how to make a prediction of what the story might be about. We will make predictions together. Then, you will say what you think the story is about on your own.		
	<ul style="list-style-type: none"> Tell learners to open their books at page 16. Read the title: Keeping money safe to learners. Remind learners that we can say what the story is about by using a title and a picture. Model making prediction, for example, say: <i>I know about banks. I think the story is about a man who takes his money to the bank.</i> 	

	<ul style="list-style-type: none"> Ask 2-3 learners to say what they think the story is about by using the title and the picture. Support learners by asking them questions such as: <i>What do you think the story will be about? Why do you think that?</i>
	<ul style="list-style-type: none"> Guide learners in pairs to say what they think the story will be about by using the title and picture. Go round the class and support learners. Ask some pairs to present their predictions to the class.

Note: -ing is a common ending on verbs. Learners will learn more about this in Standard 4.

Activity 5.2.2	Vocabulary: Using new words (<i>people, bank, money, keep, safe</i>) (10 minutes)
Now, we will read new words and talk about their meanings. Remember that knowing meanings of words helps us understand what people say to us and what we read.	
	<ul style="list-style-type: none"> Review <i>keep</i> and <i>safe</i> (Std 2 review words) with learners. Refer learners to the word <i>people</i> at page 16. Read the word <i>people</i> to learners 2-3 times. Teach the meaning of the word <i>people</i> using the appropriate strategies such as acting out, showing pictures or using the real object. Use local language if learners do not understand. Use the word <i>people</i> in the sentence.
	<ul style="list-style-type: none"> Read the word <i>people</i> 2-3 times together with learners. Consolidate the meaning using pictures, acting out, demonstrations, etc.
	<ul style="list-style-type: none"> Ask learners to read the word <i>people</i> on their own Ask learners to talk about or make sentences with the words in pairs. Go round the class to listen and support learners.

Note: Follow I Do, We Do, You Do with the other words.

Activity 5.2.3	Fluency: Shared reading (10 minutes)
Now, we will read a story using shared reading. Remember, in shared reading we read together with a friend(s). We can read together or take turns reading sentences or paragraphs.	
	<ul style="list-style-type: none"> Say: <i>I will read from your learner's book now. Listen while I read about what Mada and Chisomo learn in Keeping money safe.</i> Read the dialogue aloud to the class.
	<ul style="list-style-type: none"> Ask learners to open their books at page 16. Model reading the dialogue using shared reading. For example, read the first sentence of the dialogue and ask a group of learners (the girls or the boys, for example) to read the second sentence. Read the third sentence of the text and ask another volunteer learner to read the fourth sentence. Divide learners into two groups. Read the first sentence and help learners in groups to read the second and third sentence. Continue reading in that pattern while you read the rest of the story.
	<ul style="list-style-type: none"> Ask learners to practise reading the text again in groups and pairs by sharing sentences or paragraphs. Go round the class to listen and give support to learners who are having difficulty.

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Guide the learners to read the words properly. |
|--|--|

Conclusion

(3 minutes)

Ask learners to give meanings or act out the words people and money.

Teacher reflection

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

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

UNIT 5

Keeping money safe: Oral language/writing

Lesson 3

Success criteria

Learners must be able to:

- ask for information about taking care of money
- give information about taking care of money
- use verbs in simple present tense

Suggested resources (in addition to learner's book)

items to support understanding of how to keep money safe

Introduction

(2 minutes)

Ask learners in pairs to say what they do with their money.

Activity 5.3.1

Oral language: Asking for and giving information

(10 minutes)

Before reading about something new, we talk about the topic. That will help us get ready to read and understand what we read. Now, we will ask and answer questions to get ready to read about keeping our money safe.



- Model by asking and answering the following question: Why do you keep money safe? *I keep money safe so I can buy shoes.*
- Do this with 2-3 examples.



- Model asking and giving information with several learners asking: Why do you keep the money?
- Guide learners to give specific reasons, such as: *I save money to buy shoes/a new ball/etc.*
- Involve all learners by saying: *Stand up if you save money to buy shoes/a new ball/etc.*



- Ask learners to be in pairs and take turns in asking for and giving information about where they keep money. Tell them to name different ways to keep money safe.
- Ask some pairs to say where they keep or save money and why.

- Write learners' responses on the chalkboard such as:
 - 1 *I keep money in a bag at home.*
 - 2 *I keep money in my pocket.*
 - 3 *I want to pay for my school fees.*
- (Keep the sentences for the next activity.)

Activity 5.3.2

Writing: Sentences about keeping money safe

(20 minutes)

Writing our ideas about what we learn is important. It helps us tell others what we know. Now, we will write sentences about keeping money safe.



- Read the sentences you wrote on the chalkboard (from Activity 5.3.1).
- Draw learners' attention to the verb in present tense by reading with emphasis and underlining them. For example, keep and want in the sentences.
- Explain that the underlined words talk about what we do. These words are called verbs.
- Give a few examples of verbs in sentences.



- Guide learners to read the sentences with you and point to the verb.
- Repeat this 2-3 times while you go round to support.



- Guide learners to read the sentences on their own, in pairs/groups.
- Ask learners to write their own sentences using verbs in their exercise books.
- Support learners having difficulty with writing sentences.
- Ask some learners to read their sentences to the class.
- Discuss the sentences with the learners.

Conclusion

(3 minutes)

Ask learners why they keep money safe.

Teacher reflection

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

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

UNIT 5

Keeping money safe: Reading comprehension practise

Lesson 4

Success criteria

Learners must be able to:

- recall the content of the text
- read the story using shared reading
- answer the comprehension questions orally

Suggested resources (in addition to learner's book)

items to support learner understanding of keeping money safe

Introduction

(2 minutes)

Ask learners to read words with –ble and -b.

Activity 5.4.1

Reading: Recalling important details

(12 minutes)

When we read, we pay attention to what we read, especially to important details in the story. Now, we will practise recalling or remembering the details from *Keeping money safe*.



- Tell learners to open their books at page 16.
- Read the title: *Keeping money safe* to learners.
- Tell learners that we can always think about what a story is about by using a title and a picture.
- Model recalling content using the title and illustration. For example, say: *Based on what I know and the picture, I think the story is about a man who keeps money safe in the bank.*
- Say: *When we read we pay close attention so we can remember details.*
- Read a paragraph from *Keeping money safe*. Then, tell the learners a detail you recall from the paragraph.



- Guide learners to read the next paragraph with you.
- Say: *Now, with a partner, tell a detail you recall from what you just read.*



- Ask learners in pairs to read on and talk about the details they recall.
- Go round the class and support learners.

Activity 5.4.2

Fluency: Shared reading

(10 minutes)

Now, we will practise reading the story with a friend or group of friends again.



- Review vocabulary learnt in Lesson 2 using appropriate strategies, such as using real objects, demonstrations, pictures, context.
- Model reading the story using shared reading, for example: read the first sentence of the story and ask one volunteer learner to read the second sentence.
- Read the third sentence of the story and ask a row of learners to read the fourth sentence.



- Divide learners into two groups.
- Read the story with learners using shared reading in groups.
- Read the first sentence and help learners in groups to read the second and third sentence.
- Continue reading in that pattern while you read the rest of the story.



- Ask learners to read the story in turns 2-3 times in rows, groups, pairs, individuals.
- Ask some groups/pairs to read the text to the class.

Activity 5.4.3

Oral language: Comprehension questions

(10 minutes)

Now, we will think about what we read and answer questions orally. I will answer a question. We will answer a question together. Then, you will answer questions on your own.



- Remind learners of the question words: *How, Why, What.*
- Draw learners' attention to the questions in their books at page 17.
- Read the first question in the learners' book: *How will you keep money safe?*
- Read the first paragraph of the text where the answer to the question is found.

	<ul style="list-style-type: none"> Answer the question from the paragraph: <i>I keep money safe in the bank.</i> Ask learners to read the last paragraph for the answer to the next question. Guide learners to answer the second question by identifying the paragraph with the answer: <i>Chisomo and Mada learn that keeping money in the bank is safe.</i> Go round the class to listen and give support to struggling learners.
	<ul style="list-style-type: none"> Ask learners to talk about the answers to question 3 in groups. Ask some groups to give their responses to the questions orally. Discuss the answer to the questions with learners.

Note: The children learned the meaning of the word *learn* in Std 2, but may need to be taught to read the word.

Conclusion	(3 minutes)
Ask learners to mention reasons to take care of money.	

Teacher reflection	
Write your observations in the evaluation section of your lesson plan.	
<ul style="list-style-type: none"> For each of the success criteria for today's lessons, approximately find how many or what percentage of learners have achieved them? Which success criteria are difficult for learners? What will you do to address their difficulties? 	

UNIT 5	Keeping money safe: Grammar practice	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> ask for information about keeping money safe give information about keeping money safe write sentences using verbs in present tense <p>Suggested resources (in addition to learner's book) sentences on chalkboard (Activity 5.5.2); example and first sentences in exercise B written on the chalkboard or chart</p>		

Introduction	(2 minutes)
Ask learners to say how people in their families keep their money safe.	

Activity 5.5.1	Oral language: Asking for and giving information about keeping money safe (10 minutes)
Now, we will ask and answer questions about keeping money safe.	

	<ul style="list-style-type: none"> Model asking: Where do you keep money? Say: I keep money in a bag. Ask a learner again: What is another place you keep money? Say: Sometimes I keep money in my pocket. Do this 2-3 times.
	<ul style="list-style-type: none"> Guide learners to ask questions about money and how we keep it safe. Encourage answers such as, saving in a bank, in home, etc.

- Ask learners in pairs to practise asking for and giving information about keeping money safe.
 - Ask some pairs to ask and answer a question for the class.
 - Write the responses on the chalkboard.
 - I keep money in a bag at home.
 - I save money with a bank.
 - I keep money in my pocket.
 - Ask some pairs to read the sentences to the class.
- (Keep the sentences for next lesson.)

Activity 5.5.2

Grammar: Using verbs in present tense

(10 minutes)

Remember, we have talked about verbs. These are words that talk about things people do. Now, we will practise using verbs to talk about what we do.

- Say: Verbs tell what we do. I come to school to teach you. Come tells what I do. You wake up and eat breakfast. Wake up and eat tells what I do.
- Tell learners that you will use verbs in sentences from *Keeping money safe*. Refer learners to the sentences on the chalkboard and underline the verbs in simple present tense.
 - I keep my money safe.
 - People pay money for food.
 - I keep money in a tin.
- Read the sentences to learners.
- Draw learner's attention to the underlined verbs in simple present tense. (save, pay and keep)
- Tell learners that underlined words are called verbs and are in simple present tense.



- Read the sentences with learners.
- Ask learners in pairs to say words that talk about things they do every day.
- Write some of the words from the learners on the chalkboard.



- Guide learners, in pairs, to name more verbs; things they do every day at home and at school.
- Go round the class, helping learners name the verbs they are using.

Activity 5.5.3

Grammar: Writing sentences using verbs

(10 minutes)

Now, we will write sentences using verbs. I will write an example for you. We will write a sentence together. Then, you will write one on your own.



- Tell learners to open their books at page 18.
- Model writing the first sentence using a verb using the example for Exercise B.



- Write the second sentence using a verb with learners from the exercise.



- Ask learners to write Exercise B in their exercise books.
- Ask some learners to read their answers to the class.
- Discuss the answers with learners.

Conclusion

(3 minutes)

Ask learners to make sentences using different verbs.

Teacher reflection

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

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

UNIT 5	Keeping money safe: Fluency/vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story using shared reading • use new vocabulary • complete the sentences with the words <p>Suggested resources (in addition to learner's book) word cards (lesson 2); example and first sentences (exercise C) written on the chalkboard/chart</p>	

Introduction

(2 minutes)

Ask learners in pairs to name something they plan to buy when they are older.

Activity 5.6.1

Fluency: Shared reading

(8 minutes)

Now, we will practise reading the text together again.



- Model reading the text using shared reading with a learner. Choose a learner you are sure will be able to read the text. Sit beside the learner; read a sentence; listen while the learner reads the next sentence.
- Tell learners that each time you read you share the reading of sentences or paragraph.



- Ask learners to sit close to a partner and open their books at page 16.
- Guide learners in reading the story while they share reading sentences/paragraphs.



- Ask learners to read the story with a partner or group 2-3 times.
- Go round the class and support learners who have difficulties.

Activity 5.6.2

Vocabulary: Using new words (*people, bank, money, keep, safe*)

(10 minutes)

Knowing how to read and understand new words helps us read. Now, we will practise using the new words from Ways to save money.



- Review sentences from Unit 5 story with the words: *people, bank, money, keep* and *safe* on the chalk board. (*Before the lesson*)
- Underline the vocabulary words in the sentences.
- Say: *Here are sentences from Keeping money safe. I underlined our new words for you. Listen carefully while I read the sentences for you.*

	<ul style="list-style-type: none"> • Read the sentences to learners 2-3 times drawing attention to the underlined words.
	<ul style="list-style-type: none"> • Say: <i>Now, you can read with me.</i> • Read the sentences again this time together with learners. • Review the meaning of words with learners using an appropriate strategy for each word such as pictures/context/demonstrations. • Ask: Are there any questions about any of the words? <i>Pause, encourage questions and re-teach or re-demonstrate any meanings that are unclear to learners.</i>
	<ul style="list-style-type: none"> • Ask learners in groups to talk about each of the new words. Encourage them to use the words in sentences. Give model sentences if needed.

Activity 5.6.3 Vocabulary: Completing sentences (12 minutes)

Now, we will complete sentences with the new words. I will show you how to choose the correct word to complete a sentence. We will complete a sentence together. Then, you will choose the correct word to complete a sentence on your own.

	<ul style="list-style-type: none"> • Draw learners' attention to Exercise C at page 18 of their books. • Model completing the sentence with the word safe: <i>Money is ___ in the bank.</i> • Read the sentence to the class.
	<ul style="list-style-type: none"> • Refer learners to the sentence on the chalkboard. • Complete the first sentence of Exercise C with learners: ___ go to the bank to get money. • Write the sentence on the chalkboard. • Read the sentence with learners.
	<ul style="list-style-type: none"> • Ask learners to write Exercise C in their exercise books. • Ask learners to swap exercise books and read each other's answers. • Discuss the answers with learners.

Conclusion (3 minutes)

Ask learners in pairs to give meanings of the new vocabulary words (*people, money*).

Teacher reflection

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

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

UNIT 5	Keeping money safe: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read for specific information. • talk about the main points (Activity 5.7.1) • answer comprehension questions <p>Suggested resources (in addition to learner's book) word cards (lesson 2), pre-questions written on the chalkboard (Activity 5.7.1)</p>	

Introduction	(2 minutes)
Ask learners to read the following words on the word cards: people, money, and bank.	

Activity 5.7.1	Reading: Reading a dialogue silently	(8 minutes)
We will read the text again silently and then answer questions. Remember, sometimes when we read we want to find information. Now, we will read the text to answer questions.		
	<ul style="list-style-type: none"> • Write pre-questions like these on the chalkboard. <ol style="list-style-type: none"> 1 How do people keep money safe? 2 Why do people take care of money? • Read the pre-questions to learners. 	
	<ul style="list-style-type: none"> • Ask learners to read the pre-questions with you. • Ensure that all learners can see the questions and are reading with you. • Say: <i>When we read, we think about these questions so that we can find clues. The clues help us understand.</i> 	
	<ul style="list-style-type: none"> • Tell learners to open their books at page 16. • Ask learners to read the text silently. • Ask learners to discuss answers to pre-questions in groups. • Discuss the answers to the pre-questions with learners. 	

Activity 5.7.2	Reading closely: Main points of the dialogue	(10 minutes)
Now, we look at the dialogue closely. We will talk about the main ideas of the dialogue.		
	<ul style="list-style-type: none"> • Say: <i>Remember that the most important idea is called the main point or idea.</i> • Model identifying a main point of the first speaker of the dialogue (Mada) by reading it aloud with emphasis on the main point of the text. For example, say: <i>Mada's money is torn.</i> 	
	<ul style="list-style-type: none"> • Ask learners to turn to a partner and read the next speaker (Chisomo) with you. Read her part aloud while partners read together. • Say: What is the main point in what Chisomo says? <i>Mada cannot use her money because it is torn.</i> 	
	<ul style="list-style-type: none"> • Ask pairs to read the rest of the dialogue. Guide them to mention another main point of the dialogue. • Ask some pairs to give the main points to the class. 	

- Discuss the main points as a class.

Activity 5.7.3 Writing: Answers to comprehension questions (12 minutes)

Now, we will write answers to questions we have read. Remember that we read to find clues that help us answer questions about what we read. Sometimes the clues are easy to find. We always think about what we already know to help us answer the question. I will answer a question, we will answer a question together and you will answer questions on your own.

	<ul style="list-style-type: none"> • Read question 1 aloud and say: <i>I will read again and think about the answer.</i> If I don't find a clue, I will think about what I already know about money and keeping it safe. • Read Chisomo's first line from the dialogue. Pause after reading the sentence telling the answer. • Write the answer on the chalkboard. <i>I will think about where I keep my money. I will keep it in a safe place.</i>
	<ul style="list-style-type: none"> • Read question 2 together with learners. • Reread Chisomo's last line with learners. • Guide learners to answer the question. • Say: <i>The girls learn that people can keep money safe in the bank.</i>
	<ul style="list-style-type: none"> • Ask learners in pairs to say if it is good to keep money safe and give a reason. • Write learners responses on the chalkboard. • Ask learners to answer the last question in their exercise books. • Ask some learners to read their answers to the class. • Discuss the answers with learners.

Conclusion (3 minutes)

Ask learners in pairs to give some of the main points of the dialogue.

Teacher reflection

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

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

UNIT 5	Keeping money safe: Productive writing	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about keeping money safe • give information about keeping money safe • complete sentences to match the pictures <p>Suggested resources (in addition to learner's book) paragraph written on the chalkboard (Activity 5.8.1); example and first sentences (exercise D)</p>		

Introduction

(2 minutes)

Ask learners to tell a partner about the time they went to a bank.

Activity 5.8.1**Oral language: Asking for and giving information about keeping money safe**

(10 minutes)

Now, we will ask and answer questions about how we keep our money safe again. I will first show you. We will ask and answer questions about keeping money safe together, and Then, you will ask and answer questions on your own.



- Model talking about reasons for taking care of money (or keeping it safe), say for example: *Why do you take care of money?*
- Write the sentences on the chalkboard in a paragraph form like this: *I save money for many reasons. First, I keep my money safe so that I can buy shoes. Second, I take care of my money to buy a bag some day. Last, I save money to pay for my school fees.*
- Tell learners that all sentences in a paragraph are linked because they talk about the same idea.



- Explain that a paragraph has one main point and supporting sentences.
- Read the paragraph with learners while pointing out capital letters and punctuation.



- Guide learners to talk about keeping money safe in paragraph form (main idea and supporting details).
- Help learners to give at least three ways of keeping money safe.
- Ask learners to talk in groups.

Activity 5.8.2**Writing: Completing sentences to match pictures**

(20 minutes)

Now, we will complete sentences so they match pictures. I will first show you how to choose the correct words to complete the sentences. Then, we will do it together and you will do it on your own.



- Tell learners to open their books at page 19.
- Refer learners to the example sentence of Exercise D.
- Model completing the example using the first picture for example: *I look for a peach.*



- Complete the first sentence with learners using the second picture (*Write on chalkboard while learners are writing in their exercise books*).
- Guide learners on how to do Exercise D at page 19.



- Ask learners to complete sentences to match the pictures in Exercise D in their exercise books.
- Ask some learners to read their completed sentences to a partner.
- Discuss the sentences as a class.

Conclusion

(3 minutes)

Ask learners to talk about what they buy with the money they keep or are given.

Teacher reflection

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

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

UNIT 5	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 stories <p>Suggested resources (in addition to learner's book) supplementary books</p>	

Introduction

(2 minutes)

Ask learners to think about an interesting story they have read or heard someone else read.

Ask learners to share their stories with a partner.

Activity 5.9.1

Reading: Supplementary readers

(20 minutes)

Being able to read on your own is an exciting experience. When you choose your own book, you can pick one that interests you. When you are interested in a book it helps you read it with more understanding. Here I have some books I would like to share with you. All of you will choose a book to read and then retell the story to a friend.

	<ul style="list-style-type: none"> • Display different books on the table. • Hold a few books up, one at a time and say something about each one. For example, say: <ol style="list-style-type: none"> 1 <i>The title of this book is The Girl and her goat. If you like goats, you might like this book.</i> 2 <i>Here is a book with pictures of a market. Anyone whose parents are seller at the market might choose this one.</i> • Tell learners that when they choose a book to read, they look at the title and pictures. Say: <i>That will help you decide which book to read.</i> • Ask learners to be in groups of 4-5. Give each group a set of books to choose from. Give learners time to look through the books and pick one to read.
	<ul style="list-style-type: none"> • Once everyone has chosen a book to read, say: <i>Turn to a partner and tell him/her why you chose this book.</i> • Ask learners to read the supplementary readers they have picked in pairs or individually. • Go round the class, observe learners while they read and identify learners who are struggling.
	<ul style="list-style-type: none"> • Read with readers having difficulties while the other learners are reading on their own.

Activity 5.9.2	Oral language: Retelling stories	(10 minutes)
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Now, we will retell the stories that we have read.

	<ul style="list-style-type: none"> • Model retelling a simple and familiar story. • Mention the characters, what happens to them and where the story takes place.
	<ul style="list-style-type: none"> • Ask some learners to retell the stories they read by giving the setting, characters and what lesson they have learnt from the story. • Guide learners to retell the story they read to the partner.
	<ul style="list-style-type: none"> • Ask learners to take turns in retelling the story they read to a partner. • Ask some learners to retell their stories to the class.

Conclusion	(3 minutes)
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Ask learners to say which of the stories they would like to read for themselves and why.

Teacher reflection

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

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

UNIT 5	Keeping money safe: Review	Lesson 10
<i>In Lesson 10, choose any 2-4 success criteria that were not understood by most learners and review them.</i>		
Success criteria	Lessons	Activities

UNIT 6	Why Hen scratches the ground: Let's do it again	Lesson 1
Success criteria Learners must be able to: <ul style="list-style-type: none"> • use oral structures that were learnt In Lessons 1 (Units 1-5) • read decodable words learnt In Lesson 1 (Units 1-5) • write decodable words learnt In Lesson 1 (Units 1-5) 		

Suggested resources (in addition to learner's book)
charts and word cards from units 1-5; letters and blanks from
Exercise A, page 21, written on the chalkboard/chart

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 1-5)

Activity 6.1.1

Revision: Oral language structures

(10 minutes)

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

	<ul style="list-style-type: none"> Model using any of the following language structures: <ol style="list-style-type: none"> 1 <i>My name is...</i> 2 <i>How do you</i> 3 <i>Where do you live...?</i> 4 <i>What games do you play?</i> 5 <i>Where do you keep ...?</i> Say the language structure 2-3 times.
	<ul style="list-style-type: none"> Invite a learner to the front and demonstrate with him or her on how to use the language structure. Guide learners, in pairs, to practise the language structure with you.
	<ul style="list-style-type: none"> Ask learners to be in pairs and practise using the structure on their own. Go round the class to listen and support learners.

Activity 6.1.2

Phonics: Reading decodable words

(10 minutes)

Use the advance organiser for reading decodable words.

	<ul style="list-style-type: none"> Model reading any of the following decodable words: <ol style="list-style-type: none"> 1 Words with final letters -aw 2 Words with final letters –are 3 Words with ending with –our and -own 4 Words with initial letters sm- and sw- 5 Words with the letter o sounding as /a/ and /o/ Read the words 2-3 times.
	<ul style="list-style-type: none"> Read the words together with the learners, in pairs, rows or groups. Repeat reading the words 2-3 times.
	<ul style="list-style-type: none"> Tell learners to read the words on their own from their books or word cards. Go round the class to give support.

Activity 6.1.3

Phonics: Writing decodable words

(10 minutes)

Use advance organiser for writing/making decodable words In Lessons 1 (Units 1-5).

	<ul style="list-style-type: none"> Tell learners to open their books at Exercise A, page 21. Model completing a word using –aw, -own and –are. For example, j__ to jaw, cr- to crown and b- to bare Think aloud as you model.
	<ul style="list-style-type: none"> Guide learners to complete another word Write the words on the chalkboard.



- Ask learners to do the Exercise A in their exercise books individually, in groups or in pairs.
- Go round the class to observe and support learners.
- Ask some learners to read the words completed to the class.

Conclusion

(3 minutes)

Ask learners to read decodable words on word cards/wall charts, for example, care, down and straw.

Teacher reflection

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

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

UNIT 6

Review reading: Let's do it again

Lesson 2

Success criteria

Learners must be able to:

- Use any of the comprehension strategies (Units 1-5)
- Use new vocabulary
- Read a text using any fluency strategies (Units 1-5)

Suggested resources

word cards and charts from Units 1-5

Introduction

(2 minutes)

Ask learners to read decodable words (Units 1-5).

Activity 6.2.1

Reading: Using any of the comprehension strategies

(10 minutes)

Use the advance organiser for comprehension strategy (Units 1-5).



- Say: *Today, I will read a new story to you. The title is Why Hen scratches the ground. This story is about a hen and a hawk. Think about the title. Why Hen scratches the ground. I think you can predict what you will learn in this story.*
- Read *Why Hen scratches the ground* aloud to the class.



- Model using any of the following comprehension strategy with *Why Hen scratches the ground*. Ask learners to sit with a partner.
 - Talking about characters Say, for example, *Hen and Hawk are friends until they have a problem. What happens?*
 - Setting: Say *Where do Hawk and Hen live with their families?*
- Guide learners to practise using the comprehension strategy with learners.



- Guide learners to practise the strategy used in this lesson with a partner. For example, have learners act out the problem Hen and Hawk have in the story. (character)

Activity 6.2.2	Revising vocabulary: Using words (share, skirt, needle, town, friends)	(10 minutes)
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Use any advance organiser in Activity 1 of Lessons 2 (Units 1-5).

	<ul style="list-style-type: none"> • Write the word share on the chalkboard. • Read the words 2-3 times. • Teach the meaning of the word using an appropriate strategy from Units 1-5. • Use the word in a sentence.
	<ul style="list-style-type: none"> • Read the word together with learners. • Consolidate the meaning with appropriate strategy. Use local language if learners do not understand.
	<ul style="list-style-type: none"> • Ask learners to read the word. • Ask learners to talk about or make sentences with the word in pairs.

Note: Follow I Do, We Do, You Do with other words.

Activity 6.2.3	Fluency: Reading with any fluency strategy	(10 minutes)
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Use the advance organiser for fluent reading. (Units 1-5)

	<ul style="list-style-type: none"> • Model reading Why Hen digs the ground aloud to the class with any of these fluency strategies selected. Think-aloud or explain the strategy to learners while you read. <ol style="list-style-type: none"> 1 Dramatised reading 2 Repeated reading 3 Chunking
	<ul style="list-style-type: none"> • Continue modelling and read the text with learners. • Guide them in using the strategy with you.
	<ul style="list-style-type: none"> • Ask learners to read the text using the strategy in groups/pairs/individuals. • Go round the class to listen and support learners.

Note: Tell learners that the apostrophe (') shows that the children belong to Hen. It shows possession.

Conclusion	(3 minutes)
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Use your own or any relevant conclusion that supports this lesson. (Units 1-5)

Teacher reflection
Write your observations in the evaluation section of your lesson plan.
<ul style="list-style-type: none"> • For each of the success criteria for today's lessons, approximately find how many or what percentage of learners have achieved them? • Which success criteria are difficult for learners? • What will you do to address their difficulties?

UNIT 6	Oral language/writing: Let's do it again	Lesson 3
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> use the language structures that were learnt in Lesson 3 (Units 1-5) write sentences similar to the sentences they wrote In Lessons 3 (Units 1-5) <p>Suggested resources (in addition to learner's book) word cards and charts from Units 1-5</p>	

Introduction	(2 minutes)
Use your own or any relevant introduction that supports this lesson. (Units 1-5)	

Activity 6.3.1	Revising: Oral language structure(s)	(10 minutes)
Use the advance organiser for the selected language structure(s).		
	<ul style="list-style-type: none"> Model using any of the language structures that learners did not understand from Lessons 1, 3 and 5 (Units 1-5). 	
	<ul style="list-style-type: none"> Write their sentences on the chalkboard with a focus on grammar skills which learners found difficult. Invite a learner to the front and demonstrate with him or her on how to use the structure. Guide all learners to practise the structure with a partner. Go round the class to listen and support learners. 	
	<ul style="list-style-type: none"> Guide and support learners to practise using the structure on their own or with a partner. Ask some pairs to show the class what they have done. 	

Activity 6.3.2	Writing: Sentences	(20 minutes)
Use the advance organiser for writing sentences.		
	<ul style="list-style-type: none"> Read the sentences on the chalkboard to learners and underline the grammatical item in focus. 	
	<ul style="list-style-type: none"> Read the sentences on the chalkboard with learners 2-3 times. Remind them that sentences begin with capital letters and end with full stops. 	
	<ul style="list-style-type: none"> Ask learners to write their own sentences with a grammatical focus. Ask learners to read their sentences to the class. Discuss the sentences as a class. 	

Conclusion	(3 minutes)
Use your own or any relevant conclusion that supports this lesson. (Units 1-5)	

Teacher reflection

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

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

UNIT 6	Reading comprehension: Let's do it again	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a text using any fluency strategy learnt In Lessons 4 (Units 1-5) • use any comprehension strategy learners had difficulties with (Units 1-5) • answer comprehension questions orally <p>Suggested resources (in addition to learner's book) word cards and charts from Units 1-5</p>	

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 1-5)

Activity 6.4.1	Reading: Using any of the comprehension strategies	(10 minutes)
Use the advance organiser in Lesson 4 for the comprehension strategy learners find difficult (Units 1-5).		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 20. • Model using the comprehension strategy from any lesson (Units 1-5) while you read the Unit 6 story aloud. 	
	<ul style="list-style-type: none"> • Guide learners to practise using the comprehension strategy. • Go round the class to listen and support learners. 	
	<ul style="list-style-type: none"> • Ask learners to read and practise the comprehension strategy with a partner (Units 1-5). 	

Activity 6.4.2	Fluency: Reading with any fluency strategy	(10 minutes)
Use the advance organiser for reading with a chosen fluency strategy.(Units 1-5)		
	<ul style="list-style-type: none"> • Model with a fluency strategy learners find difficult (Units 1-5): • Dramatised reading • Repeated reading • Chunking 	
	<ul style="list-style-type: none"> • Guide learners to read the text with you using the fluency strategy with you. 	
	<ul style="list-style-type: none"> • Ask learners to read the text in pairs, groups or individually. • Go round the class to listen and support learners. 	

- Ask some pairs, groups to read the text to the class.

Activity 6.4.3 Reading: Comprehension questions (10 minutes)

Use the advance organiser for answering comprehension questions. (Units 1-5)



- Model how to read for clues and answer the first comprehension question from the text.



- Answer the second comprehension question together with learners. Read the story for clues. Think aloud for learners while you model.
- Guide learners to answer the question with you.



- Ask learners to read and talk about the answers to questions 3 and 4 in groups or pairs.
- Ask some groups/pairs to share what they talked about with the class.

Conclusion

(3 minutes)

Use your own or any relevant conclusion that supports this lesson. (Units 1-5)

Teacher reflection

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

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

UNIT 6

Assessment

Lesson 5

(35 minutes)

Assessing learners

- Assess learners on what they have learnt in Lessons 1-4 (Units 1-5).
- Develop assessment items that will guide in checking the learners achievement of the success criteria in Lessons 1-4 of (Units 1-5).

Below are the success criteria from lessons 1-4 (Units 1-5). Check if learners are able to:

- use oral structures that were learnt in Lessons 1 and 3 (Units 1-5)
- read decodable words and sentences learnt in Lesson 1and 3 (Units 1-5)
- write decodable words learnt in Lesson 1 and 3 (Units 1-5)
- give meanings of words learnt in Lessons 2, 4 and 6 (Units 1-5)
- read a text using any fluency strategies (Units 1-5)
- use any of the comprehension strategies (Units 1-5)
- write sentences similar to the sentences they wrote in Lessons 3 (Units 1-5)
- answer comprehension questions orally

Note: While you assess learners individually, have other learners read any decodable story from Lessons 9 of Units 3-5. At the end of the lesson, ask volunteers to share with the class what they have read.

UNIT 6	Grammar practise: Let's do it again	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> use the oral language structures that were learnt in Lesson 5 (Units 1-5). use grammatical items that learners found difficult in Lesson 5 (Units 1-5). write grammatical items that learners found difficult In Lesson 5 (Units 1-5). <p>Suggested resources (in addition to learner's book) word cards and charts from Units 1-5</p>		

Introduction	(2 minutes)
Use your own or any relevant introduction that supports this lesson. (Units 1-5)	

Activity 6.6.1	Revising oral language structure(s)	(10 minutes)
Use the advance organiser for the language structure selected for the revision.		
	<ul style="list-style-type: none"> Model using any of the following language structures: This is my ... (Activity 1.5.1) Who do you like...? (Activity 2.5.1) How do people travel? (Activity 5.5.1) 	
	<ul style="list-style-type: none"> Invite a learner in front and demonstrate with him or her on how to use the structure. Guide learners to practise the structure in pairs. Go round the class to listen and support learners. 	
	<ul style="list-style-type: none"> Ask learners to be in pairs and practise using the structure on their own. Ask some pairs to model for the class. 	

Activity 6.6.2	Grammar: Using grammatical items	(10 minutes)
Use the advance organiser for grammatical items that learners found difficult in Lessons 5 (Units 1-5).		
	<ul style="list-style-type: none"> Model using common and proper nouns in sentences. Think aloud to learners while you create sentences. 	
	<ul style="list-style-type: none"> Guide learners, in pairs, to use the common and proper nouns in sentences. Go round the class to listen and support learners. 	
	<ul style="list-style-type: none"> Ask learners to identify common and proper nouns in their sentences. 	

Activity 6.6.3	Writing: Common and proper nouns	(10 minutes)
Use advance organiser for writing exercises of grammatical items in Lessons 5 (Units 1-5).		
	<ul style="list-style-type: none"> Tell learners to open their books at page 22. Model underlining the common and proper nouns in the example and first sentence. 	

	<ul style="list-style-type: none"> Guide learners to underline the common and proper nouns in the 3rd sentence.
	<ul style="list-style-type: none"> Ask learners to do the Exercise B in their exercise books at page 22. Ask learners to read their answers to a partner.

Conclusion

(3 minutes)

Use your own or any relevant conclusion that supports this lesson. (Units 1-5)

Teacher reflection

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

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

UNIT 6

Fluency/vocabulary: Let's do it again

Lesson 7

Success criteria

Learners must be able to:

- read a text fluently
- use vocabulary
- use the words in sentences

Suggested resources (in addition to learner's book)

word cards and charts from Units 1-5

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 1-5)

Activity 6.7.1

Fluency: Revision as in Lesson 6

(10 minutes)

Use any advance organiser in Activity 1 or 2 of Lessons 6 (Units 1-5).



- Model reading a text with a strategy learners find difficulties:
 - Dramatised reading
 - Repeated reading
 - Chunking



- Guide learners to read the text using the selected fluency strategy.
- Go round the class to listen and identify learners having difficulties.



- Tell learners to read the text using the selected strategy in pairs, rows or groups.
- Read with learners having difficulties while others work with a partner.

Activity 6.7.2	Vocabulary: Using new words (share, friends, skirt, needle, town)	(10 minutes)
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Use the advance organiser (Units 1-5) for teaching vocabulary.

	<ul style="list-style-type: none"> Revise the meanings of the following words; share, friends, skirt, needle and town using vocabulary teaching strategies learnt in Units 1-5. Use local language if learners do not understand.
	<ul style="list-style-type: none"> Guide learners in using the words in sentences with a partner: share, friends, skirt, needle and town.
	<ul style="list-style-type: none"> Ask learners to use the words in pairs, groups or rows. Go round the class to listen and support learners.

Note: Follow I Do, We Do, You Do with the other words.

Activity 6.7.3	Vocabulary: Revising new words	(10 minutes)
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Use the advance organiser for writing exercises in vocabulary.

	<ul style="list-style-type: none"> Tell learners to open their books at page 22 (Exercise C). Model how to match the beginning of the example sentence with its correct ending. Talk about its meaning
	<ul style="list-style-type: none"> Guide learners to do the next sentence of Exercise C with you.
	<ul style="list-style-type: none"> Ask learners to write Exercise C in their exercise books. Go round the class, observe and support learners.

Conclusion	(3 minutes)
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Ask learners questions on any activity of the day as the conclusion.

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

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

UNIT 6	Reading closely for comprehension: Let's do it again	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> read the text for comprehension as in Lesson 7 (Units 1-5) analyse the text answer comprehension questions <p>Suggested resources (in addition to learner's book) charts, word cards</p>	

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 1-5)

Activity 6.8.1**Reading: Silent reading**

(8 minutes)

Use the advance organiser for silent reading as in Lesson 7 (Units 1-5).



- Write some pre-questions on the chalkboard
 - 1 What does Hen want to do?
 - 2 Why was Hawk not happy with Hen's children?
 - 3 Do you think it was important to return the needle after use? Why or why not?
- Read the pre-questions for the class.
- Model reading the first paragraph and answer the first question



- Guide learners to read the second paragraph and answer the second pre-questions with you.
- Ask learners to open their books at page 20.



- Guide learners, in pairs, to read the story silently and find an answer to the third pre-questions.
- Ask learners to discuss answers to the pre-questions.
- Ask some groups to read their answers to the pre-questions.

Activity 6.8.2**Reading closely: Characterisation, main points, plot setting**

(10 minutes)

Use the advance organiser for Lesson 7 for reading closely (Units 1-5)



- Model reading closely and talking about the Unit 6 story revising any area of text analysis:
 - 1 Characterisation
 - 2 Main points
 - 3 Events in the story
 - 4 Setting



- Guide learners in reading closely and talk about characters, main points, events in the story and setting.
- Use guiding questions, such as:
 - 1 Where do Hen and Hawk live?
 - 2 What is the main lesson in the story?
 - 3 Where do Hen and Hawk live?



- Ask learners to ask and answer a guiding question in groups, pairs or rows.

Activity 6.8.3**Writing: Answering comprehension questions**

(12 minutes)

Use the advance organiser for rereading for clues to answer comprehension questions in Lesson 7. (Units 1-5)



- Model rereading for clues and answering the first comprehension question: Why does Hen get a needle from Hawk?
- Say: *I will read the story again and think about the question. I will look for clues that will help me find the answer.*
- Read paragraph 1 for the learners and pause at the sentence about Hen borrowing a needle from Hawk to make a skirt.

	<ul style="list-style-type: none"> • Tell learners that the answer to the question is in the first paragraph. • Say: <i>Hen gets a needle from Hawk because she wanted to make a skirt.</i> • Write the answer on the chalkboard.
	<ul style="list-style-type: none"> • Read question 3 together with learners. • Tell learners to read with you up to the last paragraph. Tell learners that the answer to this question is not in the story. • Guide learners to answer the question. • Say: <i>The answer is not here. We have to think about what lesson the story teaches us. What can we learn?</i> • Ask: What is the lesson in the story? • Turn to your partner and talk about this. • Discuss the question with the class.
	<ul style="list-style-type: none"> • Ask learners to think about the second question: Is what Hawk does good? Why or why not? Then say: Now, talk to your partners about what you think? • Say: <i>Now, think about Hawk. He says he will eat baby chickens because Hen does not return the needle. What do you think about that?</i> • Ask learners to answer the questions in their exercise books. • Discuss the answers with learners.

Conclusion

(3 minutes)

Tell a partner about the time you got something from a friend or family relation.

Teacher reflection

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

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

UNIT 6	Productive writing: Let's do it again	Lesson 9
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use the listening and speaking skill or structure you have chosen as in Lesson 8 (Units 1-5) • write with the listening and speaking activity you have chosen as in Lesson 8 (Units 1-5) <p>Suggested resources (in addition to learner's book) charts (Units 1-5)</p>		

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 1-5)

Activity 6.9.1	Oral language: Talking about yourself	(10 minutes)
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Now, we will write a paragraph about ourselves. This will help other people to know about us.

	<ul style="list-style-type: none"> Model talking about yourself using the following questions: <ol style="list-style-type: none"> What is your name? Where do you leave? How many people are in your family? What do you like to do at home? Help a learner say: My name is _____. I live at _____. There are _____ people in my _____. I like to _____.
	<ul style="list-style-type: none"> Guide learners in talking about the topic and structure selected together with you.
	<ul style="list-style-type: none"> Ask learners to practise in pairs, groups, rows etc. Go round the class to listen and support learners.

Activity 6.9.2	Writing: Sentences about yourself	(20 minutes)
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Use the advance organiser (any Lesson 9, Units 1-5) for the listening and speaking structure and activity chosen from Activity 6.9.1.

	<ul style="list-style-type: none"> Tell learners to open their books at page 23. Read and answer the questions about yourself for the learners.
	<ul style="list-style-type: none"> Ask learners to think about the first question and complete it with you. Read the sentence starter in the LB. <i>My name is _____.</i> Guide learners while they complete Exercise D.
	<ul style="list-style-type: none"> Ask learners to complete the sentences to write a paragraph in their exercise books. Ask learners to read their paragraphs to a partner.

Conclusion	(3 minutes)
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Use your own or any relevant introduction that supports this lesson. (Units 1-5)

Teacher reflection

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

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

UNIT 6	Assessment: Let's do it again	Lesson 10 (35 minutes)
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Assessing learners

- Assess learners on what they have learnt in Lessons 5 to 8 (Units 1-5).*
- Develop assessment items that will guide in checking the learners achievement of the success criteria in Lessons 5-8 (Units 1-5).*

Below are the success criteria from Lessons 5-8 (Units 1-5). Check if learners are able to:

- *use the oral language structures that were learnt in Lessons (Units 1-5)*
- *use grammatical items that learners found difficult in Lessons 5 (Units 1-5)*
- *write grammatical items that learners found difficult in Lessons 5 (Units 1-5)*
- *read a text fluently as in any lesson 6 (units 1-5)*
- *give meanings of words*
- *use the words in exercises*
- *the text for comprehension as in Lesson 7 (units 1-5)*
- *read closely/analyse the text*
- *write answers to comprehension questions*
- *use the listening and speaking skill or structure you have chosen as in Lesson 8 (units 1-5)*
- *write with the listening and speaking skill or structure you have chosen as in Lesson 8 (units 1-5)*

Note: While you assess learners individually, have other learners read any decodable story from Lessons 9 of Units 3-5. At the end of the lesson, ask volunteers to share with the class what they have read about.

UNIT 7	Animals we keep: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information about the animals they keep • give information about the animals they keep • read words with final letters –nce and -nts • write words with final letters –nce and -nts <p>Suggested resources (in addition to learner's book) learners' experiences; word cards or words written on the chalkboard (<i>cents, dance, fence, tents, once, ants</i>); chart (Exercise A) written on the chalkboard/chart</p>		

Introduction	(2 minutes)
Ask learners to describe 3 different animals they know to a partner.	

Activity 7.1.1	Oral language: Asking for and giving information	(10 minutes)
Follow I Do, We Do, You Do (<i>model for learners, practise with learners, provide support while learners practise on their own</i>) to ask and answer questions about animals that are kept in and around people's homes. Model using the following questions: 1 What animals do you keep at home? (<i>We keep chickens/ goats / sheep</i>). 2 Who takes care of the animals? (<i>My mother takes care of the animals</i>).		

Guide learners to talk about the animals they keep at home in pairs, groups or rows. (*If any child does not have animals at home, they can talk about a friend or relation who keeps animals.*) Go round the class to listen and support learners.

Activity 7.1.2 Phonics: Reading words ending with -nce and -nts (10 minutes)

Follow I Do, We Do, You Do to read words that end with *-nce* and *-nts* in Exercise A at page 25 or from word cards. Point out that all the words in the first column end with the same sound and words in the second column also end with the same sound (*once, bounce, chance, dance, pants, arts, hints, joints*); say the word endings clearly. Have learners read the words with a partner.

Activity 7.1.3 Phonics: Putting words in the correct group (10 minutes)

Follow I Do, We Do, You Do to read target words and put them in the correct group in Exercise A on page 25. Do the example on the chalkboard for the class; guide learners to write fence in the column under *-nce*. Guide and assist learners to write the words in the correct columns. While they work, Go round the class to support learners while they complete Exercise D in their exercise books.

Conclusion (3 minutes)

Ask learners to name animals they keep at home.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Reading: Prediction and radio reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • predict content of a text using title and picture • use new vocabulary • read a story using radio reading <p>Suggested resources (in addition to learner's book) word cards (kraal, husks, meat, hides, once, meat)</p>	

Introduction (2 minutes)

Ask learners to say what ways animals help us (*give us food, milk, hides, etc*).

Activity 7.2.1 Reading: Making predictions (10 minutes)

Remind learners that before reading a text, we always read the title and look at the picture and think about what the text might be about. Model and then guide learners to make

predictions with you and then a partner about Animals we keep. Use guiding questions like: What will you learn about how to keep animals? What animals will we read about? Read the text aloud to the class. Ask learners in pairs, groups or rows to check their predictions.

Activity 7.2.2	Vocabulary: Using new words (<i>kraal, husks, hides, once and meat</i>)	(10 minutes)
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Follow I Do, We Do, You Do (*model for learners, practise with learners, provide support while learners practise on their own*) to teach and read new words, one at a time: kraal, husks, hides, once using an appropriate strategy (picture, real object, acting out, demonstration). Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class to listen and support learners.

Activity 7.2.3	Fluency: Radio reading	(10 minutes)
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Tell learners that you enjoy listening to news and like the way news presenters read. Model how to read so that others can understand, with expression, not too slow and not too fast. Show learners how to read groups of words together and loud enough for others to hear. Model reading part of Animals we keep, using radio reading (with expression, good pacing, chunking of phrases and loud enough for everyone to hear). Guide learners to read with fluency while they imitate the radio announcer of their choice. Ask learners to practise radio reading in pairs.

Conclusion	(3 minutes)
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Ask learners to say the meanings of the words *kraal, husks, hides* and *once*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Animals we keep: Oral language/writing	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for information about animals we keep at home• give information about animals we keep at home• write about animals we keep at home <p>Suggested resources (in addition to learner's book) learners experiences; example sentence written on the chalkboard/chart (Activity 7.3.2).</p>	

Introduction

(2 minutes)

Ask learners to talk to a partner about how they (or a relation) care for animals they keep at home.

Activity 7.3.1**Oral language: Asking for and giving information**

(15 minutes)

Follow I Do, We Do, You Do to ask for and give information about animals they keep such as cows, goats, sheep and who takes care of **the** animals. For example, mother, father, parents, herdsman. Guide learners to talk about animals they keep at home and who takes care of the animals in pairs, groups or rows. Go round the class to listen and support learners. Write the learners' responses on the chalkboard, for example, *We keep chickens; My parents take care of the chickens*. Read them aloud with learners.

Activity 7.3.2**Writing: Sentences about animals**

(15 minutes)

Follow I Do, We Do, You Do to write sentences about animals we keep at home. Model writing an example sentence on the chalkboard with capital letters and full stops. Guide learners to write their own sentences about animals they keep at home and talk about them in pairs, groups or in rows. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners to describe how to care for any animal.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7**Animals we keep: Reading comprehension practise****Lesson 4****Success criteria**

Learners must be able to:

- recall the content of a text they read before
- read a story using radio reading
- answer comprehension questions orally

Suggested resources (in addition to learner's book)
learners' experiences

Introduction

(2 minutes)

Using think-pair-share, ask learners to talk about animals they might like to have.

Activity 7.4.1	Reading: Recall the content of the text read	(10 minutes)
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Good readers learn from what they read. We do this by recalling the important information we read. Now, we will recall important information from *Animals we keep*.

	<ul style="list-style-type: none">• Introduce <i>Animals we keep</i> and read it aloud to learners.• Model recalling important information from <i>Animals we keep</i>, for example, after reading the text, say: <i>I remember reading about how people take care of animals like cows. Farmers keep cows in kraals or fences.</i>
	<ul style="list-style-type: none">• Ask learners to open their books at page 24 and read another part with you.• Ask learners to close their books.• Guide them, in pairs, to talk about the information they recall in <i>Animals we keep</i> (<i>Farmers give cows grass, husks and water; farmers get milk from cows. Farmers sell the milk for money.</i>)• Go round the class to listen and support learners.
	<ul style="list-style-type: none">• Ask learners to read the rest of the text and tell their partners important information they remember.

Activity 7.4.2	Fluency: Radio reading	(8 minutes)
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Review vocabulary for *Animals we keep* with pictures, sentences, acting out or real objects. Follow I Do, We Do, You Do to read the text using radio reading. Model using radio reading by reading clearly, slowly and with expression (Activity 7.2.3). Guide learners to read like radio readers or presenters to each other in pairs or groups. Go round the class to listen and support learners.

Activity 7.4.3	Reading: Comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to answer questions. Remind learners that the question word what asks for things. Model answering the question in full. For example, how do farmers take care of cows? *Farmers feed cows, grass and water.* Guide learners to note other question words, such as why (asks for reasons). Model answering what and why and guide learners to answer the other questions orally, in pairs or groups. Go round the class to listen and support learners.

Conclusion	(3 minutes)
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Ask learners, in pairs, to talk about what farmers give cows each day.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Animals we keep: Grammar practice	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • use a comma correctly <p>Suggested resources (in addition to learner's book) chalkboard, chart with example and first sentences (Exercise B)</p>		

Introduction	(3 minutes)
Ask learners to name animals they like and tell reasons why.	

Activity 7.5.1	Oral language: Asking for and giving information	(10 minutes)
Follow I Do, We Do, You Do to talk about animals we keep by asking and answering the following questions: 1 What animals do people keep in Malawi? For example, <i>We keep cows, goats and sheep.</i> 2 What do the animals eat? <i>These animals eat grass, maize cobs and husks.</i> Guide learners, in pairs, groups or rows to ask and answer questions. Write learners' responses on the chalkboard. Help learners read the sentences in pairs or groups. (<i>Keep sentences for the next lesson</i>)		

Activity 7.5.2	Grammar: Using commas in sentences	(8 minutes)
Follow I Do, We Do, You Do to use commas in the sentences (Activity 7.5.1). Explain to learners that commas can be used to separate nouns in a list. Guide learners to separate nouns in the sentences using commas. Go round the class to listen and support learners.		

Activity 7.5.3	Grammar writing: Using commas in sentences	(12 minutes)
Follow I Do, We Do, You Do to use commas in Exercise B at page 26. Model with the example and then guide learners with sentence 1 to put commas in sentences. Support learners while they do the exercise in their exercise books. Have learners share their written work with partners.		

Conclusion	(2 minutes)
Ask learners to name the animals that people keep in Malawi.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Animals we keep: Fluency/vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story using radio reading • use new vocabulary • match the beginnings and endings of sentences <p>Suggested resources (in addition to learner's book) chalkboard, chart with example and first sentences (Exercise C)</p>	

Introduction	(2 minutes)
Ask learners to mention animals that people keep in their areas.	

Activity 7.6.1	Fluency: Radio reading	(10 minutes)
Follow I Do, We Do, You Do to read a text using radio reading again. Model radio reading and name what you do. Remind learners of the specific skills of radio reading- reading slowly, with expression, in a loud, clear voice. Guide learners to read like the radio presenters in pairs or groups. Go round the class, remind learners to read slowly, clearly and with expression.		

Activity 7.6.2	Vocabulary: Using new words (kraal, husks, hides, meat, once)	(8 minutes)
Follow I Do, We Do, You Do with appropriate strategies (demonstration, pictures, act out and real objects) to teach and use new vocabulary. Model with and first sentences to create new sentences with learners. Guide and support the learners in creating sentences with the other words; have learners use or act out the words in pairs and groups.		

Activity 7.6.3	Vocabulary: Matching words and pictures	(12 minutes)
Follow I Do, We Do, You Do to choose the correct word that matches the beginnings and endings of sentences in Exercise C at page 26. Model with an example. Then guide learners in choosing the correct word for sentence 2. Go round the class to listen and support learners while they finish the exercise. Have learners share their work with a partner. Ask a few to share with the class.		

Conclusion	(3 minutes)
Ask learners, in pairs, to use the words in sentences: <i>husks, hides, kraal</i> and <i>once</i> .	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Animals we keep: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • identify main points in a text • answer comprehension questions <p>Suggested resources (in addition to learner's book): word cards (lesson 2)</p>	

Introduction	(2 minutes)
Ask learners to read the following words on word cards: <i>kraal, once, husks</i> and <i>hides</i> .	

Activity 7.7.1	Reading: Silent reading	(8 minutes)
Follow I Do, We Do, You Do to teach learners to read silently and to think about the answers to the questions. Model with a think-aloud while you read silently, pausing while you read. For example, pause when the first question is answered in the text and say: <i>Here I see the answer to the first question</i> . Say the answer for the learners, directing learners to the line in the text. Practise with learners reading silently while thinking about the answers to the questions. Guide them to reread to find the answers to the questions.		

Activity 7.7.2	Reading closely: Main points	(10 minutes)
Follow I Do, We Do, You Do to talk about main (or most important) points of a story they have read. Guide learners to find the main points in the story with this question, for example: What is paragraph 1 talking about? <i>Farmers keep and care for animals</i> . Ask learners to find other main points in pairs, groups or rows. Go round the class to listen and support learners.		

Activity 7.7.3	Writing: Answering comprehension questions	(12 minutes)
Follow I Do, We Do, You Do to find clues by rereading and then writing answers to questions. Guide learners to remember that different question words such as <i>what, why</i> and <i>how</i> ask for different answers. Model answering the first question in complete sentences with details, capital letters and full-stops. Guide and support learners while they write answers in their exercise books. Ask learners to talk about their answers with a partner.		

Conclusion	(3 minutes)
Ask learners to mention the main (most important) points of the text with a partner.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Animals we keep: Productive writing	Lesson 8
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give information • write about animals that people keep <p>Suggested resources (in addition to learner's book) learners' experiences; questions (Activity 7.8.1) written on the chalkboard</p>		

Introduction	(2 minutes)
Ask learners to practise reading the unit words with a partner.	

Activity 7.8.1	Oral language: Asking for and giving information	(12 minutes)
Follow I Do, We Do, You Do to talk about animals we keep by asking and answering the following guiding questions about the animals we keep: `		
1 What animal do you keep? (or a family relation keeps) 2 What does the animal eat? 3 Who feeds the animal? 4 Where do you keep the animal? Guide learners to ask for and give information orally in pairs or groups. Refer learners to the questions on the chalkboard. Go round the class to listen and support learners.		

Activity 7.8.2	Writing: A paragraph	(20 minutes)
Follow I Do, We Do, You Do to write about animals we keep. Model completing a paragraph in Exercise D at page 27. Guide learners to talk about the questions and answers with a partner. Then, guide them in writing a paragraph that has a first sentence that tells the most important idea (topic sentences) and details that tell more about it (supporting details).		

Conclusion	(3 minutes)
Ask learners to read their paragraphs to partners.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Animals we keep: 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 learner's book) learners' experiences, supplementary books</p>	

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

Activity 7.9.1	Reading: Supplementary readers	(20 minutes)
Say: <i>Being able to read on your own is an exciting experience. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners having difficulties to choose a book of their choice, while others read.		

Activity 7.9.2	Oral Language: Retelling stories	(11 minutes)
Follow I Do, We Do, You Do to retell a story. Guide learners to retell a text by talking about the main details, such as the characters and what happens to them, the setting, lessons they learnt. Have learners work with a partner or in a group. Go round the class to listen and support learners.		

Conclusion	(2 minutes)
Ask learners to name the stories they might like to read and why.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 7	Animals we keep: Review	Lesson 10
In Lesson 10, choose any 2-4 success criteria that were not understood by most learners and review them. (35 minutes)		
Success criteria	Lessons	Activities

UNIT 8	Our school: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read words with initial letters <i>squ-</i> and <i>sm-</i> • write words with initial letters <i>squ-</i> and <i>sm-</i> • write words with initial letters <i>squ-</i> and <i>sm-</i> <p>Suggested resources (in addition to learner's book) picture of children at school learning, playing and/or reading, word cards (<i>squeeze</i>, <i>squash</i>, <i>squat</i>, <i>square</i>, <i>squad</i>); t-chart for <i>squ-</i> and <i>sm-</i> words (Exercise A) written on the chalkboard.</p>		

Introduction	(2 minutes)
Ask learners, in pairs, to name some things they do at home.	

Activity 8.1.1	Oral language: Asking for and giving information	(10 minutes)
Follow I Do, We Do, You Do to ask and answer questions about what learners do at school. Model answering the following question: What do I do at school? <i>At school, I write on the chalkboard. I teach girls and boys. I talk to the other teachers.</i> Ask the same question to learners: What do you do at school? Guide learners, in pairs and groups, to talk about what they do at school such as read, write, learn and play. Ask learners to ask and give information about what they do at school. Go round the class to listen and support learners to answer in full sentences.		

Activity 8.1.2	Phonics: Reading words beginning with <i>squ-</i> and <i>sm-</i>	(8 minutes)
Follow I Do, We Do, You Do to read the words beginning with <i>squ-</i> and <i>sm-</i> . Model reading the words with stress on the <i>squ-</i> at the beginning, pointing at each word while you read it. (<i>square</i> , <i>squat</i> , <i>small</i> , <i>smart</i> , <i>squash</i> , <i>smell</i>) Guide learners to read the words written on word cards/chalkboard/chart with a partner. Go round the class to listen and support learners.		

Activity 8.1.3	Phonics: Writing words beginning with <i>squ-</i> and <i>sm-</i>	(12 minutes)
Follow I Do, We Do, You Do to point at the correct column for <i>sm-</i> and <i>squ-</i> words beginning in the table of Exercise A at page 29. Model with the example. Guide learners in pointing at the columns for words that start with <i>squ-</i> and <i>sm-</i> and writing them in a chart in		

their exercise books. Go round the class and offer support to learners while they work. Let learners share their final lists of words with a partner.

Conclusion

(3 minutes)

Using word cards, ask the class to read the words: *squeeze, squash, squat, square* and *squad*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8	Our school: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• predict content of a text using title and picture• use new vocabulary• read the story using reading <p>Suggested resources (in addition to learner's book) word cards (<i>square, carpet, dustbins, eight and sweep</i>)</p>	

Introduction

(2 minutes)

Ask learners, in pairs, to name two things their teacher does for them at school and tell why it is important.

Activity 8.2.1

Reading: Predicting content of a story

(10 minutes)

Follow I Do, We Do, You Do to teach making predictions about the text. Model predicting the content of *Our school* by reading the title and looking at the picture. Guide learners to read the title and look closely at the picture with you. Write what they predict on the chalkboard.

Activity 8.2.2

Vocabulary: Using new words (square, carpet, dustbins, eight, sweep)

(10 minutes)

Follow I Do, We Do, You Do to teach the meanings of the words, one at a time: square, carpet, eight and dustbins. Using an appropriate strategy (picture, real object, acting out, demonstration). Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Ask learners to practise using the words in pairs/groups/individually. Go round the class to listen and support learners.

Activity 8.2.3

Fluency: Echo reading

(10 minutes)

Follow I Do, We Do, You Do to read the text on page 28 using echo reading. Model reading a sentence or a paragraph. Read a sentence or a short paragraph while learners are listening.

Guide learners to echo read the text using the same phrasing and tone as modelled. Ask learners to practise echo reading Our school in pairs or groups. Ask learners to check their earlier productions in pairs. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners to make simple sentences with the words *square*, *eight*, *dustbin* and *carpet*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8	Our school: Oral language/writing	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for information about things we do at school• give information about things we do at school• use sentences in simple past tense	
	<p>Suggested resources (in addition to learner's book) any items to support learner understanding of school activities</p>	

Introduction

(2 minutes)

Ask learners, in pairs, to talk about things they do everyday at school.

Activity 8.3.1

Oral language: Asking for and giving information in present tense

(10 minutes)

Follow I Do, We Do, You Do to ask and answer questions about things learners did at school (yesterday, last week). Remind learners that we can ask for and give information using a question such as: What you do at school everyday? Guide learners to add to their answers from Activity 8.1.1: For example, *I play hopscotch with my friends*. Guide learners to talk with details about what they do at school in pairs and groups. Go round the class to listen and support learners. Write some learners' responses on the chalkboard. (*Keep sentences for the next activity.*)

Activity 8.3.2

Writing: Sentences with present tense

(20 minutes)

Follow I Do, We Do, You Do to read the sentences from 8.3.1. Explain that the verbs in the sentences learners have written are in simple present tense. Guide learners to write their own sentences about what they do at school (everyday). Ask them to read their sentences in pairs or small groups. Go round the class, observe and give positive feedback.

Conclusion

(3 minutes)

Say: *We have talked about what we do at school (everyday). Now, in pairs, talk about what you do at home.*

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8	Our school: Reading comprehension practice	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• recall the content of the text they read before• read a story using echo reading• answer comprehension questions orally <p>Suggested resources (in addition to learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners to talk about what they do everyday.

Activity 8.4.1**Reading: Recalling content**

(12 minutes)

Follow I Do, We Do, You Do to recall content of the text using the title and illustration.

Model recalling content of the story to learners. Guide, in pairs or groups, learners to say what they remember from the title and illustration. Go round the class to listen and support learners.

Activity 8.4.2**Fluency: Echo reading**

(8 minutes)

Review the vocabulary: carpet, square, eight and dustbin, using an appropriate strategy.

Follow I Do, We Do, You Do to read the text on page 28 using echo reading. Model reading a sentence or a paragraph. Repeat reading a sentence or a paragraph while learners are listening. Guide learners to echo reading a text using the same phrasing and tone that you modelled. Ask learners to practise echo reading in pairs or groups. Go round the class to listen and support learners.

Activity 8.4.3**Oral language: Comprehension questions**

(10 minutes)

Follow I Do, We Do, You Do to reread for clues and answer the comprehension questions on page 29 orally. Remind learners that the question word what asks for things. Model answering one question for the class. Guide learners to take note of the question words such as why. Ask learners to discuss the answers to the questions in pairs or groups. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask the class to read the words *dustbin*, *eight*, *carpet* and *square* on word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8	Our school: Grammar practice	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for information• give information• identify verbs in simple present tense in sentences• complete sentences using verbs in simple present tense <p>Suggested resources (in addition to learner's book) learners' experiences, example and first sentences in exercise B written on the chalkboard or chart</p>	

Introduction

(2 minutes)

Ask learners to say what they do at a relation's house (grandmother, aunt, etc.).

Activity 8.5.1**Oral language: Asking for and giving information**

(10 minutes)

Follow I Do, We Do, You Do to ask for and give information about what they do at school with the following questions: What do you do at school everyday? (*I plant flowers; I clean the class; I play football, etc.*). Guide learners in talking about what they do at school in pairs or small groups. Write learners' responses on the chalkboard. Ask learners to read the sentences in pairs. (*Keep sentences for the next activity.*)

Activity 8.5.2**Grammar: Identifying verbs in simple present tense**

(8 minutes)

Follow I Do, We Do, You Do to identify verbs in present tense in the sentences written on the chalkboard. Remind that verbs in simple past tense tell us about something that happens every day. Guide learners to create sentences in pairs or groups and then identify the verbs in simple past tense form. Go round the class to listen and support learners.

Activity 8.5.3**Grammar writing: Completing sentences using verbs in present tense**

(12 minutes)

Follow I Do, We Do, You Do to complete in exercise B at page 30. Model for learners, with the example sentence; remind learners that a simple present tense verb tells us about

something that happens every day. Guide learners to complete sentences in Exercise B with the correct verbs in simple present tense. Go round the class, observe and support learners.

Conclusion

(3 minutes)

Ask learners to say what they do at school this every day.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8	Our school; Fluency/vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a story using echo reading• use new vocabulary• match words with pictures <p>Suggested resources (in addition to learner's book) word cards (square, carpet, dustbins, eight)</p>	

Introduction

(2 minutes)

Ask learners to read the words: *square, carpet, dustbins, eight* and *sweep*.

Activity 8.6.1

Fluency: Echo reading

(10 minutes)

Follow I Do, We Do, You Do to read a text using echo reading. Remind learners that good readers read chunks of words and read with expression. Model echo reading with Our school as in Activity 8.4.2. Guide learners to echo read with a friend. Go round the class to listen and support learners having difficulties.

Activity 8.6.2

Vocabulary: Using new words (square, carpet, dustbins, eight, sweep)

(8 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences. Model with sample sentences for learners; create new sentences with learners. Guide and support the learners in using the words in pairs and groups.

Activity 8.6.3

Vocabulary: Matching words and pictures

(12 minutes)

Follow I Do, We Do, You Do to choose the correct word that matches the picture in Exercise C on page 31. Model with the example and then guide learners in choosing the correct words. Go round the class to listen and support learners. Have learners share their work with a partner. Ask a few to share with the class.

Conclusion

(3 minutes)

Ask learners to read the words: *square*, *carpet*, *eight* and *dustbin* from word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8**Our school: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story
- talk about the main points of the story
- write answers to comprehension questions

Suggested resources (in addition to learner's book)
learners' experiences

Introduction

(2 minutes)

Ask learners to read and talk about meanings of the following words in pairs: *square*, *carpet* and *dustbin*.

Activity 8.7.1**Reading: Reading a story silently**

(10 minutes)

Follow I Do, We Do, You Do to read **our story** silently and think about the answers to the questions. Use the first question to model with a think-aloud while you read. Guide learners in reading silently and find clues to answer the second question. Ask learners to reread the story silently and think about answers to the third question. Ask learners in pairs to talk about their answer

Activity 8.7.2**Reading closely: Main points**

(8 minutes)

Follow I Do, We Do, You Do to talk about main (most important) points of *Our school*. Use a question such as, What is paragraph 1 talking about? Tell learners paragraph 1 gives details about Luzi School, such as how it looks, how many classes it has. Guide and support learners to talk about the main points of the rest of the paragraphs of the story in pair or groups. Repeat the question again. Go round the class to listen and support learners.

Activity 8.7.3**Writing: Answering comprehension questions**

(12 minutes)

Follow I Do, We Do, You Do for writing answers to questions. Guide learners to pay attention to the question words, and what each asks for, such as *what* and *why*. Model answering question with the first question and write the answer on the chalkboard. Guide learners to write the answer to the second question: Ask learners to answer the third question in their exercise books. Go round the class and give support.

Conclusion

(3 minutes)

Ask learners to mention the main points in each paragraph of the story.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8**Our school: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- give information
- write a paragraph

Suggested resources (in addition to learner's book)

learners' experiences; sentence starter *We keep our school clean because* written on the chalkboard (Exercise D)

Introduction

(2 minutes)

Ask learners to talk about what they should not do at school.

Activity 8.8.1**Oral language: Giving information about school**

(10 minutes)

Follow I Do, We Do, You Do to talk about their school. Use guiding questions such as:

- What are the three ways of keeping your school clean?
- Why do you keep your school clean?

Guide learners to answer the questions orally in pairs or groups. Go round the class to listen and support learners with vocabulary and language structures.

Activity 8.8.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to write a paragraph about keeping our school clean. Model writing a paragraph by answering the first question in Exercise D on page 32. Guide learners in writing a paragraph that has one topic sentence and details that tell more about the topic.

Conclusion

(3 minutes)

Ask learners to read their paragraphs to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8	Our school: 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 learner's book) learners' experiences, supplementary books</p>	

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

Activity 8.9.1	Reading: Supplementary readers	(20 minutes)
<p>Say: <i>Being able to read on your own is an exciting experience. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or setting, reading the titles, showing pictures, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book, while others read.</p>		

Activity 8.9.2	Oral language: Retelling stories	(10 minutes)
Follow I Do, We Do, You Do to retell stories. First, model and then guide learners to tell details about the setting of the story, the characters and what happened to them. Remind learners to tell what lesson they learnt from the story. Learners can work in pairs or small groups. Go round the class, observing and giving support and feedback.		

Conclusion	(3 minutes)
Ask learners to say which of the stories they would like to read for themselves and why.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 8	Our school: Review	Lesson 10
<p><i>In Lesson 10, choose any 2-4 success criteria that were not understood by most learners and review them.</i></p>		
Success criteria	Lessons	Activities

UNIT 9	Chiko and Chembe are safe: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read words with initial letters –ur– and -en • write words with initial letters –ur– and -en <p>Suggested resources (in addition to learner’s book) learners’ experiences; t-chart for –ur– and –en written on the chalkboard (Exercise A)</p>		

Introduction	(2 minutes)
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Ask learners to say how they play safely, such as staying away from fire.

Activity 9.1.1	Oral language: Asking for and giving information	(10 minutes)
Follow I Do, We Do, You Do to ask for and give information about safety at home. Model asking questions and answering using words in a series, such as: What are some of the objects that can hurt you at home? Say: <i>Knives and pieces of glass are sharp and can cut me.</i> Guide learners to practise talking about things that are harmful at home in pairs, groups or rows. Ask learners to talk about things that are harmful at home in pairs, groups or rows. Go round the class to listen and support learners.		

Activity 9.1.2	Phonics: Sorting words with –ur– and -en	(10 minutes)
Follow I Do, We Do, You Do to sort words with –ur– and -en in Exercise A at page 35. Model pointing to the correct column for each word as you read each word. Guide learners by pointing at the correct side/column in the table as you read the different words. Ask learners to work in pairs or groups, reading different words and pointing at the correct column. Go round the class, observe and support learners who have difficulties.		

Activity 9.1.3	Phonics: Writing words with –ur– and -en	(10 minutes)
Follow I Do, We Do, You Do to write the word: burn, ben turn, ten, etc. Model writing the words. Ask learners to read the words written on the chalkboard/ chart. Model writing the words with -ur- and -en in the correct column on the chalkboard. Go round the class to listen and support learners.		

Conclusion

(3 minutes)

Ask learners to say things that can hurt them.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9**Chiko and Chembe are safe: Reading****Lesson 2****Success criteria**

Learners must be able to:

- predict the content of a text using title and picture
- use new vocabulary
- read a story using repeated reading

Suggested resources (in addition to learner's book)

pictures (twins, something burning, things with electric wires), word cards (burn, hurt, electric, television, watch)

Introduction

(2 minutes)

Ask learners to say what they do at home to stay safe when parents are not around.

Activity 9.2.1**Reading: Predicting the content of a story**

(8 minutes)

Follow I Do, We Do, You Do to predict the content of *Chiko and Chembe are safe* by using the title and picture. Guide learners to use the title and picture in pairs or groups to say what might happen to Chiko and Chembe and what they might learn from the story. Write what learners' predict on the chalkboard. Read *Chiko and Chembe are safe* aloud to the class.

Then ask learners, in pairs or small groups, to check and adjust their thinking.

Activity 9.2.2**Vocabulary: Using new words (burn, hurt, electric, television, watch)**

(12 minutes)

Follow I Do, We Do, You Do to teach the meanings of the words, one at a time: *television*, *electric*, *hurt*, *burn* using an appropriate strategy (picture, real object, acting out, demonstration). Use local language if learners do not understand. Model by using the words in sentences. Guide learners in acting out or using the words with a partner. Ask learners to practise using the words in pairs/groups/individually. Go round the class to listen and support learners.

Activity 9.2.3**Fluency: Repeated reading**

(10 minutes)

Follow I Do, We Do, You Do to read a text using repeated reading. Model reading text using several times, each time reading it more fluently. Guide learners to read *Chiko and Chembe are safe* using repeated reading in pairs, groups or rows. Ask learners to read Chiko and

Chambe are safe using repeated reading in pairs, groups or rows. Go round the class to listen and support readers.

Conclusion

(3 minutes)

Ask learners to read the words *electric, hurt, burns, television*, watch (from their learner's books) and act them out with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9	Chiko and Chembe are safe: Reading comprehension practise	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give commands about safety• use words in a series about safety• use a comma in sentences <p>Suggested resources (in addition to learner's book) sample sentences with quotation marks written on the chalkboard/chart</p>	

Introduction

(2 minutes)

Ask learners to give and respond to different commands in small groups.

Activity 9.3.1

Oral language: Asking for and giving information

(10 minutes)

I Do, We Do, You Do to ask for and give information about safety. Review asking for and giving information using words in a series. Model asking for and giving information using words in a series such as: What are some of the objects that can hurt you at home? *Knives, fire and pieces of glass hurt us.* What are some things at school that we must not do? *We must not throw rocks, bottles or books. They might hurt someone.* Guide learners to practise naming about things that are harmful at home in pairs, groups or rows. Go round the class to listen and support learners.

Activity 9.3.2

Writing: Using quotation marks in sentences

(20 minutes)

Refer learners to the sentences with quotation marks on the chalkboard. Follow I Do, We Do, You Do to teach using quotation marks in sentences. Use the sentences on the chalkboard to teach and model. Guide learners to write their own sentences with quotation marks in their

exercise books and talk about them. Go round the class, observe and give feedback. Ask learners to share their sentences with a partner.

Conclusion

(3 minutes)

Ask learners to read their sentences to the class.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9	Chiko and Chembe are safe: Reading Comprehension Practice	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• recall the content of the text they read before• read a text using repeated reading• answer comprehension questions <p>Suggested resources (in addition to learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners to talk with partners about ways to stay safe at home.

Activity 9.4.1

Reading: Recalling the content of a text

(12 minutes)

Follow I Do, We Do, You Do to recall important content of the text using the title and illustration. Model recalling content of *Chiko and Chembe are safe (We must stay away from electric wires.)* Guide learners to say what they remember about the text after reading in pairs or groups. Move around the class. Go round the class to listen and support learners.

Activity 9.4.2

Fluency: Repeated reading

(8 minutes)

Follow I Do, We Do, You Do to read *Chiko and Chembe are safe* using repeated reading. Model reading with more expression, accuracy and phrasing/chunking each time. Guide learners to read the story using repeated reading in pairs, groups or rows. Go round the class to listen and support learners in reading with expression and greater fluency.

Activity 9.4.3

Oral language: Answering comprehension questions (10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Remind learners that the questioning word **what** asks for things. Model answering the first question in a full sentence. For example, *What did the mother tell Chiko and Chembe? Mother told Chiko and Chembe not to play with fire/ not to eat leaves.* Guide learners to note the questioning word: *how?*

Learners to answer the other questions orally, in pairs or groups. Go round the class to listen and give support.

Conclusion

(2 minutes)

Ask learners to say what they do for them not to be hurt.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9	Chiko and Chembe are safe: Grammar Practise	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• use words in a series• identify quotation marks in sentences• use quotation marks to show words that a person says. <p>Suggested resources (in addition to learner's book) learners' experiences; sentences written on the chalkboard (Activity 9.5.2); example (Exercise B) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners in pairs to talk about common accidents at home and school.

Activity 9.5.1

Oral language: Giving and responding to commands

(10 minutes)

Follow I Do, We Do, You Do to model giving and responding to simple commands. For example, *stand up, sit down; jump three times; put your hands on your hips*. Guide learners in small groups to give and respond to commands. Encourage them to have fun and be playful with this activity.

Activity 9.5.2

Grammar: Using quotation marks in sentences

(10 minutes)

Write the three sentences below on the chalkboard before the lesson.

- 1 Do not play near fire, Mother tells Chiko.
- 2 Do not eat leaves, she tells them.
- 3 Do you play near fire? Mother asks Chiko

Follow I Do, We Do, You Do to use quotation marks in the sentences on the chalkboard/chart. Model by first underlining the exact words said in the first sentence. Then write quotation marks in the first sentence. Guide learners to add quotation marks in the second sentence after you underline the exact words said. Ask learners in pairs to talk about

where to use quotation marks in the third sentence on the chalkboard. Go round the class to listen and support learners.

Activity 9.5.3**Grammar writing: Using quotation marks to show words that a person says**

(10 minutes)

Follow I Do, We Do, You Do to add quotation marks in the Exercise B at page 36. Model with the example and then guide learners to complete the exercise in their exercise books. Go round, observe and give feedback. Model again with the sentences on the board if needed. Ask learners share their exercise books with a partner to check answers.

Conclusion

(3 minutes)

Ask learners to describe how we can stay safe at home.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9**Chiko and Chembe are safe: Fluency/Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- read a text using repeated reading
- use new vocabulary
- complete sentences using words

Suggested resources (in addition to learner's book)

pictures of radios, television, chargers

Introduction

(2 minutes)

Ask learners to name items that have electric wires. (*radio, chargers, televisions, radios*)

Activity 9.6.1**Fluency: Repeated reading**

(10 minutes)

Follow the I Do, We Do, You Do to read *Chiko and Chimbe are safe* using repeated reading again. Model reading using repeated reading. Guide learners to read using repeated reading. Ask learners to read using repeated reading in pairs or groups. Go round the class to listen and support learners.

Activity 9.6.2	Vocabulary: Using new words (burn, hurt, electric, watch and television)	(10 minutes)
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Follow I Do, We Do, You Do to use the new vocabulary. Model with example sentences for learners. Create new sentences with learners. Guide and support learners in using and acting out the words in pairs or groups.

Activity 9.6.3	Vocabulary: Completing sentences	(10 minutes)
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Follow I Do, We Do, You Do to complete sentences using words in Exercise C at page 37. Model and guide learners to complete the sentences. Go round the class, observe and give feedback. Have learners share the work with a partner. Talk about the meanings with learners.

Conclusion	(3 minutes)
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Ask learners to read their sentences with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9	Chiko and Chembe are safe: Reading Closely for Comprehension	Lesson 7
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Success criteria

Learners must be able to:

- read the story silently
- talk about the setting of the story
- answer comprehension questions

Suggested resources (in addition to learner's book)
learners' experience and pictures (Lesson 6)

Introduction	(2 minutes)
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Ask learners to practise reading the new words on page 33 of their learner's books with a partner.

Activity 9.7.1	Reading: Silent Reading	(10 minutes)
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Follow I Do, We Do, You Do to think aloud about the comprehension questions at page 34. Then read the story silently with learners. Model with a think-aloud while you read silently and come to clues for answers. Practise with learners in reading for the answers to the questions.

Activity 9.7.2	Reading closely: Main points	(10 minutes)
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Follow I Do, We Do, You Do to read the text with learners and identify the main (or most important) points. Guide learners to find the main points in the text with guiding questions. For example: *What things around the home are not safe? How can Chiko and Chembe be safe? What does the text tell us about safety?*

Activity 9.7.3	Writing: Answering comprehension questions	(10 minutes)
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Follow I Do, We Do, You Do to write answers to questions at page 34. Guide learners to note the question words such as *what*, *why* and *how* before answering the questions. Model writing an answer to the first question. Then guide learners to write answers in their exercise books. Ask learners to share their answers with a partner.

Conclusion	(3 minutes)
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Ask learners to talk with a partner about lessons in Chiko and Dalo are safe.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9	Chiko and Chembe are safe: Productive writing	Lesson 8
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Success criteria

Learners must be able to:

- give information
- write a paragraph

Suggested resources (in addition to learner's book) sentence starters (Exercise D) written on the chalkboard
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Introduction	(2 minutes)
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Tell learners to give commands that can prevent accidents at home. *Stay away from ...*, for example.

Activity 9.8.1	Oral language: Giving information about safety at home	(10 minutes)
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Follow I Do, We Do, You Do to talk about safety in the home by asking and answering the following guiding questions:

- *What can hurt you at home?*
- *What can you do to make home safe?*

Guide learners to answer the questions orally in pairs or groups. Refer learners to the questions on the chalkboard. Ask learners to ask for and give information about safety in the

home in pairs, groups or rows. Ask learners to ask for and give information about safety in the home. Go round the class to listen and support learners.

Activity 9.8.2**Writing: a paragraph about safety at home**

(20 minutes)

Follow I Do, We Do, You Do to write about safety in the home. Model completing a paragraph in exercise D at page 38 with the sentence starters on the chalkboard. Guide learners while they write a paragraph that has a first sentence that tells the most important idea (topic sentences) and details that tell more about it (supporting details).

Conclusion

(3 minutes)

Ask learners to read their paragraphs to partners.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9**Chiko and Chembe are safe:
Supplementary reading****Lesson 9****Success criteria**

Learners must be able to:

- read supplementary readers
- retell stories

Suggested resources (in addition to learner's book)
learners' experience, supplementary books

Introduction

(2 minutes)

Tell learners to share interesting stories they have read or heard about.

Activity 9.9.1**Reading: Supplementary readers**

(20 minutes)

Say: *Being able to read on your own is an exciting experience. When you choose your own book, you can pick a book that interests you! When you are interested in a book, you read it with more understanding.* Introduce supplementary readers by naming characters or setting, reading the titles, showing pictures, etc. Allow small groups of learners (rows) to choose from a set of books. Guide, supervise and support learners who have difficulties in reading, while others read independently or with a partner.

Activity 9.9.2**Oral language: Retell stories**

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell a text by talking about the main details, such as the characters and what happens to them; the setting; lessons they

learned. Have learners work with a partner or in a group. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners to say which of the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 9	Chiko and Chembe are safe: Review		Lesson 10
Success criteria	Lessons		Activities

UNIT 10	Our trip to Monkey Bay: Oral language and phonics	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for direction• give direction• Identify words with the letters -ble and -b• read words with the letters -ble and -b <p>Suggested resources (in addition to learner's book) word cards (<i>tab, cab, cob, job, cable, table, stable, fable, able</i>); t-chart for <i>-b</i> and <i>-ble</i> (Exercise A)</p>	

Introduction

(2 minutes)

Tell learners that this week they will learn about a trip a class takes to Monkey Bay. Ask learners to tell a partner about a trip have taken and where they went.

Activity 10.1.1 **Oral language: Asking for and giving directions** (10 minutes)

Follow I Do, We Do, You Do to ask for and give directions. Model asking for and giving directions using the following guiding question: *Where is the head teacher's office? (Go straight and turn right/ left, you will find the head teacher's office).*

Guide learners to ask for and give directions to different places at the school to each other in pairs, groups or rows. Go round the class to listen and give support.

Activity 10.1.2 **Phonics: Sorting words with the letter -ble and -b** (10 minutes)

Follow I Do, We Do, You Do to sort words ending with *-ble* and *-b* in the table in Exercise A at page 40. Model pointing to the correct column for each word as you read each word. Guide learners in pointing to the correct side/column in the table as you read the different words. Ask learners to work in pairs or groups, reading different words and pointing to the correct column. Go round the class to listen and give support.

Activity 10.1.3 **Phonics: Writing words ending with -ble and -b** (10 minutes)

Follow I Do, We Do, You Do to write words with *-ble* and *-b*. Guide learners to read the words with a partner or small group. Go round the class to listen and support readers who are struggling.

Conclusion (3 minutes)

Ask learners to read words ending with letters *-ble* and *-b* on the word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10 **Our trip to Monkey Bay: Reading** **Lesson 2****Success criteria**

Learners must be able to:

- use new vocabulary
- visualise the content of the story when reading
- read a story with shared reading

Suggested resources (in addition to learner's book)
word cards (ship, travelled, trip, captain, table)

Introduction (2 minutes)

Ask learners in pairs to name places they plan to visit.

Activity 10.2.1**Vocabulary: Using new words** (*travelled, trip, captain, table, trip, ship*)

(10 minutes)

First, activate learners' background knowledge by directing them to the title and picture of Our Trip to Monkey Bay. Follow I Do, We Do, You Do to teach the meanings of the words, one at a time: travelled, trip, captain, table using an appropriate strategy (*picture, real object, acting out and demonstration*). Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in using the words with a partner while they act them out. Go round the class to listen and support learners.

Activity 10.2.2**Reading: Visualising content of a text**

(10 minutes)

When I am reading, I make pictures in my head of what is happening in the story. I see people or things that are mentioned in the story. When I make the picture in my head, I understand the story better. Now, we will read a story and make pictures while we read. I will read the story for you and show you how to make pictures in your mind. This is called visualizing.



- Activate learner's background knowledge using the title and pictures by saying: *The title of this story is Our trip to Monkey Bay. Think about the title. Someone will take a trip to Monkey Bay. Show me a thumbs up if you have been to Monkey Bay before. Show me a thumbs up if you have ever taken a trip somewhere.*
- Tell learners to open their books at page 39 and look at the picture. Say: *Do you see this ship? Yes, there is a big ship in the bay.*
- Say: *Now, I will read the story aloud to you. While I read, imagine what the children in the picture are doing and seeing. Make pictures in your mind. When I read 'The name of the ship is Ilala. The Ilala is big and white,' I want you to picture a big white ship in your mind. That is what the children in this story are seeing.*
- Read the story aloud to the class. Pause 3-4 times and ask: Picture this in your mind. Can you see it?



- Ask learners to make small groups of 3-4.
- Guide learners to talk about what came to mind while they listen to the story. Ask for example: *When I was reading what pictures did you make in your minds? Did you see the learners eating food?*
- Ask learners to listen while you read the paragraph beginning with 'As we were eating...'
- Guide learners to talk with a partner and ask: *What were the children doing here?*
- Ask learners to read the story silently, then discuss in groups of 3-4 what pictures were in their minds as they read.



- Ask them to share the pictures they made with a partner.
- Go round the class, rereading parts of the story for learners and support learners while they share the pictures they made.

Activity 10.2.3	Fluency: Shared reading	(10 minutes)
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Remind learners that reading is fun when we read together. We help each other. Demonstrate reading together and taking turns reading with a partner. Ask learners to read Our trip to Monkey Bay with a partner. Go round the class supporting readers who have difficulties.

Conclusion	(3 minutes)
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Ask learners to read the words *captain, trip, table, travelled, ship* from the box on page 39.

Teacher reflection	
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Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10	Our trip to Monkey Bay: Oral language	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for directions• give directions• write sentences about giving directions <p>Suggested resources (in addition to learner's book) word cards (Lessons 1-2)</p>	

Introduction	(2 minutes)
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Ask learners to mention the shops, schools, markets or hospitals they have visited.

Activity 10.3.1	Oral language: Practising asking for and giving directions	(10 minutes)
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Follow I Do, We Do, You Do to ask for and give directions. Model asking for and giving information using questions like: How did I reach the market? Say: *First, I turned right and then walked straight.* Guide learners to ask for and give direction in pairs, groups or rows, using words like straight, left, right, turn. Go round the class to listen and support learners in using correct vocabulary and language structures for giving directions. Write a few of the learners' responses on the chalkboard. For example, *I turned right. I walked straight.*

Activity 10.3.2	Writing: Sentences that give directions	(20 minutes)
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Follow I Do, We Do, You Do to write sentences that give directions. Model writing directions using verbs in simple past tense and words like straight, left, right, turn. Remind learners that verbs in the simple past tense talk about things that happened yesterday, last week or last year. Read sentences from Activity 10.3.1. Tell learners that the sentences are in the past tense. Guide learners to write their own sentences using verbs in the simple past

tense and talk about them in pairs, groups and in rows. Go round the class, observe and support learners.

Conclusion

(3 minutes)

Ask learners to share their sentences with the class.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10	Our trip to Monkey Bay: Reading	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• visualise the content of the text when reading• read a story using shared reading• answer comprehension questions orally <p>Suggested resources (in addition to learner's book) word cards (lesson 2)</p>	

Introduction

(2 minutes)

Ask learners to describe how we use the words: table (*to sit and eat*), ship (*to move on water*), and bicycle (*to move on land*).

Activity 10.4.1

Reading: Visualising

(10 minutes)

Follow I Do, We Do, You Do in visualising during the reading of Our trip to Monkey Bay at page 39. Then, read the text for and with learners; model visualisation with a think aloud, guide learners to think of what comes to mind while they read with you/a partner and on their own. Go round the class and give support.

Activity 10.4.2

Fluency: Shared reading

(10 minutes)

Follow I Do, We Do, You Do to read the story *Our trip to Monkey Bay* at page 39. Model with a learner by reading the first paragraph taking turns. Guide learners in pairs to read the second paragraph using shared reading. Go round the class supporting readers who have difficulties.

Activity 10.4.3

Reading: Answering comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally *where*. Read the questions aloud for learners. Remind learners that the questioning word asks for a place. Tell them to use the clues in the story to answer the questions. Model answering the first question in full. Model

and guide learners to answer and talk about the second question in pairs or groups. Support learners in using their background knowledge or experiences to answer questions that are not answered in the text.

Conclusion

(3 minutes)

Ask learners to mime or act out **table**, **travelled** and **captain**.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10	Our trip to Monkey Bay: Grammar practise	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• ask for information• give information• identify simple present tense• write sentences in simple present tense <p>Suggested resources (in addition to learner's book) pictures of different kinds of transport (bus, bikes, boats, cars, planes)</p>	

Introduction

(2 minutes)

Ask learners to name ways of transport they use in their area.

Activity 10.5.1

Oral language: Asking for and giving information

(10 minutes)

Follow I Do, We Do, You Do to talk about means of transport (*ways people and goods move from place to place*). Refer to the pictures and learners' experience. Ask and answer questions with learners like these:

- 1 How do people travel? *They travel by land, air or water.*
- 2 How do you come to school? *Walk, by bus, by bike*
- 3 How did people in the story Our trip to Monkey Bay travel? *They travelled by bus.*
- 4 Do you enjoy travelling by bus? *Yes, I enjoy it because I can look out the windows.*

Guide learners to talk about different ways they move from place to place in pairs, groups or rows. Go round, listen and support learners in giving detailed answers. Write a few learners' responses on the chalkboard. Have learners read the sentences in pairs or groups.

Activity 10.5.2

Grammar: Using simple past tense

(10 minutes)

Follow I Do, We Do, You Do to use verbs in simple past tense in sentences using *yesterday*, *last week*, etc. Tell the learners that we change the ending of the verb, like *walk* to *walked*, we talk about something that already happened. We add *-ed* and said *walked*. Guide learners

to use verbs in the simple past tense with a partner; encourage them to use yesterday, last week, on Monday. Go round the class to listen and give support.

Activity 10.5.3**Grammar writing: Changing verbs to simple past tense with -ed**

(10 minutes)

Follow I Do, We Do, You Do to change verbs in sentences to simple past tense by adding –ed in Exercise B at page 41. Model with the example and then guide learners to change verbs to simple past tense in their exercise books. Let learners share their work with partners.

Conclusion

(3 minutes)

Ask learners to name a place in Malawi they would like to visit.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10**Our trip to Monkey Bay: Fluency/Vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- read a story using shared reading
- use new vocabulary
- complete sentences using given words

Suggested resources (in addition to learner's book)

word cards (lesson 2)

Introduction

(2 minutes)

Ask learners to talk with a partner about means of transport they have used to visit a family relation.

Activity 10.6.1**Fluency: Shared reading**

(12 minutes)

Follow I Do, We Do, You Do to read *Our trip to Monkey Bay* using shared reading. Model this with a learner or row of learners using the first paragraph. Remind learners to help each other. Guide learners to read the second paragraph in pairs or groups using shared reading. Go round the class to listen and support learners who have difficulties in reading. Ask learners to read the entire story on their own with a partner using shared reading.

Activity 10.6.2**Vocabulary: Using new vocabulary (travelled, ship, trip, captain, table)**

(8 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (oral). Model with example sentences for learners. Create other example sentences with learners. Guide and support the learners in making new sentences with a partner.

Activity 10.6.3	Vocabulary: Completing sentences with words	(10 minutes)
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Follow I Do, We Do, You Do to complete sentences with the correct words in Exercise C at page 42. Model with the example. Guide learners to work with a partner or complete the exercise independently. Go round the class, observe and give feedback. Have learners share their work with a partner. Ask a few to share with the class.

Conclusion	(3 minutes)
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Ask learners in pairs to give words with similar meanings to: *took a trip, and leader of the ship, where we sit to study or eat a meal.*

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10	Reading: Text Analysis/reading closely for comprehension	Lesson 7
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Success criteria

Learners must be able to:

- read a story silently
- talk about the setting of the story
- answer comprehension questions

Suggested resources (in addition to learner's book)

any items to support learner understanding of comprehension questions

Introduction	(2 minutes)
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Ask learners to name places they want to visit and why.

Activity 10.7.1	Reading: Silent reading	(8 minutes)
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Follow *I do, We do, and You do* to read the questions for *Our trip to Monkey Bay* and to think about the questions before reading. looking for clues while they read. Model reading with a question in mind and pause when you find a clue. Use the first two questions to model and practise with learners. Let learners talk with a partner about their answers.

Activity 10.7.2	Looking closely at the story: Setting	(10 minutes)
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Follow I Do, We Do, You Do to read closely and then describe the setting of the story. Use the following guiding questions: *Where did the learners go? What time of the day did the learners go to Monkey Bay? How was the weather in Monkey Bay? Is the place beautiful?*

Why do you say that? Support learners to reread and give details about the setting of the story in pairs or groups. Go round the class and support learners.

Activity 10.7.3 **Writing: Answers to comprehension questions** (12 minutes)

Follow I Do, We Do, You Do to write answers to questions for *Our trip to Monkey Bay*. Guide learners to note the question words, such as where and why. Model with the first question, written on the board and guide learners to answer questions with details in their exercise books. Ask learners to share their answers with a partner. Guide learners to write the answer to the second question with a partner in their exercise books. Go round the class to provide support. Ask learners to answer the rest of the questions on their own with a partner. Provide help as necessary.

Conclusion (3 minutes)

Ask learners in pairs to describe details of the setting of the story (*on a ship, at Monkey Bay, a restaurant, daytime, etc.*)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10	Our trip to Monkey Bay: Productive writing	Lesson 8
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Success criteria

Learners must be able to:

- share experiences about a trip
- write a paragraph

Suggested resources (in addition to learner's book)

learners' experiences; sentence starters written on the chalkboard
(Exercise D)

Introduction (2 minutes)

Ask learners to mention a place they have visited. *If learners struggle, ask them to name a place a family relation has visited or a place they want to visit.*

Activity 10.8.1 **Oral language: Talking about a trip** (10 minutes)

Follow I Do, We Do, You Do to talk about a trip by asking and answering the following guiding questions written on the chalkboard:

- Where did you go?
- When did you go there?
- What means of transport did you use?
- What did you see there?

Model and guide learners to answer the questions in pairs or groups. Encourage learners to give details. Go round the class to listen and give support.

Activity 10.8.2 **Writing: Composing a paragraph about a trip** (20 minutes)

Follow I Do, We Do, You Do to write a paragraph about a trip learners have taken. Model completing a paragraph in Exercise D at page 43. Guide learners in writing a paragraph with your own first sentence that tells the most important idea (topic sentences) and details that tell more about it (supporting details). Go round the class and support learners who have difficulties.

Conclusion (3 minutes)

Ask learners to read their paragraphs to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10

**Our trip to Monkey Bay:
Supplementary reading**

Lesson 9

Success criteria

Learners must be able to:

- read supplementary readers
- retell stories

Suggested resources (in addition to learner's book)
learners' experiences, supplementary books

Introduction

(3 minutes)

Ask learners to share interesting stories they have read or heard about.

Activity 10.9.1

Reading: Supplementary readers

(20 minutes)

Say: *Being able to read on your own is an exciting experience. When you choose your own book, you can pick a book that interests you! When you are interested in a book, you read it with more understanding.* Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners with difficulties. to choose a book of their choice, while others read.

Activity 10.9.2

Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story by talking about the main details, such as the characters and what happens to them, the setting, lessons

they learned. Ask learners to work with a partner or in a group. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners to name stories they would like to read for themselves and tell why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 10	Our trip to Monkey Bay: Review		Lesson 10
Success criteria	Lessons	Activities	

UNIT 11	Oral Language: Let's do it again	Lesson 1
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral structures learnt In Lessons 1 (Units 7-10) • read decodable words learnt In Lessons 1 (Units 7-10) • write decodable words learnt In Lessons 1 (Units 7-10) <p>Suggested resources (in addition to learner's book) charts (from Units 7-10), word cards (from Units 7-10)</p>	

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 7-10)

Activity 11.1.1

Revision: Oral language structure(s)

(10 minutes)

Use the advance organiser for the language structure selected for the revision. *Follow I Do, We Do, You Do* to revise any of the following language structures that learners struggle with.

1 What animals do you keep at home? (Activity 7.1.1)

- | | |
|---------------------------------------|-------------------|
| 2 What do you do at school? | (Activity 8.1.1) |
| 3 What are some of the objects..? | (Activity 9.1.1) |
| 4 What means of transport do you use? | (Activity 10.1.1) |

Create a new activity to teach the oral language structure selected. Use modeling, demonstration, and pair work to involve all learners. Guide and support learners while they work in pairs or groups. Go round the class, observe and support learners.

Activity 11.1.2	Phonics: Reading decodable words	(8 minutes)
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Follow I Do, We Do, You Do to revise reading any of the following decodable words that learners struggle with:

- | | |
|---|-------------------|
| 1 Words with final letters -nce and -nts | (Activity 7.1.2) |
| 2 Words with initial letters <i>squ-</i> and <i>sm-</i> | (Activity 8.1.2) |
| 3 Words with initial letters -en and -ur | (Activity 9.1.2) |
| 4 Words with the letters -ble and -b | (Activity 10.1.2) |

Model and guide learners in reading the decodable words you have selected. Guide learners to do the activity in pairs, groups or rows. Go round the class to listen and give support.

Activity 11.1.3	Phonics: Writing decodable words	(12 minutes)
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Follow I Do, We Do, You Do to revise writing/making decodable words In Lessons 1 (Units 7-10).

- | | |
|---|-------------------|
| 1 Words with final letters -nce | (Activity 7.1.3) |
| 2 Words with initial letters <i>squ-</i> and <i>sm-</i> | (Activity 8.1.3) |
| 3 Words with initial letters -ur and -en | (Activity 9.1.3) |
| 4 Words with the letters -ble and -b | (Activity 10.1.3) |

Model and guide learners in identifying and/or writing the decodable words you have selected. Go round the class to listen and support learners.

Conclusion	(3 minutes)
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Ask learners to read decodable words from any unit (7-10) in their learner's book or word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11	Review reading: Let's do it again	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> use words learnt In Lessons 2 (Units 7-10) read a text using any fluency strategies learnt (Units 7-10) use any of the comprehension strategies (Units 7-10) <p>Suggested resources (in addition to learner's book) charts from Unit 7-10</p>	

Introduction	(2 minutes)
Ask learners to read decodable words learnt in Units 7-10.	

Activity 11.2.1	Fluency: Revision of comprehension strategies	(8 minutes)
Follow the I Do, We Do, You Do to revise any comprehension strategies that learners had difficulties with. (Units 7-10) Model the comprehension strategy for learners with <i>When I grow up</i> . Guide learners to practise strategy/ies in groups or pairs. Go round to provide support.		

Activity 11.2.2	Vocabulary: Revising words (<i>kraal, meat, clinic, hurt and plans</i>)	(12 minutes)
Follow I Do, We Do, You Do to revise the meanings of the words: <i>kraal, meat, clinic, hurt</i> and <i>plans</i> . Demonstrate with gestures or by acting it out, use picture or real objects; model using the words in sentences. Guide learners to use the words in sentences or act them out in pairs. Go round the class to listen and support learners.		

Activity 11.2.3	Reading: Revision of fluency strategies	(10 minutes)
Introduce <i>When I Grow Up</i> by reading the title and sharing a few different jobs you dreamed of when you were a child. Then, read the story aloud to the class. Follow the I Do, We Do, You Do to teach/review any of the fluency strategies in Units 7-10 that learners had difficulties with. Model reading the story using the target strategy. Guide learners to practise fluency strategy/ies by reading the text in groups or pairs. Go round the class to listen and support struggling readers.		

Conclusion	(3 minutes)
Use your own or any relevant conclusion and relate it to <i>When I Grow Up</i> . (Units 7-10)	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11	Oral Language: Let's do it again	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> use the language structures that were learnt In Lesson 3 (Units 7-10) write sentences similar to the sentences they wrote In Lessons 3 (Units 7 - 10) <p>Suggested resources (in addition to learner's book) charts of contents and word cards from Unit 7 - 10</p>	

Introduction	(2 minutes)
Use your own or any relevant introduction that supports this lesson. (Units 7-10)	

Activity 11.3.1	Oral language: Revising language structure(s)	(10 minutes)
Follow I Do, We Do, You Do to revise any of the language structures learnt In Lessons 3 (Units 7-10) learners continue to struggle with. Model for and guide learners to practise using the oral language structure learnt in pairs, groups or rows. Go round the class to listen and support learners. Write a few learners' responses on the chalkboard. Explain/revise them again with learners.		

Activity 11.3.2	Writing: Sentences	(20 minutes)
Follow I Do, We Do, You Do to revise using capital letters and full stops to make complete sentences. Model writing sentences with capital letters and full stops. Guide learners to write their own sentences and talk about them in pairs, groups or in rows. Go round the class, observe and support learners.		

Conclusion	(3 minutes)
Use your own or any relevant conclusion that supports this lesson. (Units 7-10)	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11	Reading comprehension practice: Let's do it again	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a text using any fluency strategy learnt In Lessons 4 (Units 7-10) • use any comprehension strategy learnt In Lessons 4 (Units 7-10) • answer comprehension questions orally <p>Suggested resources (in addition to learner's book) charts of contents from Unit 7 - 10</p>		

Introduction	(2 minutes)
Discuss with learners the picture related to the story that you selected for revision.	

Activity 11.4.1	Reading: Revision of fluency strategies	(10 minutes)
Follow I Do, We Do, You Do to reread the text again using any of the fluency strategies that learners had difficulties with. Model reading the text using the strategy. Guide learners to read in groups or pairs. Go round the class and support readers.		

Activity 11.4.2	Fluency: Revision of comprehension strategies	(10 minutes)
Follow I Do, We Do, You Do to revise any of the comprehension strategies that learners had difficulties with in units 7-10. Model using the comprehension strategy and share your thinking with learners while you use it. Guide learners to use the strategy in groups and pairs. Go round and give support.		

Activity 11.4.3	Reading: Answering comprehension questions	(10 minutes)
Follow I Do, We Do, You Do to answer questions orally about Our trip to Monkey Bay. Remind learners that different question words ask for different information. Tell them to use the clues in the story to answer the questions. Model reading for clues and answering the question with details from the text. Guide learners to answer the questions orally in pairs and groups. Go round the class to listen and give support.		

Conclusion	(3 minutes)
Create a short conclusion that reviews a skill learners struggle with. For example, asking and answering <i>Why</i> questions.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11	Assessment	Lesson 5 (35 minutes)
Assessing learners		
<ul style="list-style-type: none"> • Assess learners on what they have learnt in Units 7-10. • Develop assessment items that will guide in checking the learners achievement of the success criteria In Lessons (Units 7-10). <p>Below are the success criteria from Units 7-10 . Ensure that learners are able to:</p> <ul style="list-style-type: none"> • use oral structures that were learnt in Units 7-10 • read decodable words learnt Units 7-10 • write decodable words learnt in Units 7-10 • use new vocabulary learnt in Units 7-10 • read a text using any fluency strategies (Units 7-10) • use any of the comprehension strategies (Units 7-10) • answer comprehension questions orally • use grammatical items learnt in Units 7-10 <p>Note: <i>Let some learners read any decodable story from lessons 9 (Units 7-10) while other learners are being assessed individually, in pairs or in group. At the end of the lesson. Tell some individual learners to share with the class what they have read about.</i></p>		

UNIT 11	Grammar Practise: Let's do it again	Lesson 6
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • use the oral language structures that were learnt In Lessons 5 (Units 7-10) • use grammatical items that learners found difficult In Lessons 5 (Units 7-10) • write grammatical items that learners found difficult In Lessons 5 (Units 7-10) <p>Suggested resources (in addition to learner's book) charts (Units 7-10), word cards (Units 7-10)</p>		

Introduction	(2 minutes)
Use your own or any relevant introduction that supports this lesson. (Units 7-10)	

Activity 11.6.1	Revision: Oral language structure(s)	(10 minutes)
Follow I Do, We Do, You Do to revise the oral language structures In Lessons 5 (Units 7-10) that learners continue to struggle with. Guide learners to practise the structures in pairs, groups or rows. Go round the class to listen and support learners.		

Activity 11.6.2 Grammar: Review of capital letters and full stops (10 minutes)

Follow I Do, We Do, You Do to revise using capital letters and full stops. Model and guide learners in writing their own sentences using capital letters and full stops. Go round the class, observe and give support. Write a few of the learners' sentences on the board. Ask learners to identify the capital letters and full stops.

Activity 11.6.3 Grammar Writing: Review of capital letters and full stops (10 minutes)

Follow I Do, We Do, You Do to use capital letters and full stops to make complete sentences in Exercise B at page 46. Help learners to use capital letters and full stops to make complete sentences in their exercise books. Go round the class to listen and support learners. Let learners share their written work with partners.

Conclusion (3 minutes)

Use your own or any relevant conclusion that supports this lesson. (Units 7-10)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11 Fluency/Vocabulary: Let's do it again Lesson 7**Success criteria**

Learners must be able to:

- read a text fluently while In Lessons 6 (Units 7-10)
- use vocabulary words
- choose the correct word to match the pictures

Suggested resources

charts of contents from Units 7-10

Introduction (2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 7-10)

Activity 11.7.1 Fluency: Revision (10 minutes)

Follow I Do, We Do, You Do to reread *When I grow up* using any of the fluency strategies that learners had difficulties with in units 7-10. Model with a think-aloud to explain how learners can use the target strategy. Guide learners to read the story in groups or pairs. Go round the class and support learners.

Activity 11.7.2 Vocabulary: Revision (10 minutes)

Follow I Do, We Do, You Do to review the meanings of the words: *kraal, animals, meat, clinic, hurt* and *plans*, using an appropriate strategy. Model using the words in sentences describing specific places. Guide learners in using and acting out the words in pairs. Go round the class to listen and support learners.

Activity 11.7.3 Vocabulary: Matching words and pictures (10 minutes)

Follow I Do, We Do, You Do to choose the correct word to match the picture in Exercise C at page 46. Model with the example and then guide learners in choosing the correct words. Ask learners to do the exercise in pairs, groups or individually. Go round the class to listen and support learners. Let learners share their work with a partner. Ask a few learners to share with the class.

Conclusion (3 minutes)

Ask learners questions on any activity of the day.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11 **Reading closely for comprehension: Let's do it again** **Lesson 8****Success criteria**

Learners must be able to:

- read the text
- analyse the text
- answer comprehension questions

Suggested resources

charts and word cards (Units 7-10)

Introduction (2 minutes)

Use your own or any relevant introduction that supports this lesson. (Units 7-10)

Activity 11.8.1 Reading: Silent reading (8 minutes)

Follow I Do, We Do, You Do to read silently and think about the answers to the questions. Model with a think-aloud about the first question by identifying exact clues in the text. Practise question #2 with learners. Go round the class to listen and support learners.

Activity 11.8.2 **Reading: Reading closely for main points** **(10 minutes)**

Follow I Do, We Do, You Do to read closely for comprehension. Model identifying main points in the text. Guide learners to reread closely to find clues about the main points in the text. Support learners to work in pairs, groups or rows.

Activity 11.8.3 **Writing: Answering comprehension questions** **(12 minutes)**

Follow I Do, We Do, You Do to write answers to questions. Guide learners to take note of the different question words and what information they ask for. Model answering comprehension questions with full sentences, capital letters and full stops. Guide learners to reread for clues and answer questions at page 45 in their exercise books. Ask learners to answer question 3 in pairs or groups. Go round the class, observe and support learners. Ask learners to share their answers with a partner.

Conclusion **(3 minutes)**

Ask learners to describe different jobs family relations do.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11 **Productive writing: Let's do it again** **Lesson 9****Success criteria**

Learners must be able to:

- use the oral language structure you have chosen while in any lesson 8 (Units 7-10)
- write with the oral language structure you have chosen while In Lesson 8 (Units 7-10)

Suggested resources

charts from Units 7-10

Introduction **(2 minutes)**

Ask learners to describe to a partner a job they might like to do someday.

Activity 11.9.1 **Oral Language: Review listening and speaking** **(10 minutes)**

Create a listening and speaking activity from the skills and structures presented in any Lesson 8 (Units 7-10) that learners need to review. Follow I Do, We Do, You Do to work through the activity using demonstration and modelling, think alouds and group or pair work. Go round the class to listen and give support learners while they practise.

Activity 11.9.2**Writing: Review productive writing**

(20 minutes)

Follow I Do, We Do, You Do to write about what we want to do when we grow up. Model with your own ideas by completing a paragraph in Exercise D at page 47. Guide learners in writing a paragraph that has a first sentence that tells the most important idea (topic sentences) and details that tell more about it (supporting details). Let learners share their paragraphs with a partner.

Conclusion

(3 minutes)

Use your own or any relevant conclusion that supports this lesson. (Units 7-10)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 11**Assessment****Lesson 10** (35 minutes)**Assessing learners**

- Assess learners on what they have learnt in units 7-10.
- Develop assessment items that will guide in checking learners' achievement of the success criteria in units 7-10.

Below are the success criteria from units 7-10 . Ensure learners are able to:

- use the oral language structures that were learnt in units 7- 10
- use grammatical items that learners found difficult in units 7-10
- write grammatical items that learners found difficult in units 7-10
- read a text fluently as in units 7-10
- use vocabulary words learners found difficult in units 7-10
- use the words in sentences
- read the text for comprehension in units 7-10
- analyse the text
- write answers to comprehension questions
- use the oral language structure you have chosen as in units 7-10
- write with the oral language structure you have chosen as in units 7-10

Note: Let some learners read any decodable story from lessons 9 of Unit 7-10 while other learners are being assessed individually, in pairs or in group. At the end of the lesson. Tell some individual learners to share what they have read about with the class.

UNIT 12	Dalo goes to the city: Oral language and phonics	Lesson 1
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • bid farewell • write words beginning with str-and st- • read words beginning with str-and st- <p>Suggested resources (in addition to the learner's book) word cards for words starting with <i>str-</i> (<i>street, stream, strong, strip, strap</i>, etc.); t-chart for <i>str-</i> and <i>st-</i> (Exercise A)</p>	

Introduction

(2 minutes)

Tell learners that they will learn about a boy called Dalo who goes to live in the city. Ask learners, in pairs, to name different places they go to during weekends.

Activity 12.1.1

Oral language: Bidding farewell

(10 minutes)

Follow I Do, We Do, You Do to bid farewell. Model bidding farewell with the whole class by pretending to leave the class. Say: *Goodbye learners, I am going to the ... (market) to buy mangoes/ watches/ dishes, etc.* Help learners to respond with *Goodbye teacher/madam/sir*. Guide learners to bid farewell to each other in pairs, groups or rows by pretending to go somewhere (the market, home, the city, to a friend, etc.) Go round the class to listen and give support.

Activity 12.1.2

Phonics: Sorting words beginning with *str-* and *st-*

(10 minutes)

Follow I Do, We Do, You Do to sort words beginning with *str-* and *st-*. Use the table written on the chalkboard to model pointing to the correct column for the first two words, strong and stick. Ask learners to open learner's books at the t-chart on page 49. Guide them, in pairs or groups, to point to the correct side/column in the t-chart in their books as you say different *st-* and *str-* words, such as stream and stop. Support learners to write the words in a table in their exercise books while you write the on the chalkboard and read them aloud. (*street, start, strap, strip, step, steam*)

Activity 12.1.3

Phonics: Reading words beginning with *str-* and *st-*

(10 minutes)

Follow I Do, We Do, You Do to read words beginning with *str-* and *st-*. Model reading the words aloud from the table; guide learners to read the words with you and then from their books with a partner or small groups and on their own. Go round the class to listen and support learners who do not understand.

Conclusion

(3 minutes)

Ask learners to practice reading words beginning with *str-* and *st-* on word cards or in their Learner's book.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12	Dalo goes to the city: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give meaning of words• visualise the content of the story as they read• read a story using shared reading <p>Suggested resources (in addition to the learner's book) word cards (<i>stream, between, elder, streets, radios</i>)</p>	

Introduction

(2 minutes)

Ask learners to talk to a partner about their own experiences in towns and villages.

Activity 12.2.1

Vocabulary: Using new words (*stream, between, elder, streets, radios*) (10 minutes)

Follow I Do, We Do, You Do to teach the meanings of the words one at a time, using an appropriate strategy (picture, real object, acting out and demonstration). Use local language if learners do not understand. Model using the words in sentences. Guide learners in acting out or using the words with a partner. Go round the class to listen and support learners.

Activity 12.2.2

Reading: Visualising

(10 minutes)

Follow I Do, We Do, You Do in visualizing during the reading of Dalo goes to the city at page 48. First, activate learners' background knowledge by directing them to the title and pictures; then read the text for and with learners. Model visualisation with think aloud. Guide learners to think of what comes to mind when they read with you/ partners and on their own.

Activity 12.2.3

Fluency: Shared reading

(10 minutes)

Remind learners that reading is fun when we read together. We help each other. Demonstrate reading together and taking turns reading with a partner. Ask learners to read Dalo goes to the city with a partner. Remind them to make pictures in their minds while they read and talk with their partners. Go round the class supporting learners who are struggling.

Conclusion

(3 minutes)

Ask learners to draw the pictures in their exercise books the pictures they made in their minds.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12	Dalo goes to the city: Oral language	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• bid farewell• write sentences to bid farewell to other <p>Suggested resources (in addition to the learner's book) learners' experiences, examples of phrases used to bid farewell written on the chalkboard</p>	

Introduction

(3minutes)

Ask learners to talk with a partner about times they bid farewell to someone.

Activity 12.3.1**Oral language: Bidding farewell**

(10 minutes)

Follow I Do, We Do, You Do to bid farewell with phrases such as *goodbye learners, we shall meet tomorrow*. Guide learners to bid farewell in pairs, groups or rows using the structures introduced. Go round the class to listen and support learners in using the different structures for bidding farewell. Write a few of the learners' responses on the chalkboard such as, *goodbye sir/madam, see you in the morning*.

Activity 12.3.2**Writing: Sentences to bid farewell**

(20 minutes)

Follow I Do, We Do, You Do to write sentences we use to bid farewell. Model writing sentences we use to bid farewell. For example: *Goodbye learners. I am going to the market to buy mangoes/ dishes. We shall meet tomorrow*. Explain that the words *dishes* and *mangoes* are in plural. Remind learners that plural words talk about more than one thing. Guide learners to write their own sentences to bid farewell and talk about them in pairs, groups or in rows. Go round the class, observe and support learners.

Conclusion

(2 minutes)

Ask learners to read their sentences to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12	Dalo goes to the city: Reading comprehension practice	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• visualise the content of the text when reading• read a story using shared reading• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences; word cards (Lesson 2)</p>	

Introduction

(2 minutes)

Ask learners to read words from word cards or page 48 in the Learner's Book (*stream, between, elder, streets, radios*).

Activity 12.4.1

Reading: Visualising

(10 minutes)

Follow I Do, We Do, You Do in visualising during the reading of Dalo goes to the city at page 48. Remind learners to make pictures in their minds (visualise) as you read. Read the text for and with learners. Model visualisation with think alouds, pausing throughout the story. Guide learners to think of what comes to mind while they read with you/ a partner and on their own. Encourage them to use details in their mental pictures.

Activity 12.4.2

Fluency: Shared reading

(10 minutes)

Remember, reading is fun when we read together. When I read a story, I find reading easier because we help each other. Demonstrate reading together and taking turns reading with a partner. Ask learners to read Dalo goes to the city with a partner. Go round the class supporting learners who are struggling.

Activity 12.4.3

Reading: Answering comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Remind them that the question word Why asks for a reason. Model answering the first question in full and write the answer on the chalkboard. Remind learners to use clues in the story to answer the second question. Guide learners to answer and talk about the other questions in pairs. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the text.

Conclusion

(3 minutes)

Ask learners to talk about the pictures in their minds as they read the story.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12**Dalo goes to the city: Grammar practice****Lesson 5****Success criteria**

Learners must be able to:

- welcome others
- use plurals in sentences
- form plurals by adding **-es**

Suggested resources (in addition to the learner's book)

learners' experiences; examples of plural words (*potatoes, mosquitoes, foxes, matches*) written on the chalkboard with **-es** circled; example (Exercise B) written on the chalkboard

Introduction

(2 minutes)

Ask learners, in pairs, to practise saying words for bidding and responding to farewell such as, *goodbye sir/ madam, we shall meet tomorrow*.

Activity 12.5.1**Oral language: Welcoming others**

(10 minutes)

Follow I Do, We Do, You Do to practise how to welcome others. Model welcoming others with example phrases/ sentences such as, *Welcome home, Tadala*. Model by responding: *Thank you, Teacher. I am happy to be here*. Guide learners to practise welcoming others in pairs, groups or in rows. Go round, listen and support learners. Write a few learners' responses on the chalkboard. Have learners read the responses in pairs or groups.

Activity 12.5.2**Grammar: Using plurals (-es)**

(10 minutes)

Follow I Do, We Do, You Do to use plurals in sentences. Remind learners of words in plural form that end in **-s** (*boys, girls, dogs, schools*, etc.) Explain to learners that we change some nouns to plural form by adding **-es** at the end (*foxes, matches*). Explain meanings of any words unfamiliar to learners. Model adding **-es** to form a plural noun using *potatoes* and *mosquitoes*. Guide learners, in pairs, to practice saying sentences with plural nouns. Go round the class and give support. Write some plural nouns on the chalkboard and read with learners.

Activity 12.5.3**Grammar writing: Forming plurals**

(10 minutes)

Follow I Do, We Do, You Do to form plurals by adding *-es* to the word in exercise B at page 50. Model with the example on the chalkboard; then guide learners to form plurals by adding *-es* to words in their exercise books. Let learners swap their work with partners.

Conclusion

(3 minutes)

Call out plural nouns and ask learners to say the singular form of the noun. Call out singular nouns and ask learners to say the plural form. Use words from Exercise B.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12**Dalo goes to the city: Fluency/ vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- give meanings of words
- read a story using shared reading
- write sentences using given words

Suggested resources (in addition to the learner's book)

learners' experience; word cards (lesson 2); example sentence (Exercise C) written on the chalkboard

Introduction

(2 minutes)

Ask learners, in pairs, to practice reading the new words on word cards or in the learner's book, page 48:stream, between, elder, streets, radios.

Activity 12.6.1**Fluency: Shared reading**

(10 minutes)

Follow I Do, We Do, You Do to read *Dalo goes to the city* using shared reading. Model with a row/ group of learners. Remind learners to the specific skills of shared reading. (Sit beside a partner, read a sentence or paragraph and listen while your partner reads the next sentence or paragraph.) Remind learners to take turns and help each other while they read. Guide them to read the entire story in pairs or groups. Go round the class to listen and support learners who have difficulties.

Activity 12.6.2**Vocabulary: Using new vocabulary (stream, between, elder, streets, radios)**

(8 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences by talking about the story and/or describing the picture on page 48. Model with example sentences for learners.

Create a few other sentences with learners. Guide and support the learners in making new sentences with a partner.

Activity 12.6.3**Vocabulary: Matching the beginning of a sentence with the correct ending**

(12 minutes)

Follow I Do, We Do, You Do to match the beginning of a sentence with the correct ending in exercise C at page 50. Model with the example on the chalkboard. Guide learners to work with a partner or do the exercise independently. Go round the class, observe and give feedback. Let learners swap their work with a partner. Ask a few learners to share with the class.

Conclusion

(3 minutes)

Ask learners to complete a sentence you say aloud. For example, say: *There is a _____ between the village and the school. (between)* or *The _____ were full of cars. (streets)*. Make more sentences with the new words they have learnt from the story: *stream, elder, radios*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12**Dalo goes to the city: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read the story silently
- talk about the setting of a story
- answer comprehension questions

Suggested resources (in addition to the learner's book)

learners' experiences; comprehension question 1 and answer written on the chalkboard

Introduction

(2 minutes)

Ask learners to recall the main points (say what they remember) from the story *Dalo goes to the city*.

Activity 12.7.1**Reading: Silent reading**

(10 minutes)

Follow I Do, We Do, You Do to read the questions for *Dalo goes to the city* and think about the questions before reading for clues. Model with a think aloud for question 1 and

practice with learners using question 2. Let learners read silently for clues and then talk with a partner about the answers to questions 3-4.

Activity 12.7.2 Looking closely at the story: Setting (8 minutes)

Follow I Do, We Do, You Do to read closely and then describe the setting of the story. Use the following guiding questions: *Where does Dalo live with his grandmother and grandfather? Where does Dalo go to school? How is the village different from the city?* Support learners to reread the story and describe details about the setting of the story in pairs or groups. Go round the class and support learners.

Activity 12.7.3 Writing: Comprehension questions (12 minutes)

Follow I Do, We Do, You Do to write answers to questions for *Dalo goes to the city*. Model with the answer to the first question written on the board; guide learners to note the question words; then guide learners to answer the questions with detail in their exercise books. Ask learners to share their answers with a partner.

Conclusion (3 minutes)

Ask learners to describe settings of the story – times and places (*the village by the stream, the city with a lot of shops, etc.*)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12	Dalo goes to the city: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• talk about characters• write a paragraph <p>Suggested resources (in addition to the learner's book) learners' experience; a sample paragraph written on chart paper or the chalkboard</p>	

Introduction	(2 minutes)
Ask learners, in pairs, to practice welcoming others. For example, ask them to welcome a new boy, like Dalo, to their school.	

Activity 12.8.1 Oral language: Talking about the story (10 minutes)

Follow I Do, We Do, You Do to talk about the story *Dalo goes to the city*. Model saying one thing you remember about the story by answering a question. For example, say: *Where*

did Dalo live? Dalo lived in the city. Ask learners to say what they remember about the story. Prompt learners with questions about Dalo, his elder sister, his grandmother, etc. Write a few of the learners' responses on the chalkboard.

Activity 12.8.2

Writing: A paragraph

(20 minutes)

Follow I Do, We Do, You Do to write a paragraph about *Dalo goes to the city*. Read each sentence aloud for learners and then with them. Model identifying the first sentence in exercise D at page 51. Say: *At the beginning of the story, Dalo lived in a village. This sentence comes first.* Guide learners in ordering the sentences correctly. For example, ask: *What happens next?* Go round the class and support learners who are struggling.

Conclusion

(3 minutes)

Ask learners to read the sentences, in the correct order, to their partners.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12

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)
learners' experiences; supplementary readers

Introduction

(3minutes)

Ask learners to share interesting stories they have read or heard about in pairs.

Activity 12.9.1

Reading: Supplementary readers

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with much understanding.* Introduce supplementary readers by naming characters or setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support struggling learners to choose a book of their choice, while others read.

Activity 12.9.2	Oral language: Retelling stories	(10 minutes)
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Follow I Do, We Do, You Do to retell a story. Guide the learners to retell the story by talking about the main details, such as characters and what happens to them, the setting, lessons learnt from the story. Let learners work with a partner or in a group. Go round the class to listen and support learners.

Conclusion	(2 minutes)
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Ask learners to tell a partner which of the stories they would like to read for themselves and explain why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 12	Dalo goes to the city: Review	Lesson 10	(35 minutes)
Success criteria	Lessons	Activities	

UNIT 13	Tadala's breakfast: Oral language and phonics	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• express likes• express dislikes• read words beginning with <i>sw-</i>• write words beginning with <i>sw-</i> <p>Suggested resources (in addition to the learner's book) learner's experience; different food stuffs; <i>sw-</i> word cards or written on the chalkboard (<i>swap, switch, sweep, sweat</i>)</p>		

Introduction

(2 minutes)

Ask learners to mention different foods they know.

Activity 13.1.1**Oral language: Expressing likes and dislikes**

(10 minutes)

Follow I Do, We Do, You Do to express likes and dislikes. Model using a guiding question like this one: *What do you like/dislike?* Guide learners to express likes and dislikes in pairs, groups or in rows. Guide them to respond with examples such as: *I like to eat ___; I like ___ very much; I do not like ___.* Go round the class to listen and give support while learners talk to their partners.

Activity 13.1.2**Phonics: Reading words beginning with *sw-***

(10 minutes)

Follow I Do, We Do, You Do to read words beginning with *sw-*. Model reading the words for learners, emphasizing the initial *sw-*. Guide learners to read the words with a partner or in small groups. Go round the class to listen and support learners who do not understand.

Activity 13.1.3**Phonics: Writing words beginning with *sw-***

(10 minutes)

Follow I Do, We Do, You Do to write the words beginning with *sw-*. Read the example word and write it on the chalkboard. Underline the *sw-* at the beginning of the word. Pronounce it slowly and point out the *sw-* spelling to the learners. Guide learners to write the words as you read them one at a time. Go round to give support.

Conclusion

(3 minutes)

Ask learners to read the words from their exercise books (Exercise A).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13**Tadala's breakfast: Reading****Lesson 2****Success criteria**

Learners must be able to:

- use new vocabulary
- visualise the content of the text as they read
- read a story using paired reading

Suggested resources (in addition to the learner's book)

learners' experiences, pictures of different food stuffs; word cards (*breakfast, cooks, hungry, active, potatoes*)

Introduction

(2 minutes)

Ask learners, in pairs or small groups, to mention the foods they eat in the morning.

Activity 13.2.1**Vocabulary: Using new words** (*breakfast, cooks, hungry, active, potatoes*)

(10 minutes)

Follow the I Do, We Do, You Do to teach the meanings of the words one at a time using an appropriate strategy such as pictures, real objects, acting out and demonstration. Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class supporting learners who are struggling.

Activity 13.2.2**Reading: Visualising**

(10 minutes)

Follow I Do, We Do, You Do in visualizing during the reading of *Tadala's breakfast* at page 52. First, activate learners' background knowledge by directing them to the title and pictures. Ask: *Do you eat breakfast before school? What do you like to eat for breakfast?* Say: *Think about this while I read Tadala's breakfast.* Then, read the story aloud. Model visualising with think alouds; then guide learners to picture details from the story when they read with you/ partners and on their own.

Activity 13.2.3**Fluency: Paired reading**

(10 minutes)

Follow I Do, We Do, You Do to read *Tadala's breakfast* using paired reading. Model with a learner using the first paragraph. Remind learners to the specific skills of paired reading. Sit beside a partner, read a paragraph together in unison. Remind learners to help each other to read chunks of words, with expression and pause for punctuation. Guide learners to read the second paragraph in pairs. Provide support. Ask learners to read the rest of the story with a partner. Go round the class to listen and support learners. Tell learners to reread any parts they do not understand or find difficult.

Conclusion

(3 minutes)

Tell learners, in pairs, to practice reading the new words on word cards or at page 52 (*breakfast, cooks, hungry, active, potatoes*).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13	Tadala's breakfast: Oral language	Lesson 3
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • express likes • express dislikes • use adjectives • write sentences using adjectives <p>Suggested resources (in addition to the learner's book) learners' experiences; different foodstuffs</p>	

Introduction

(2 minutes)

Ask learners, in pairs, to mention different types of food they like to eat.

Activity 13.3.1

Oral language: Expressing likes and dislikes

(10 minutes)

Follow I Do, We Do, You Do to express likes and dislikes. Model by using questions like the following: *What food do you like most and why?* Respond with an example such as, *I like oranges because they are sweet*. Continue by asking: *What food do you dislike and why?* Respond with an example such as, *I dislike lemons because they are sour*. Guide learners, in pairs, groups or rows, to express likes and dislikes. Go round the class to listen and support learners in using *I like ...* and *I dislike ...* for talking about things they like and dislike. Write a few of the learners' responses on the chalkboard.

Activity 13.3.2

Writing: Sentences about what we like and dislike

(20 minutes)

Follow I Do, We Do, You Do to write sentences about what learners like and dislike. Model writing a sentence about what you like and another about something you dislike. For example, *I like mangoes because they are sweet*. Explain that the word sweet is an adjective. Tell learners that adjectives are words that describe or tell more about a noun. Guide learners to write their own sentences about what they like and dislike and talk about them with a partner. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Ask learners to mention foods they dislike and tell why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13	Tadala's breakfast: Reading comprehension practice	Lesson 4
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • visualise the content of the text when reading • read a story using paired reading • answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences; chart with words or word cards (Lesson 2)</p>		

Introduction

(2 minutes)

Ask learners, in pairs, to read words from the chart, word cards or Learner's Book at page 52 (*breakfast, cooks, hungry, active, potatoes*).

Activity 13.4.1

Reading: Visualising

(10 minutes)

Follow I Do, We Do, You Do in visualizing during the reading of *Tadala's breakfast* at page 52. Model visualizing by reading the story aloud and pausing to share the pictures in your mind. Guide learners to picture more details that come to mind when they read with you/ a partner and on their own.

Activity 13.4.2

Fluency: Paired reading

(10 minutes)

Follow I Do, We Do, You Do to read *Tadala's breakfast* using paired reading. Model with a pair or small group of learners. Remind learners to the specific skills of paired reading. (Sit beside a partner, read a paragraph together at the same time.) Remind learners to help each other read at a good pace, with expression and pausing at punctuation. Guide learners to read the entire story in pairs. Tell learners to reread when they do not understand or find a sentence difficult. Encourage them to continue visualising as they read. Go round the class to listen and support learners.

Activity 13.4.3

Reading: Answering comprehension questions

(10 minutes)

Follow I Do, We Do You Do to answer questions orally. Read the questions aloud for learners. Model answering the first question using clues from the story. Guide learners to talk with a partner about the answers to the other questions. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the text.

Conclusion

(2 minutes)

Ask learners, in pairs or small groups, to act out meanings of some of the new words (*cooks, hungry, active*).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13	Tadala's breakfast: Grammar practice	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express likes• express dislikes• use adjectives• identify adjectives <p>Suggested resources (in addition to the learner's book) learners' experiences; example (Exercise B) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners, in pairs, to describe how to prepare one of the foods they eat for breakfast. (*I peel a banana; my mother cooks porridge on the fire; my brother cuts oranges.*)

Activity 13.5.1

Oral language: Expressing likes and dislikes

(10 minutes)

Follow I Do, We Do, You Do to practise expressing likes and dislikes. Model for example, What food do you like most and why? *I like porridge because it is warm.* Guide learners to talk about their likes and dislikes in pairs, groups or in rows. Go around, listen and support learners with questions. Write a few learners' responses on the chalkboard. Let learners read the responses in pairs or small groups.

Activity 13.5.2

Grammar: Using adjectives

(12 minutes)

Follow I Do, We Do, You Do to use adjectives in sentences. Explain to learners that adjectives describe or tell more about a noun such as, *Grandmother is a good cook.* The word *good* is an adjective because it tells us more about the noun cook (*a person who cooks*). Guide learners to use adjectives in sentences with their partners. Go round the class and give support.

Activity 13.5.3

Writing: Identifying adjectives in sentences

(8 minutes)

Follow I Do, We Do, You Do to identify adjectives by underlining them in Exercise B at page 54. Model with the example; guide learners to write the sentences in their exercise books and underline the adjectives.

Conclusion

(3 minutes)

Let learners swap their work (exercise B) with partners.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13	Tadala's breakfast: Fluency/ vocabulary	Lesson 6
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• read a text using paired reading• give meanings of words• complete sentences using new words <p>Suggested resources (in addition to the learner's book) word cards (lesson 2); example (Exercise C) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners, in pairs or small groups, to practise reading words from the story *Tadala's breakfast* on word cards or at page 52.

Activity 13.6.1

Fluency: Paired reading

(8 minutes)

Follow I Do, We Do, You Do to read *Tadala's breakfast* using paired reading. Model paired reading with a small group of learners. Remind learners to the specific skills of paired reading. (*Sit beside a partner, read a paragraph together at the same time.*) Remind them to help each other read at a good pace, with expression and pausing at punctuation. Guide learners to read the second paragraph in pairs. Provide support. Ask learners to read the rest of the story in pairs. Go round the class to listen and support learners. Guide them to reread the story when they do not understand or find a sentence difficult.

Activity 13.6.2

Vocabulary: Using new vocabulary (*breakfast, cooks, hungry, active, potatoes*)

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (orally). Model with example sentences for learners. Create other sentences with learners. Guide and support the learners in making new sentences with a partner.

Activity 13.6.3

Vocabulary: Completing sentences

(12 minutes)

Follow I Do, We Do, You Do to complete sentences with words in Exercise C at page 54. Model with the example. Guide learners to work with a partner or to do the exercise independently. Talk about the meanings of the sentences. Go round the class, observe and give feedback. Let learners swap their work with a partner. Ask a few learners to share with the class.

Conclusion

(3 minutes)

Ask learners, in pairs, to use the new words in sentences or give their meanings (*breakfast, cooks, hungry, active and potatoes.*)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13**Tadala's breakfast: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read the story silently
- talk about characters in the story
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

learners' experiences; one of the comprehension questions and answers written on the chalkboard

Introduction

(2 minutes)

Ask learners to talk with a partner about the characters in the story *Tadala's breakfast*.

Activity 13.7.1**Reading: Silent reading**

(8 minutes)

Follow I Do, We Do, You Do to read the questions for *Tadala's breakfast* and think about the questions while reading. Model with think alouds, pausing throughout the story, while you read. Model with one pre-question, such as: *Why was Tadala not active in class?*

Practise with learners using a different question like: *How did the teacher help Tadala?* Let learners talk with a partner about the answers.

Activity 13.7.2**Looking closely at the story: Characters**

(8 minutes)

Follow I Do, We Do You Do to read closely and describe the characters in the story. Use guiding questions like the following: *Do you like Tadala's teacher? Why?* or *Is Tadala's grandmother good? Why?* Support learners to reread and describe details about the characters of the story in pairs or groups. Go round and support learners.

Activity 13.7.3**Writing: Comprehension questions**

(14 minutes)

Follow I Do, We Do, You Do to write answers to the questions for *Tadala's breakfast*.

Guide learners to note the question words and use them to check their answers. Model with one question written on the board; guide learners to answer questions with detail in their exercise books.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13**Tadala's breakfast: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- talk about their breakfast
- write about likes and dislike about food

Suggested resources (in addition to the learner's book)

learners' experiences; a sample paragraph written on a chart paper

Introduction

(2 minutes)

Ask learners to talk about food they eat as breakfast.

Activity 13.8.1**Oral language: Talking about breakfast**

(10 minutes)

Follow I Do, We Do, You Do to talk about what we eat for breakfast. Use questions like the following: *Why is it good to eat breakfast? What do you eat for breakfast? What food do you like most and why?* Guide learners, in pairs, groups or rows, to talk about what they eat for breakfast. Go round the class to listen and give feedback. Write some learners' responses on the chalkboard; read the responses together as a class.

Activity 13.8.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to write a paragraph about eating breakfast. Model writing a paragraph using the questions in Exercise B at page 55. Guide learners in writing their own paragraphs. Go round the class and support learners in using capital letters, punctuation and details in their sentences.

Conclusion

(3 minutes)

Ask learners to exchange their exercise books and read what their friends have written.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13	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 the learner's book) learners' experience, supplementary readers</p>	

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

Activity 13.9.1	Reading supplementary readers	(20 minutes)
<p>Say: <i>Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice while others read.</p>		

Activity 13.9.2	Retelling stories	(10 minutes)
<p>Follow I Do, We Do, You Do to retell a story. Guide the learners to retell the story they read by talking about the main details, such as characters and what happens to them, the setting, lessons they learnt, etc. Let learners work with a partner or in a small group to retell stories. Go round the class to listen and support learners with questions, such as: Who is the story about? Where does the story take place? What happens in the story?</p>		

Conclusion	(2 minutes)
Ask the learners to tell a partner which of the stories they would like to read for themselves and why.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 13	Tadala's breakfast: Review	Lesson 10 (35 minutes)
In this Lesson, choose any 2-4 success criteria that were not understood by most learners and review them.		
Success criteria	Lessons	Activities

UNIT 14	Dalo, the good boy: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • make apologies • accept apologies • read words beginning with tr-and t- • write words beginning with tr- and t- <p>Suggested resources (in addition to the learner's book) learners' experiences; <i>tr</i>- words written on chalkboard or word cards (<i>trip, train, try, tree</i>); t-chart (Exercise A) written on the chalkboard</p>		

Introduction	(2 minutes)
Ask learners to name an action someone has done or something someone has said that was bad or wrong.	

Activity 14.1.1	Oral language: Making and accepting apologies	(10 minutes)
Follow I Do, We Do, You Do to use <i>I am sorry, please forgive me</i> to make and accept apologies. Model making and accepting apologies with an example dialogue like the following: <i>Did you take my pencil?</i> Respond <i>Yes, I am sorry. Please forgive me.</i> Teach learners how to accept an apology with: <i>Thank you. I forgive you. It is alright.</i> Guide learners to practise making and accepting apologies in pairs, groups and in rows. Go round the class to listen and give support.		

Activity 14.1.2	Phonics: Sorting words beginning with <i>tr</i>- and <i>t</i>-	(10 minutes)
Follow I Do, We Do, You Do to sort words beginning with <i>tr</i> - and <i>t</i> - in the table in Exercise A on page 57. Model pointing to the correct column for the first two words (<i>trip, tea</i>) as you say them. Tell learners to open their books at the t-chart on page 57. Guide		

them in pointing to the correct column in the t-chart in their books as you say the words (*tray, toy*). Ask learners to work in pairs or groups to say different words and point to the correct column. Help learners to write the words in their exercise books while you write them on the chalkboard.

Activity 14.1.3 Phonics: Reading words beginning with *tr-* and *t-* (10 minutes)

Follow I Do, We Do, You Do to read words beginning with *tr-* and *t-*. Guide learners to read the words with a partner or small groups. Go round the class to listen and support learners who do not understand.

Conclusion (3 minutes)

Ask learners to practise reading words beginning with *tr-* from chalkboard or word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14	Dalo, the good boy: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give meanings of words• visualize the content of the text as they read• read the story using echo reading <p>Suggested resources (in addition to the learner's book) learners' experiences; drawings/role plays for teaching vocabulary</p>	

Introduction (2 minutes)

Ask learners to say good things they do at school (*read, write, learn, work together*).

Activity 14.2.1 Vocabulary: Using new words (*behave, well, respect, squats, polite*) (10 minutes)

First, activate learners' background knowledge by directing them to the title and pictures. Follow I Do, We Do, You Do to teach the meanings of the words one at a time, using an appropriate strategy such as gestures, pictures, real objects, acting out and demonstration. Use local language if learners do not understand. Model using the words in descriptive sentences. Guide the learners in acting out or using the words with a partner. Go round the class supporting learners who are struggling.

Activity 14.2.2	Reading: Visualising	(10 minutes)
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Follow I Do, We Do, You Do in visualizing during the reading of *Dalo, the good boy* at page 56. Model visualising with think alouds throughout the story. Guide learners to think of the pictures that comes to mind while they read with you/ partners and on their own.

Activity 14.2.3	Fluency: Echo reading	(10 minutes)
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Follow I Do, We Do, You Do to read *Dalo, the good boy* using echo reading. Model echo reading with a learner. (One reader reads aloud and the partner reads same text afterward. Readers help each other.) Guide learners, in pairs, to read the entire story using echo reading. Go round the class to listen and support learners.

Conclusion	(3 minutes)
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Ask learners to act out the meanings or make sentences with the words *respect*, *squats* and *polite*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14	Dalo, the good boy: Oral language	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• make an apology• accept an apology• use verbs in simple past tense• write sentences about making and accepting apologies <p>Suggested resources (in addition to the learner's book) learners' experiences; sentences about making apologies written on a chart paper</p>	

Introduction	(2 minutes)
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Ask learners to talk about things they have said or done to their friends that were bad or wrong.

Activity 14.3.1	Oral language: Making and accepting apologies	(10 minutes)
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Follow I Do, We Do, You Do to practise making and accepting apologies. Model with an example such as: *I was going to read that book and you took it*. Offer an apology by saying *I am sorry, forgive me*. Teach learners how to accept an apology with: *Thank you. I forgive you. Next time* Use different situations to teach making and accepting apologies. Guide

learners, in pairs, groups or in rows, to use other situations. Go round the class to listen and support learners.

Activity 14.3.2**Writing: Sentences about making and accepting apologies**

(20 minutes)

Follow I Do, We Do, You Do to write sentences for making and accepting apologies.

Model writing the sentences we use to make and accept apologies, like the following:

- *I am sorry I took your pencil.*
- *Forgive me.*
- *Thank you. I am happy you told me.*
- *Next time you can ask me, and I will let you use my pencil.*

Guide learners to write their own sentences and talk about them in pairs, groups or in rows.

Go round the class, observe and support learners.

Conclusion

(3 minutes)

Ask learners to practise making and accepting apologies with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14**Dalo, the good boy: Reading comprehension practice****Lesson 4****Success criteria**

Learners must be able to:

- visualise the content of the text when reading
- read a story using echo reading
- answer comprehension questions

Suggested resources (in addition to the learner's book)

learners' experiences; word cards (Lesson 2)

Introduction

(2 minutes)

Ask learners, in pairs, to practise reading the words at page 56 or on word cards (*behaves, well, respect, squats and polite.*)

Activity 14.4.1**Reading: Visualising**

(8 minutes)

Follow I Do, We Do, You Do in visualising during the reading of *Dalo, the good boy* at page 56. Read the text for and then, with learners; pause throughout the story and model visualising with think alouds. Guide learners to think of the detailed pictures that come to mind while they read with you/ a partner and on their own.

Activity 14.4.2	Fluency: Echo reading	(10 minutes)
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Follow I Do, We Do, You Do to read *Dalo, the good boy* using echo reading. Model echo reading with a learner. Remind learners to the specific skills of echo reading. Guide learners to read the entire story in pairs. Go round the class to listen and support learners.

Activity 14.4.3	Reading: Answering comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Model answering the first question using clues from the story. Guide learners to talk with a partner about the answers to the other questions. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the text.

Conclusion	(3 minutes)
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Ask learners to name ways they show respect to their parents, their teachers and their friends.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14	Dalo, the good boy: Grammar practice	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• make apologies• accept apologies• use verbs in simple past tense• complete sentences <p>Suggested resources (in addition to the learner's book) learners' experiences; list of past tense verbs written on the chalkboard (<i>moved, changed, liked, danced</i>, etc.); example (Exercise B) written on the chalkboard</p>	

Introduction	(2 minutes)
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Ask learners to describe something that happened last week at school (in the past). Remind them the verbs they will use should be in the past tense.

Activity 14.5.1	Oral language: Practising making and accepting apologies	(10 minutes)
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Follow I Do, We Do, You Do to practise making and accepting apologies. Model making and accepting apologies. For example, *You moved my pencils*. Respond by saying, *I am*

sorry. Forgive me. Then, say: *It's alright. Thank you for telling me.* Guide learners to make and accept apologies in pairs, groups or in rows. Go around, listen and support learners. Write a few learners' responses on the chalkboard. Let learners read the responses in pairs or groups.

Activity 14.5.2	Grammar: Using verbs in simple past tense	(10 minutes)
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Follow I Do, We Do, You Do to use verbs in simple past tense. Explain to learners that simple past tense verbs tell us about what happened yesterday, last week, in the morning. For example, *Yesterday you moved my chair.* The word *moved* is a verb in simple past tense, because it tells us about something that already happened. Refer learners to the list of past tense verbs on the board. Guide learners, with a partner, to use them to make up sentences. Go round the class and give support

Activity 14.5.3	Grammar writing: Changing verbs to simple past tense	(10 minutes)
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Follow I Do, We Do, You Do to change the verbs from simple present tense by adding *-d* at the end of the word. Refer learners to Exercise B at page 58. Model with the example and then guide learners to change verbs from simple present to simple past tense by adding *-d* to the end of the verb.

Conclusion	(3 minutes)
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Let learners swap their work (Exercise B) with partners.

Teacher reflection	
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Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14	Dalo, the good boy: Fluency / vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • read a story using echo reading • complete sentences with words <p>Suggested resources (in addition to the learner's book) learners' experiences; word cards (from Lesson 2); example (exercise C) written on the chalkboard</p>	

Introduction	(2 minutes)
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Ask learners to read vocabulary words from the Learner's Book, page 56, or on cards (*well, behave, respect, squat*).

Activity 14.6.1**Fluency: Echo reading**

(8 minutes)

Follow I Do, We Do, You Do to read *Dalo, the good boy*. Invite a pair of learners to model echo reading. Remind learners of the specific skills of echo reading. Guide learners to read the entire story in pairs, one learner reading first at a good pace and with expression while the other learner follows. Go round the class to listen and support learners who have difficulties in reading.

Activity 14.6.2**Vocabulary: Using new vocabulary (*behave, well, respect, squats, polite*)**

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (orally). Model with example sentences for learners. Create other sentences with learners. Guide and support the learners in making a new sentence for each word with a partner.

Activity 14.6.3**Vocabulary: Completing sentences**

(12 minutes)

Follow I Do, We Do, You Do to complete sentences with words. Refer learners to Exercise C at page 58. Model with the example written on the chalkboard. Guide learners to work with a partner or do the exercise independently. Go round the class, observe and give feedback. Ask a few learners to share with the class. Talk about the meanings of the sentences.

Conclusion

(3 minutes)

Let learners swap their work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14**Dalo, the good boy: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- analyse characters
- answer comprehensions questions

Suggested resources (in addition to the learner's book)

learners' experiences; answer to one of the comprehension questions written on the chalkboard

Introduction

(3minutes)

Ask learners to read sentences about themselves with the words *polite*, *behave* and *well*.

Activity 14.7.1**Reading: Silent reading**

(10 minutes)

Follow I Do, We Do, You Do to read the story *Dalo, the good boy* and look for clues that help them answer the questions while they read. Model with think alouds, pausing throughout, while you read the story for learners. Use example pre-questions to model and practice with learners: *Which school does Dalo go to? How does Dalo behave?* Let learners read silently and then talk with a partner about the answers.

Activity 14.7.2**Looking closely at the story: Characters**

(8 minutes)

Follow I Do, We Do, You Do to read closely and then, describe the characters in the story. Model talking about characters using questions like the following: *Do you like Dalo? Why or why not? What are some things that Dalo does to make him a good boy?* Support learners as they reread and describe details about the characters of the story in pairs or groups. Go round the class and support learners.

Activity 14.7.3**Writing: Comprehension questions**

(12 minutes)

Follow I Do, We Do You Do to write answers to questions on *Dalo, the good boy*. Guide learners to pay attention to the question words. Model with one question written on the board; refer learners to the capital letters and punctuation in the answer on the chalkboard. Guide learners to write answers with details in their exercise books.

Conclusion

(2 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14**Dalo, the good boy: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- talk about characters
- write a paragraph

Suggested resources (in addition to the learner's book)

learners' experiences; graphic organiser for paragraph writing drawn on chart paper

Introduction

(2 minutes)

Ask learners, in pairs, to talk about how good boys and girls behave.

Activity 14.8.1**Oral language: Talking about the main character**

(10 minutes)

Follow I Do, We Do, You Do to talk about the characters in the story *Dalo, the good boy*. Model talking about characters using the following questions: *What does Dalo do in the story? How does Dalo behave with his teachers? With his friends? Do you like Dalo? Why or why not?* Guide learners to talk about Dalo (the main character) in pairs, groups or rows. Go round to listen and give feedback. Write some of the learners' responses on the chalkboard. Read and talk about their meanings.

Activity 14.8.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to write a paragraph about Dalo. Model writing a paragraph using the graphic organiser in Exercise D at page 59. Guide learners in writing a paragraph about Dalo's behaviour. Go round the class and support learners who are struggling.

Conclusion

(3 minutes)

Ask learners to read their paragraphs about Dalo to their partners.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14**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)

learners experience, supplementary readers

Introduction

(3minutes)

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

Activity 14.9.1**Reading: Supplementary readers**

(20 minutes)

Say something to build learners' curiosity such as: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! You can pick a book about animals or the environment or families.* Introduce supplementary

readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice while others read.

Activity 14.9.2

Oral language: Retelling stories

(6 minutes)

Follow I Do, We Do You Do to retell a story. Guide learners to retell the story by talking about the main details, such as characters and what happens to them, the setting, lessons they learnt. Let learners work with a partner or in a group to retell the stories they read. Go round the class to listen and support learners.

Conclusion

(2 minutes)

Ask the learners to tell a partner which of the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 14

Dalo, the good boy: Review

Lesson 10 (35 minutes)

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

Success criteria	Lessons	Activities

UNIT 15

The modern girl: Oral language and phonics

Lesson 1

Success criteria

Learners must be able to:

- express possibilities
- read words ending with *-sure*
- write words ending with *-sure*

Suggested resources (in addition to the learner's book)

word cards (*pleasure, leisure, measure, closure*)

Introduction

(3 minutes)

Ask learners to say things they can do in pairs.

Activity 15.1.1**Oral language: Expressing possibilities**

(10 minutes)

Follow I Do, We Do, You Do to express possibilities using *can*. Model expressing possibilities using guiding questions like the following: *Can you write a sentence in English?* Respond: *Yes, I can write a sentence in English.* Guide learners to express possibilities by asking: *Can your sister pay for things at the market?* Guide learners to respond: *Yes, she can pay for things at the market.* *Can your friend help you read books at school?* Assist learners in responding: *Yes, my friend can help me do a lot of things.* Guide learners to express possibilities to each other in pairs, groups or in rows using the word *can*. Go round the class to listen and give support.

Activity 15.1.2**Phonics: Reading words ending with -sure**

(10 minutes)

Follow I Do, We Do, You Do to read words ending with, *sure-* (*closure, measure, pleasure, leisure and treasure.*) Guide learners to read the words with a partner or small groups. Go round the class to listen and support learners who do not understand.

Activity 15.1.3**Phonics: Writing words ending with -sure**

(10 minutes)

Follow I Do, We Do, You Do to find words ending with *-sure* in the table in Exercise A at page 62 and write them. Model finding one word in the table, writing it on the chalkboard and then, reading the word. Assist learners in finding the words in the table while you read each one. Guide learners as they write the words in their exercise books. Go round the class to give support.

Conclusion

(2 minutes)

Ask learners to read words ending with *-sure* from word cards or page 60 in the learner's book (*pleasure, leisure, measure, closure, treasure*).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Reading	Lesson 2
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • give meaning of new words • ask themselves questions about the text as they read • read the poem using paired reading <p>Suggested resources (in addition to the learner's book)</p> <p>Learners' experiences, word cards (<i>modern, role model, treasure, work, pleasure</i>); questions written on a chart or the chalkboard (Activity 15.2.2)</p>	

Introduction	(2 minutes)
Ask learners to talk about people they admire in their community.	

Activity 15.2.1	Vocabulary: using new words (<i>modern, role model, treasure, work, pleasure</i>)	(8 minutes)
First, ask learners to use the title and illustration to predict the content of the story. Follow I Do, We Do, You Do to teach the meanings of the words one at a time using an appropriate strategy such as picture, real objects, acting out and demonstration. Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class supporting learners who are struggling.		

Activity 15.2.2	Reading: Self-questioning	(15 minutes)
Today, we will learn to ask ourselves questions while we read. Asking ourselves questions while we read helps us check to see if we understand what we read.		
	<ul style="list-style-type: none"> • Tell learners to open their books at page 60. • Refer learners to the questions on the chalkboard: <ol style="list-style-type: none"> 1 <i>Does this part make sense?</i> 2 <i>Do I know what the words mean?</i> 3 <i>Can I picture what is happening?</i> 4 <i>What do I think will happen next?</i> • Read each question to the class. • Model self-questioning by reading the first stanza aloud and stopping to ask yourself: <i>Does this part make sense? Yes, the modern girl walks to school early in the morning, just like I walk to school everyday.</i> 	
	<ul style="list-style-type: none"> • Tell learners that as they read the next stanza with you, they will practise asking themselves another one of the questions on the chalkboard. • Practise with pairs of learners to read the second stanza thinking about the second question. Ask them to pause and talk about the question (with a partner) after reading the stanza. • After reading the second stanza aloud with the class, ask: <i>Do I know what the words mean?</i> 	

	<ul style="list-style-type: none"> Model by saying: <i>No, this word, role_model, is a new word for me. I don't know what it means? Maybe I can find the meaning of the word role model if I read it again.</i> Ask the class to re-read the line with you: <i>She is a role model.</i> Say: We can guess the meaning of the word, because we know the word <i>model</i>. Turn to a partner and guess what it might mean. Say: <i>Model means to show others how to do something. Maybe a role model is somebody who does something well and shows others how to do things. People admire him or her. Now, it makes sense. Modern girl goes to school early and works hard at school. Now, I understand why she is a role model.</i>
	<ul style="list-style-type: none"> Guide learners, in pairs, to read the third stanza, pausing to ask and answer questions as they read. Go round the class to support learners in reading and asking themselves questions to check understanding. Refer them to questions 3 and 4 to practise. Ask learners to share with their partners the questions they asked themselves and how they helped them understand the poem.

Activity 15.2.3

Reading: Paired reading

(7 minutes)

Follow I Do, We Do, You Do to read *The modern girl* using paired reading. Model with a learner using the first stanza. Remind learners to the specific skills of paired reading. Sit beside a partner, read a paragraph together in unison. Remind learners to help each other to read the chunks of words, with expression and pause for punctuation. Guide learners to read the second stanza in pairs. Go round the class to listen and support learners. Ask learners to read the entire poem with a partner. Provide support when necessary.

Conclusion

(3 minutes)

Ask learners to talk to a partner about a role model in their lives – *mother, father, friend, aunt, uncle* – and *why s/he is a role model*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Oral language	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> express possibilities write sentences about possibilities <p>Suggested resources (in addition to the learner's book) Learners' experiences</p>	

Introduction**(2 minutes)**

Ask learners to talk about three things that they can do at school.

Activity 15.3.1**Oral language: Practising expressing possibilities****(10 minutes)**

Follow I Do, We Do You Do to use sentences with *can* to express possibilities. Model with examples like: **Can your mother sing nicely?** Help learners respond: *Yes, she can sing nicely.*

Can your brother pass the examinations this year? Guide learners to respond: *Yes, he can because he studies hard.* **What can you do at school?** Encourage learners to share with a partner. Guide learners to talk about what they can do to each other in pairs, groups or in rows. Walk around the class to listen and give support. Write learners responses on the chalkboard.

Activity 23.1.2**Writing: Sentences about expressing possibilities****(20 minutes)**

Follow I Do, We Do You Do to write questions and sentences with *can* to express possibilities. Model writing a question and sentence, such as: **Can you draw a picture of your house?** *Yes, I can draw my house.* **Can you work hard at school?** *Yes, I work hard at school.* Explain that the words **draw** and **work** are verbs in the simple present tense.

Remind learners that verbs in the simple present tense tell about things that happen every day. Remind learners that when they want to talk about things that have already happened, they use verbs in the simple past tense. Say and write on the chalkboard, for example: *I drew a picture of my house yesterday.* Guide learners, in pairs, groups or in rows, to write their own sentences with *can* to express possibilities. Walk around the class, observe and support learners.

Conclusion**(3 minutes)**

Ask learners to share their work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Reading comprehension practice	Lesson 4
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • ask themselves questions as they read • read the poem using paired reading • answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences; chart of questions (Activity 15.2.2)</p>		

Introduction

(2 minutes)

Ask learners to talk about people they admire (*people they want to be like*) in their community.

Activity 15.4.1

Reading: Self-questioning

(12 minutes)

Follow I Do, We Do, You Do in asking themselves questions while they read *The modern girl* at page 60. Pause after each stanza and model asking yourself questions. For example, after the first stanza ask yourself: *Does this part/stanza makes sense? Do I understand all the words?* Guide learners to ask themselves similar questions (Activity 15.2.2) as they read each stanza of the poem. Go round to listen, prompt learners with questions and give support.

Activity 15.4.2

Fluency: Paired reading

(8 minutes)

Follow I Do, We Do, You Do to read *The modern girl* using chunking. Model paired reading with another learner using the first stanza. Guide learners to use paired reading to read the second stanza. Remind learners to help each other as they read. Guide learners, in pairs, to read the entire poem using paired reading. Go round the class to listen and support learners.

Activity 15.4.3

Reading: Answering comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Remind learners that the question word why asks for a reason. Model using clues from the poem, your background knowledge or experiences to answer the first question in full. Guide learners, in pairs and small groups, to answer and talk about the answers to the other questions. Support them in using their background knowledge or experiences to answer questions whose answers are not found in the poem

Conclusion

(3 minutes)

Ask learners in pairs to talk about the lessons the poem teaches.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Grammar practice	Lesson 5
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• express possibilities• use verbs in simple present tense• match verbs in simple present with its verb in simple past tense <p>Suggested resources (in addition to the learner's book) learners' experience; example (Exercise B) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to name things they, their friends or family relations can do.

Activity 15.5.1	Oral language: Practising expressing possibilities	(8 minutes)
Follow I Do, We Do, You Do to practise expressing possibilities with the word <i>can</i> . Model expressing possibilities with your own sentences. For example, use questions like: <i>Can you sing nicely?</i> (<i>Yes, I can sing nicely</i>) or <i>Can you cook breakfast for your family?</i> (<i>Yes, I can cook porridge for my family</i> .) Guide learners to express possibilities in pairs, groups or in rows. Move around, listen and support learners. Write a few learners' responses on the chalkboard. Let learners read the responses in pairs or groups.		

Activity 15.5.2

Grammar: Using verbs in simple past tense

(12 minutes)

Follow I Do, We Do, You Do to use verbs in the simple past tense. Explain that the words *sing* and *cook* are verbs in the simple present tense. Explain to learners that some verbs follow a clear pattern when they are being changed to past tense while others do not. For example, *cook will change to cooked but sing will change to sang*. Guide learners, in pairs, small groups or in rows, to write their own sentences using verbs in simple past tense. Go round the class, observe and support learners with examples of past tense verbs such as *danced, played, showed, etc.*

Activity 15.5.3

Grammar writing: Matching present tense verbs with past tense verbs

(10 minutes)

Follow I Do, We Do, You Do to match verbs in simple present tense with their simple past tense. Refer learners to Exercise B at page 63. Model with the example; then, guide learners, in pairs or on their own, to match verbs in the simple present tense with their simple past tense verbs. Go round the room to support learners.

Conclusion

(3 minutes)

Ask learners to share their work with a partner (Exercise B).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Fluency/vocabulary	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read the poem in chunks• give meanings of new words• complete sentences with given words <p>Suggested resources (in addition to the learner's book) learners' experiences; word cards (Lesson 2); example sentence (Exercise C) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to describe the girl in *The modern girl* with a partner.

Activity 15.6.1

Fluency: Paired reading

(8 minutes)

Follow I Do, We Do, You Do to read *The modern girl*. Model reading the poem in with a pair or row of learners. Remind learners of the specific skills used when reading with a partner. Remind learners to read together at a good pace, with expression while pausing at punctuation. Guide learners to practise reading the entire poem in pairs (several times if there is time). Go round the class to listen and support learners who have difficulties in reading.

Activity 15.6.2

Vocabulary: Using new vocabulary (*modern, role model, treasure, work, pleasure*)

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (orally). Model with example sentences for learners. Create other sentences with learners. Guide and support the learners in making sentences with the new words together with a partner.

Activity 15.6.3

Vocabulary: Completing sentences

(12 minutes)

Follow I Do, We Do, You Do to complete sentences with new vocabulary words. Refer learners to Exercise C at page 63. Model with the example on the chalkboard. Guide learners to work with a partner to write sentences or do the exercise independently. Go round the class, observe and give feedback. Let learners swap their work with a partner. Talk about the meanings of the sentences. Ask a few learners to share with the class.

Conclusion

(3 minutes)

Ask learners to read their sentences and talk about their meanings with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read the poem silently• talk about the character in the poem• answer comprehension questions <p>Suggested resources (in addition to the learner's book) learners' experiences; a comprehension question and answer written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to talk about why the girl in *The modern girl* is a role model. If necessary, use local language to explain the meaning of *role model*.

Activity 15.7.1**Reading: Silent reading**

(10 minutes)

Follow I Do, We Do, You Do to read the poem *The modern girl* and think about the questions while they read. Model with think alouds while you read silently, pausing throughout the poem, pointing out the clues in the poem. Use the pre-questions to model and practise with learners. For example: How does the girl go to school? Why does she leave home early each morning? What is the most important thing to the girl? Have learners talk with a partner or a small group about the answers. Go round the class and support learners.

Activity 15.7.2**Reading closely: Characters**

(8 minutes)

Follow I Do, We Do, You Do to reread the poem and then describe the main character. Model describing the main character using questions like the following: *What are some other things that the modern girl does?* Respond: *Modern girl comes early to school.* Guide learners to describe the character using questions like: *Do you like the modern girl? Why or why not? Why does the modern girl work hard in school?* Support learners to reread and describe details about the main character of the poem in pairs or small groups. Go round the class and support learners.

Activity 15.7.3	Writing: Comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to write answers to questions about *The modern girl*. Guide learners to use the question words to answer the questions correctly. Model with one question written on the board; guide learners to write answers to the other questions with details in their exercise books.

Conclusion	(3 minutes)
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Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Productive writing	Lesson 8
Success criteria Learners must be able to: <ul style="list-style-type: none">• talk about characters• compare two characters.• contrast two characters		
Suggested resources (in addition to the learner's book) learners' experiences; graphic organizer (Exercise D) written on the chalkboard		

Introduction	(2 minutes)
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Ask learners in pairs to talk about what a modern girl does to be a role model for her friends.

Activity 15.8.1	Oral language: Talking about characters	(10 minutes)
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Follow I Do, We Do, You Do to talk about the characters in the poem *The modern girl*. Use questions like the following: *What does a modern girl do? Do you like the modern girl? Why or why not? What are some other things that the modern girl does?* Guide learners to talk about The modern girl in pairs, groups or in rows. Go round to listen and give feedback. Write some of the learners' responses on the chalkboard.

Activity 15.8.2	Writing: A paragraph	(20 minutes)
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Follow I Do, We Do, You Do to compare and contrast *Dalo* from *Dalo, the good boy* and the girl in *The modern girl*. Model writing phrases or sentences about *Dalo* and the girl (comparing and contrasting) in the graphic organiser on the chalkboard. Then, refer learners to the graphic organiser in Exercise D at page 64. Guide learners in comparing and

contrasting with phrases or sentences about *Dalo* and *the modern girl's behaviors*. Go round the class and support learners who are struggling.

Conclusion

(3 minutes)

Ask learners to exchange their Exercise books and read their partner's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	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 the learner's book) learners' experiences; supplementary readers</p>	

Introduction

(3minutes)

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

Activity 15.9.1

Reading: Supplementary readers

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book while others read. Read with the struggling readers while the other learners are reading on their own

Activity 15.9.2

Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details, such as characters and what happens to them, the setting, lessons they learnt, etc. Let learners work with a partner or in a small group. Go round the class to observe and support learners.

Conclusion

(2 minutes)

Ask learners to tell a partner which of the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 15	The modern girl: Review	Lesson 10 (35 minutes)
Success criteria	Lessons	Activities

UNIT 16	A visit to a zoo: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read words beginning with kn- • write words beginning with kn- <p>Suggested resources (in addition to the learner's book) learners' experiences; chart with pictures of different animals found in the story; <i>kn-</i> words written on the chalkboard or word cards (<i>knife, knock, know, knee, kneel, knit</i>)</p>		

Introduction

(2 minutes)

Ask learners to mention any animals they have ever seen. (*Most learners will not mention zoo animals, but animals in their communities.*)

Activity 16.1.1	Oral language: Asking for and giving information	(10 minutes)
<p>Follow I Do, We Do, You Do to ask for and give information about wild animals. Tell learners that some animals live with people and others are dangerous and live far from people. These are called <i>wild animals</i>. Model asking for and giving information using guiding questions like the following:</p> <ul style="list-style-type: none"> • <i>What animals live in the bush?</i> Respond by saying <i>Animals that live in the bush are lions/elephants/hyenas/hares.</i> 		

- *What do elephants eat? Leaves and branches.*
- *What do lions look like? They have thick fur and sharp teeth.*

Guide learners to ask for and give information about wild animals in pairs, groups or in rows. Go round the class to listen and give support. Due to limited background knowledge of learners, you may need to provide specific information about different wild animals.

Activity 16.1.2

Phonics: Reading words beginning with *kn-*

(10 minutes)

Follow I Do, We Do, You Do to read words beginning with *kn-* (/n/). Model reading the *kn-* as /n/; point to the initial *kn-* while reading each word. Guide learners to read the words with a partner or small groups. Go round the class to listen and support learners who do not understand.

Activity 16.1.3

Phonics: Writing words beginning with *kn-*

(10 minutes)

Follow I Do, We Do, You Do to write the words beginning with *kn-*. Read one *kn-* word and write the word on the chalkboard. Point out the *kn-* at the beginning of the word. Guide learners to write the words in their exercise books (exercise A) while you read them one at a time. Go round the class to give support.

Conclusion

(3 minutes)

Ask learners to read the words from their exercise books with a partner or small group.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16

A visit to a zoo: Reading

Lesson 2

Success criteria

Learners must be able to:

- give meanings of words
- ask themselves questions as they read
- read a story using radio reading

Suggested resources (in addition to the learner's book)

word cards (*zoo, guide, lions, sugarcane, crocodile*); chart with questions (Activity 15.2.2) for self-questioning

Introduction

(2 minutes)

Ask learners in pairs mention animals they have seen.

Activity 16.2.1**Vocabulary: Using new words (*zoo, guide, lions, sugarcane, crocodile*)**

(10 minutes)

To prepare learners for the new story, first, activate learners' background knowledge using the title and the picture of *A visit to the zoo*. Follow I Do, We Do, You Do to teach the meanings of the words one at a time using an appropriate strategy such as pictures, real objects, acting out and demonstration. Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class supporting learners who are struggling.

Activity 16.2.2**Reading: Self-questioning**

(12 minutes)

Follow I Do, We Do, You Do in using self-questioning (Activity 15.2.2) during the reading of a story. Model reading *A visit to a zoo* at page 65; pause to ask a question after reading the first 2-3 sentences or paragraph. Guide learners, in pairs, to ask themselves questions as you read the story aloud. Go around to listen and give support.

Activity 16.2.3**Fluency: Radio reading**

(8 minutes)

Follow I Do, We Do, You Do to read the story *A visit to a zoo* using radio reading. Model reading the story (with expression, good pacing, chunking of phrases and loud enough for everyone to hear). Remind learners about the specific skills of radio reading. Remind them to help each other as they read. Guide learners, in pairs or in groups, to read the story using radio reading. Go around to listen and support learners.

Conclusion

(3 minutes)

Ask learners to use new words in sentences (*zoo, guide, lions, sugarcane, crocodile*).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16**A visit to the zoo: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- ask for information
- give information
- write sentences about animals that live in the bush

Suggested resources (in addition to the learner's book)

chalkboard with where are monkeys found? (Activity 16.3.2)

Introduction

(2 minutes)

Ask learners to name animals found in the bush. Support those who do not have background knowledge about wild animals.

Activity 16.3.1**Oral language: Practising asking for and giving information**

(10 minutes)

Follow I Do, We Do, You Do to ask for and give information about wild animals. First, model and then, guide learners in asking for and giving information with examples, such as: *Where do monkeys live? Monkeys live in trees.* Where can we see crocodiles? *We can see crocodiles in rivers or in a zoo.* What do hyenas eat? *Maybe they eat dead animals or small animals they catch.* Guide learners to ask for and give information to each other in pairs, groups or in rows. Accept all questions, even those you do not know the answer to. Go round the class to listen and give support. Write learners responses on the chalkboard.

Activity 16.3.2**Writing: Sentences about wild animals**

(20 minutes)

Follow I Do, We Do, You Do to write sentences about where wild animals live. Refer learners to the question on the chalkboard; model writing an answer, such as *Monkeys are found in the bush, trees and caves.* Explain that the words *bush, trees* and *caves* are a list of words and are separated with a comma and the word *and*. Guide learners, in pairs and small groups, to write their own sentences about where wild animals live, what they eat, etc. while using commas. Go round the class to observe and support learners.

Conclusion

(2 minutes)

Ask learners to name something they learnt about animals found in the bush.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16**A visit to a zoo: Reading comprehension practise****Lesson 4****Success criteria**

Learners must be able to:

- ask themselves questions as they read
- read a story fluently using echo readings
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

chart with questions for self-questioning (Activity 15.2.2) learners' experience; word cards (Lesson 2)

Introduction

(2 minutes)

Ask learners, in pairs or small groups, to read words in the Learner’s Book on page 65 or on word cards: *zoo, guide lions, sugarcane, crocodile*.

Activity 16.4.1**Reading: Self-questioning**

(10 minutes)

Follow I Do, We Do, You Do in asking themselves questions (Activity 15.2.2) during the reading of *A visit to the zoo* at page 65. Refer learners to the chart of questions to use when self-questioning. Model reading the story while asking yourself questions, pausing after reading the first 2-4 sentences or paragraph. Guide learners to ask themselves questions as they read the story. Go round to listen and give support.

Activity 16.4.2**Fluency: Radio reading**

(10 minutes)

Follow I Do, We Do, You Do to read *A visit to the zoo* using radio reading. Model reading using radio reading. Remind learners to use the specific skills of radio reading (with expression, good pacing, chunking of phrases and loud enough for everyone to hear). Remind learners to help each other as they read. Guide learners, in pairs and groups, to read the entire story using radio reading. Go round the class to listen and support learners.

Activity 16.4.3**Reading: Answering comprehension questions**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Remind learners that the question word *which* asks for a specific thing. Model using clues from the poem, your background knowledge or experiences to answer the first question in full. Guide learners, in pairs and small groups, to talk about the answers to the other questions. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the story.

Conclusion

(3 minutes)

Ask learners to talk with a partner about the zoo animal from the story they like best and tell why.

Teacher reflection

Write your observations about learners’ progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16	A visit to a zoo: Grammar practice	Lesson 5
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • give directions • take directions • use commas in sentences • add commas to separate nouns <p>Suggested resources (in addition to the learner's book)</p> <p>learners' experiences; example sentence with a comma and the word <i>and</i> caves written on the chalkboard such as <i>Lions are found in bushes and caves</i>; example sentence (Exercise B) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to remind each other how to ask for directions to a place they do not know.

Activity 16.5.1

Oral language: Giving and following directions

(8 minutes)

Follow I Do, We Do, You Do to give and follow directions. Revise and model giving and following directions. For example, *How can I get to the headteacher's office/to the Standard 8 class/ to the playground?* Model and practise responses with learners by saying, *From the class, go straight, then turn right. The head teacher's office is to your right.* Guide learners to give and follow directions in pairs, groups or in rows. Go round the class, listen and support learners. Write a few learners' directions on the chalkboard. Let learners read the responses in pairs or groups.

Activity 16.5.2

Grammar: Using commas in sentences

(10 minutes)

Follow I Do, We Do, You Do to use commas to punctuate sentences. Explain that a comma with the word *and* is used to separate words in a list. These lists may include nouns. For example, *Lions are found in trees, bushes and caves.* Explain that *trees, bushes* and *caves* are nouns in a list and are separated by a comma with the word *and*. Guide learners, in pairs, groups or in rows, to write their own sentences using commas and the word *and* to separate nouns in a list. Go round the class, observe and support learners.

Activity 16.5.3

Grammar writing: Adding commas with the word and to separate nouns in a list

(12 minutes)

Follow I Do, We Do, You Do to add a comma with the word *and* to separate nouns in a list in Exercise B at page 67. Model with an example and then, guide learners to add commas to separate nouns in a list in their exercise books.

Conclusion

(3 minutes)

Ask learners to swap their exercises and read each other's sentences with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16**A visit to a zoo: Fluency/vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- read a story using radio reading
- give meaning of words
- match words with meanings

Suggested resources (in addition to the learner's book)

chalkboard with example (Exercise C) written on the chalkboard
learners' experiences; word cards (Lesson 2)

Introduction

(2 minutes)

Ask learners to practise reading with a partner the words on page 65 or on word cards.

Activity 16.6.1**Fluency: Radio Reading**

(8 minutes)

Follow I Do, We Do, You Do to read the story *A visit to the zoo*. Model reading the story using radio reading. Remind learners to the specific skills of radio reading (with expression, good pacing, chunking of phrases and loud enough for everyone to hear). Remind learners to help each other. Guide learners to read the first paragraph with a partner. Go round the class to listen and support learners. Ask learners to use radio reading to read the rest of the story with a partner. Listen and provide support.

Activity 16.6.2**Vocabulary: Using new vocabulary (*zoo, guide lions, sugarcane, crocodile*)**

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (orally). Model with example sentences for learners. Construct some sentences with learners. Guide and support the learners in making new sentences with a partner.

Activity 16.6.3**Vocabulary: Matching words with meanings**

(12 minutes)

Follow I Do, We Do, You Do to match words with meanings in Exercise C at page 67. Model with the example. Guide learners to do the exercise with a partner or independently.

Go round the class, observe and give support. Let learners swap their work with a partner. Ask a few learners to share with the class. Talk about the meanings of the sentences.

Conclusion

(3 minutes)

Ask learners to work with a partner to practice spelling the new words (*zoo, guide, lions, sugarcane, crocodile*).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16	A visit to a zoo: Reading closely for comprehension	Lesson 7
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read the story silently• talk about setting of the story• answer questions through writing		
<p>Suggested resources (in addition to the learner's book) learner's books, a comprehension question and answer written on the chalkboard</p>		

Introduction

(2 minutes)

Ask learners, in pairs, to talk about where animals live (*caves, trees, water, hills*).

Activity 16.7.1

Reading: Silent reading

(10 minutes)

Follow I Do, We Do, You Do to read the story *A visit to a zoo* with pre-questions in mind and think for clues to answer questions. Model reading with a question in mind by pausing to refer learners to the clues about one of the questions. Use pre-questions like these to model and practise with learners: *Why did the class go to the zoo? Why did the learners love the zoo? Why did the teacher tell learners not to go too close to the dam?* After reading the story silently, have learners talk with a partner about the answers.

Activity 16.7.2

Looking closely at the story: Setting

(8 minutes)

Follow I Do, We Do, You Do to read closely and think about the setting of the story. Model by using guiding questions like the following: *Where did the story take place?* Respond: *The story took place at the zoo.* Guide learners to ask and answer: *When did the story take place? The story happened during the day.* Support learners, in pairs or groups, in rereading the story and talking more about the setting. Go round the class and support learners by asking more questions about the setting.

Activity 16.7.3	Writing: Comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to write answers to questions about *A visit to the zoo*. Guide learners to pay attention to what the question words are asking. Model with one question written on the board. Guide learners to answer questions, with details, in their exercise books. Ask learners to share their answers with the class. Talk about the answers as a class.

Conclusion	(3 minutes)
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Ask learners in pairs to talk about the setting of the story (where and when the story takes place.)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16	A visit to a zoo: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• talk about the setting• write a paragraph using questions <p>Suggested resources (in addition to the learner's book) chalkboard with sample paragraph (Exercise D) sample paragraph (Exercise D), learners' experiences</p>	

Introduction	(2 minutes)
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Ask learners to talk about the animals found at the zoo in the story.

Activity 16.8.1	Oral language: Talking about the story	(10 minutes)
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Follow I Do, We Do You Do to talk about the story *A visit to a zoo*. Model talking about the story using questions like these: *Which place did the children visit? Why did they go there? What time did they go there? What was interesting about the story?* Guide learners to talk about *A visit to a zoo* in pairs, small groups or in rows. Go round the class to listen and ask learners to give answers with details.

Activity 16.8.2	Writing: A paragraph using questions	(20 minutes)
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Follow I Do, We Do, You Do to plan and write a paragraph about a place learners have visited. Refer learners to the sample paragraph written on the chalkboard; emphasise they are not to copy it but to write their own paragraph. Read the questions first and then, write the paragraph about a place you visited. Guide learners to Exercise D on page 68. Support

them in using the questions to write a paragraph about a place they once visited. Go round the class and support learners who are struggling.

Conclusion

(3 minutes)

Ask learners to read their paragraphs to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16

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, learners' experiences

Introduction

(2 minutes)

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

Activity 16.9.1

Reading: Supplementary readers

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick the book that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice while others read. Read with the struggling readers while the other learners are reading on their own.

Activity 16.9.2

Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide the learners to retell a story they read by talking about the main details, such as characters and what happens to them, the setting, lessons they learnt, etc. Let learners work with a partner or in a small group. Go round the class to observe and read with learners who are struggling.

Conclusion

(2 minutes)

Ask learners to tell a partner which of the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 16	A visit to a zoo: Review	Lesson 10 (35 minutes)
	In this lesson, choose any 2-4 success criteria that were not understood by most learners and review them.	
Success criteria	Lessons	Activities

UNIT 17	Let's do it again: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use oral structures learnt in lessons 1 (units 12-16) • read decodable words learnt in lesson 1 (units 12-16) • write decodable words learnt in lesson 1 (units 12-16) <p>Suggested resources (in addition to the learner's book) charts (Units 12-16); word cards (Units 12-16)</p>		

Introduction

(2 minutes)

Use your own or any relevant introduction and relate it to one of the activities revised in this lesson or to *Hare and Tortoise*.

Activity 17.1.1

Revision: Oral language structure(s)

(10 minutes)

Use the advance organiser for the language structure selected for this revision Lesson. Follow I Do, We Do, You Do to revise any of the oral language structures from the following lesson activities: 12.1.1, 13.1.1, 14.1.1, 15.1.1, 16.1.1. Create a new activity to teach the oral language structure you select. Use modelling, demonstration and pair work to involve all learners. Guide learners with added demonstration and modeling while they work in pairs or small groups. Go round the class, observe and support learners.

Activity 17.1.2	Phonics: Reading decodable words	(10 minutes)
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Follow I Do, We Do, You Do to revise Exercise A at page 69, completing words ending with *-sure*. Model and guide learners in reading the words you have selected. Ask learners to do the activity in pairs, groups or in rows. Go round the class to listen and give support to learners who have difficulties.

Activity 17.1.3	Phonics: Reading decodable words	(10 minutes)
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Follow I Do, We Do, You Do to revise writing/ making words ending with *-sure*. Model and guide learners in reading the words you have selected. For example, pleasure, leisure, treasure, closure. Support learners in doing the activity in pairs, groups or in rows. Go round the class to listen and give support to learners who are struggling.

Conclusion	(3 minutes)
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Use your own or any relevant conclusion and relate it to one of the activities revised in this lesson or to *Hare and Tortoise*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17	Let's do it again: Review reading	Lesson 2
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Success criteria

Learners must be able to:

- use words learnt in lessons 2 (units 12 to 16)
- read a text using any fluency strategies learnt in Lesson 2 (Units 12-16)
- use any of the comprehension strategies learnt in Lesson 2 (Units 12-16)

Suggested resources (in addition to the learner's book)

charts from Lesson 2 (Units 12-16) learners' experiences

Introduction	(2 minutes)
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Ask learners to read decodable words from any Lesson 2 (Units 12-16) needing revision.

Activity 17.2.1	Vocabulary: Revising words (<i>respect, polite, breakfast, behaved, cooking</i>)	(10 minutes)
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Follow I Do, We Do, You Do to revise meanings of any words learnt in Lesson 2 of Units 12-16. Use an appropriate strategy to model and practise the meanings of the targeted words. Use local language to clarify understanding. Guide learners to use the words in sentences. Go round the class to listen and support struggling learners.

Activity 17.2.2**Reading: Revision of comprehension strategies**

(12 minutes)

Follow I Do, We Do, You Do to revise any comprehension strategies that learners had difficulties with from lesson 2 (units 12-16). Guide learners to practise the targeted comprehension strategies while reading the story in pairs or small groups. Go round the class to support struggling learners.

Activity 17.2.3**Fluency: Revising of fluency strategies**

(8 minutes)

Follow I Do, We Do, You Do to revise any of the fluency strategies that learners had difficulties with from Lesson 2 (Units 12 -16). Model reading *Hare and Tortoise* using the targeted strategies. Guide learners to practise the fluency strategies by reading the story aloud in pairs or groups. Go round the class to observe and support learners who have difficulties.

Conclusion

(3 minutes)

Ask learners to practise one of the fluency and comprehension strategies revised in this lesson or choose any relevant activity for the lesson.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17**Let's do it again: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- use the language structures that were learnt in Lesson 3 (Units 12-16)
- write sentences similar to the sentences they wrote in Lessons 3 (Units 12-16)

Suggested resources (in addition to the learner's book)

charts of words (Units 12-16); example sentences written on the chalkboard (Activity 17.3.2)

Introduction

(2 minutes)

Choose any activity as an introduction to the lesson.

Activity 17.3.1**Oral language: Revising language structure(s)**

(10 minutes)

Follow I Do, We Do, You Do to revise any language structures in Lesson 3 (Units 12-16) that learners continue to have difficulties with. Model for and guide learners, in pairs, small groups or rows, to practise using the oral language structure learnt. Go round the class to

listen and support learners. Write a few learners responses on chalkboard. Explain or revise them again with learners.

Activity 17.3.2**Writing: Sentences**

(20 minutes)

Follow I Do, We Do, You Do to revise any writing skills in Lesson 3 (Units 12-16). Model writing sentences with a targeted grammatical focus. Explain the structure with examples. Guide learners to write their own sentences and talk about them in pairs, small groups or in rows. Go round the class, observe and support learners.

Conclusion

(3 minutes)

Use your own or any relevant conclusion and relate it to one of the grammar activities revised in this lesson or to *Hare and Tortoise*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17**Let's do it again: Reading comprehension strategies****Lesson 4****Success criteria**

Learners must be able to:

- read a text using any fluency strategy learnt in lesson 4 (Units 12-16)
- use any comprehension strategy learners had difficulties with (units 12-16)
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

charts of words (Units 12-16)

Introduction

(2 minutes)

Discuss with learners the illustration related to the story that has been selected for revision.

Activity 17.4.1**Reading: Revision of comprehension strategy
(Units 12-16)**

(10 minutes)

Follow I Do, We Do, You Do to revise any of the comprehension strategies that learners had difficulties with. Share your thinking with learners while you model the strategy with *Hare and Tortoise*. Guide learners to use the strategy in groups and pairs. Go around and give support.

Activity 17.4.2 **Fluency: Revision of fluency strategies (units 12-16)** (8 minutes)

Follow I Do, We Do, You Do to reread the story using any of the fluency strategies that learners had difficulties with. First model and then guide learners to use the targeted strategy in small groups or in pairs. Go round the class and support learners.

Activity 17.4.3 **Oral language: Comprehension questions** (12 minutes)

Follow I Do, We Do, You Do to answer questions (orally) about *Hare and Tortoise*. Remind learners that different question words ask for different information. Model reading for clues and answering the questions with details from the story. Guide learners to talk about the answers with a partner or small groups. Go round the class to listen and give support.

Conclusion (3 minutes)

Choose any relevant activity for the conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17	Assessment	Lesson 5
	<p>Assessing learners</p> <ul style="list-style-type: none">assess learners on what they have learnt in Lessons 1 to 4 (Units 12-16)develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 1 to 4 (Units 12-16) <p>Below are the success criteria from lessons 1 to 4 (Units 12-16). Check if learners are able to:</p> <ul style="list-style-type: none">use oral structures learnt (Units 12-16)read decodable words and sentences learnt (Units 12-16)write decodable words learnt (Units 12-16)give meanings of words learnt (Units 12-16)read a text using any fluency strategies (Units 12-16)use any of the comprehension strategies (Units 12-16)use the language structures that were learnt (Units 12-16)write sentences similar to the sentences they wrote (Units 12-16)answer comprehension questions orally <p>Note: <i>Let the other learners read any decodable story from Units 12 and 16 as some learners are being assessed individually, in pairs or in groups1. At the end of the lesson, ask some individual learners to share with the class what they have read about.</i></p>	

UNIT 17	Let's do it again: Fluency/vocabulary	Lesson 6
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> use the oral language structures that learners found difficult in Lesson 5 (Units 12-16) use grammatical items that learners found difficult in lesson 5 (Units 12-16) write grammatical items that learners found difficult in Lesson 5 (Units 12-16) <p>Suggested resources (in addition to the learner's book) charts (Units 12-16); word cards (Units 12-16); examples of language structures written on chalkboard (Activity 17.6.1); example (Exercise B) written on the chalkboard</p>		

Introduction

(2 minutes)

Use your own or any relevant introduction and relate it to one of the grammar activities revised in this lesson or to *Hare and Tortoise*.

Activity 17.6.1

Oral language structures: Revision of any language structure

(7 minutes)

Follow I Do, We Do, You Do to revise the oral language structure in Lesson 5 (Units 12-16) that learners continue to struggle with. Model with examples written on the chalkboard. Guide learners to practise the structures with a partner or in small groups. Go round the class and support learners.

Activity 17.6.2

Grammar: Review of any grammar items

(8 minutes)

Follow I Do, We Do, You Do to review past tense verbs. Model and guide learners in revising and practising adding *-ed* to a verb to make past tense. Support learners by writing examples of the verbs with *-ed* on the chalkboard. Go round the class, observe and give support.

Activity 17.6.3

Grammar writing: Review of any grammar writing

(15 minutes)

Follow I Do, We Do, You Do to revise past tense verbs in Exercise B. Guide learners to complete the exercise with a partner and on their own. Go round the class to listen and support learners. Let learners swap their written work with partners

Conclusion

(3 minutes)

Choose any relevant activity to review past tense verbs for the conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17	Oral language structures: Revision of any language structure	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a text fluently as in Lessons 6 (Units 12-16)• use new vocabulary• use new words in exercises <p>Suggested resources (in addition to the learner's book) learners' experiences, charts (Units 12-16); example (Exercise C) written on the chalkboard</p>	

Introduction

(2 minutes)

Choose any relevant activity as an introduction.

Activity 17.7.1**Fluency: Reading**

(8 minutes)

Follow I Do, We Do, You Do to reread *Hare and Tortoise* using any of the fluency strategies that learners had difficulty with. Model with think alouds to show learners how you use the targeted strategy. Guide learners to reread the story in small groups or pairs. Go round the class and support learners.

Activity 17.7.2**Vocabulary: Revision**

(10 minutes)

Follow I Do, We Do, You Do to revise meanings of words: *respect, polite, breakfast, behaved* and *cooking*. Use appropriate strategies such as demonstration, pictures, acting out and local language. Model using the new words in sentences describing specific people. Guide the learners in acting out their sentences with a partner. Go round the class to listen and support learners.

Activity 17.7.3**Vocabulary: Matching words with similar meanings**

(12 minutes)

Follow I Do, We Do, You Do to match words with similar meanings. Model with the example in Exercise C at page 71; guide learners in choosing the correct words. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners share their work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17	Let's do it again: Reading closely for comprehension	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a text• analyse the text• answer comprehension questions <p>Suggested resources (in addition to the learner's book) learners' experiences; charts (Units 12-16)</p>	

Introduction

(2 minutes)

Choose any relevant activity (Units 12-16) for an introduction.

Activity 17.8.1**Reading: Reading closely for comprehension**

(10 minutes)

Reading:

Follow I Do, We Do, You Do to read closely for comprehension. Model for learners how to reread *Hare and Tortoise* to find clues about the comprehension questions. Guide and support learners to do the same with the other questions. Ask them to work in pairs, small groups or rows.

Activity 17.8.2**Writing: Comprehension questions**

(20 minutes)

Follow I Do, We Do, You Do to write answers to questions about a story. Guide learners to take note of the different questioning words and what information they ask for. Model answering comprehension questions with full sentences, capital letters and full stops. Guide learners to reread for clues and answer questions at page 70 in their exercise books. Go round the class observe and support learners. Ask learners to share their answers with a partner.

Conclusion

(2 minutes)

Choose any relevant activity for an introduction.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17	Let's do it again: Productive writing	Lesson 9
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • use the listening and speaking skill or structure you have chosen as in Lesson 8 (Units 12-16) • write with the listening and speaking skill you have chosen as in Lesson 8 (Units 12-16) <p>Suggested resources (in addition to the learner's book) learners' experiences, charts (Units 12-16)</p>	

Introduction

(2 minutes)

Choose any relevant listening/speaking introduction for learners to practise.

Activity 17.9.1

Oral language: Review listening and speaking skill as in Lesson 8 (Units 12-16)

(10 minutes)

Create a speaking activity for a skill or structure presented in any Lesson 8 (Units 12-16) that learners had difficulties with. Follow *I Do, We Do You Do* to work through the activity using demonstration, modeling, think alouds and group or pair work. Go round the class to listen and give support to learners.

Activity 17.9.2

Writing: Review productive writing

(20 minutes)

Follow *I Do, We Do, You Do* to write a paragraph using the guiding questions in Exercise D at page 72. Read the questions with learners and ask them to talk about the answers with a partner. (*Note: There is no one right answer. Accept all opinions about Hare.*) Guide learners in writing a 'paragraph using questions. Emphasise that they will write their own paragraph which will be different from their partners'.

Conclusion

(3 minutes)

Let learners swap their paragraphs with partners.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 17	Let's do it again: Review	Lesson 10 (35 minutes)
Assessing learners		
<ul style="list-style-type: none"> assess learners on what they have learnt in Lessons 5 to 8 (Units 12-16) develop assessment items that will guide in checking the learners' achievement of the success criteria in Lessons 5 to 8 (Units 12-16) 		
Below are the success criteria from Lessons 5 to 8 (Units 12-16). Check if learners are able to:		
<ul style="list-style-type: none"> use the oral language structures that were learnt (Units 12-16) use grammatical items that learners found difficult (Units 12-16) write grammatical items that learners found difficult (Units 12-16) read a text fluently (Units 12-16) give meanings of words use the words in exercises read the text for comprehension (Units 12-16) analyse the text writing comprehension questions talk about any of the listening and speaking activity you have chosen as in Lesson 8 (Units 12-16) write about any of the listening and speaking activity you have chosen as in Lesson 8 (Units 12-16) 		
<p>Note: Let some learners read any decodable story from Lessons 9 (Units 12-16) while other learners are being assessed individually, in pairs or in small groups. At the end of the lesson, ask some learners to share with a partner what they have read about.</p>		

UNIT 18	The farmer's diary: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> ask for information give information read words beginning with the letters <i>pr-</i> and <i>p-</i> write words beginning with the letters <i>pr-</i> and <i>p-</i> 		
<p>Suggested resources (in addition to the learner's book) word cards with words beginning with <i>pr-</i> (<i>price, profit, practice, pray</i>); t-chart for <i>pr-</i> and <i>p-</i> (Exercise A) written on the chalkboard</p>		

Introduction	(2 minutes)
Ask learners to talk with a partner about activities (chores and tasks) they do at home.	

Activity 18.1.1 **Oral language: Asking for and giving information** (10 minutes)

Follow I Do, We Do, You Do to ask for and give information. Model asking for and giving information using questions like the following: *What does a farmer do?* (*S/He grows crops, S/He keeps animals etc.*) *Where does a farmer live?* *A farmer lives outside of a city or a town where there is land for crops and animals.* *Is being a farmer hard work?* Any reasonable answer and reason why. Guide learners, in pairs, groups or rows to ask for and give information about what farmers do. Go round the class to listen and give support.

Note: *Some learners will not have background knowledge of farmers, farming, etc. Provide this information to them or allow learners who know about farming to “teach” others.*

Activity 18.1.2 **Phonics: Sorting words beginning with pr- and p-** (12 minutes)

Follow I Do, We Do, You Do to sort words beginning with *pr-* and *p-*. Use the table written on the chalkboard (refer to Exercise A at page 75). Model pointing to the correct column for the first two words as you say them aloud (*price, pin*). Tell learners to open their books at the t-chart on page 75. Guide them in pointing to the correct side/column in the t-chart in their books as you say the other words (*price, pin, pray, people, pen, practice*). Point to the column on the chalkboard while the learners point at the columns in their books. Ask learners to practise in pairs or small groups to say different *p-* and *pr-* words and point to the correct column. Help learners to write the words in their exercise books while you write them on the chalkboard.

Activity 18.1.3 **Phonics: Reading words beginning with pr- and p-** (8 minutes)

Follow I Do, We Do, You Do to read the words that begin with *pr-* and *p-*. Model reading the words aloud from the table. Guide learners to read the words with a partner or in a small group. Go round the class to listen and support readers who are struggling.

Conclusion (3 minutes)

Ask learners to read the words beginning with *p-* and *pr-* from word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18	The farmer's diary: Reading	Lesson 2
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • ask themselves questions about the text as they read • read a diary using repeated reading <p>Suggested resources (in addition to the learner's book) chart of questions (Activity 15.2.2)</p>	

Introduction

(2 minutes)

Ask learners to talk with a partner about what farmers do.

Activity 18.2.1

Vocabulary: Using new words (*buy, learnt, bought, vaccines, diary*)

(10 minutes)

First, activate background knowledge using the title and illustration of The farmer's diary at page 73. Follow I Do, We Do, You Do to teach meanings of the words one at a time using appropriate strategies. Use local language if learners do not understand. Model by using the new words in sentences. Guide learners in acting out or using the words with a partner. Go round the class to listen and support learners.

Activity 18.2.2

Reading: Asking questions while reading

(10 minutes)

Remind learners that when we read, we ask ourselves questions to check our understanding. Refer them to the chart of questions to use while they read *The farmer's diary*. Model with a think aloud and ask yourself a question while reading each of the first two entries of *The farmer's diary*. Guide learners in asking themselves questions as they read the text with a partner. Go round to listen and give support.

Activity 18.2.3

Fluency: Repeated reading

(10 minutes)

Remind learners that in order to read a story well, we can practice reading it several times. When we read it for a second and third time, we practice reading it with expression and at a good rate; we read each word accurately (correctly) and pay attention to punctuation. Model reading the first entry using repeated reading. Ask learners to read *The farmer's diary* with a partner using repeated reading. Remind them to ask themselves questions as they read. Go round the class to listen and give support.

Conclusion

(3 minutes)

Ask learners to act out the meanings of the words they have learnt or use them in sentences to talk about the farmer in the diary.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18	The farmer's diary: Oral language	Lesson 3
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• ask for information about farming activities• give information about farming activities• write sentences in the present tense <p>Suggested resources (in addition to the learner's book) chalkboard with example sentence (Exercise B)</p>	

Introduction

(2 minutes)

Ask learners to talk with a partner about why they want/do not want to be a farmer someday.

Activity 18.3.1

Oral language: Asking for and giving information

(10 minutes)

Follow I Do, We Do, You Do to ask for and give information about crops and animals. Use questions like these: *What crops do you (or someone you know) grow at home? What animals (or someone you know) do you keep? Is keeping animals and growing crops hard work? Why or why not?* Guide learners, in pairs, groups or rows, to ask for and give information about animals and crops. Go round the class to listen and support learners with correct vocabulary and language structures for giving information. Write a few of the learners' responses on the chalkboard. For example, *We grow maize/ cassava. We keep goats/chickens.* Read the responses with the class and discuss their meanings.

Activity 18.3.2

Writing: Sentences in the present tense

(20 minutes)

Follow I Do, We Do, You Do to change sentences to present tense. Refer learners to the sentences in Exercise B. Model with the example sentence on the chalkboard. Guide learners to change the first sentence to present tense in their exercise books. Go round the class to observe and support learners. Ask learners to complete the exercise on their own in pairs, groups or rows while you provide support.

Conclusion

(3 minutes)

Ask learners to say what crops they grow and animals they keep at their homes.

Note: *If a learner does not grow crops or keep animals, ask them to talk about crops/animals of a family relation or friend.*

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18

The farmer's diary: Reading comprehension practice

Lesson 4

Success criteria

Learners must be able to:

- ask themselves questions as they read a text
- read a diary using repeated reading
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

chart of questions (Activity 15.2.2)

Introduction

(2 minutes)

Ask learners to talk about different activities which the farmer in the diary does.

Activity 18.4.1

Reading: Asking themselves questions while reading

(10 minutes)

Follow I Do, We Do, You Do in asking questions during the reading of *The farmer's diary* at page 73. Refer learners to the chart of questions. Pause after each entry to model asking yourself a question (to clarify understanding). Guide learners to ask themselves questions as they read the diary with a partner. Go round to listen and give support.

Activity 18.4.2

Fluency: Repeated reading

(8 minutes)

Remind learners that to read a story well, we can practise reading it several times. When we read a text more than once, we practise reading with expression and at a good rate. We practise reading each word correctly and we pay attention to punctuation. Model again reading the first two entries with a learner using repeated reading. Ask learners to practise reading *The farmer's diary* with a new partner using repeated reading. Go round the class to listen and give support.

Activity 18.4.3

Reading: Answering comprehension questions orally

(12 minutes)

Follow I Do, We Do, You Do to answer questions orally. Refer learners to the questions at page 74 and read the questions aloud for them. Tell learners to use clues in the text to answer each question. Model answering the first question in full. Guide learners to talk about answers to the second question in pairs, groups or rows. Support learners in using their background knowledge or experiences to answer questions that are not answered in the text.

Conclusion

(3 minutes)

Ask learners to talk to a partner about what else a farmer might do that is not in the diary.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18**The farmer's diary: Grammar practice****Lesson 5****Success criteria**

Learners must be able to:

- ask for information
- give information
- use the simple present tense
- change verbs from past tense to present tense

Suggested resources (in addition to the learner's book)

chalkboard with example (Exercise B)

Introduction

(2 minutes)

Ask learners, in pairs or small groups, to list 3 things they sometimes buy at the market.

Activity 18.5.1**Oral language: Asking for and giving information**

(10 minutes)

Follow I Do, We Do, You Do to ask for and give information about the farming activities. Refer to learners' experience. *Note: Some learners will not know the answers to these questions. Support them with the information or allow those who do know to "teach" others.*

Ask and answer questions with learners like these: *When do farmers plant maize/rice/cassava/groundnuts? etc They plant maize in November/December. Why do farmers apply fertilizer to crops? They apply/put fertilizer to kill bugs/insects that eat the crops. When do they apply fertilizer? Farmers apply fertilizer in December/January. When do farmers harvest the crops? They harvest crops in April/May/June.* Guide learners, in pairs, groups or rows, to talk about different farming activities. Go round to listen and give support to learners in giving detailed answers. Write a few learners' responses on the chalkboard. Guide learners, in pairs, small groups or rows, read the sentences aloud with you.

Activity 18.5.2**Grammar: Using present tense**

(10 minutes)

Follow I Do, We Do, You Do to change verbs in sentences from past tense to present tense. Explain that verbs change when we talk about things that happen everyday or when we talk about things that happened in the past. Model changing verbs from past tense to present tense. Guide learners to change verbs from past tense to present tense in pairs, groups or

rows (*made/make, bought/buy, helped/help, cleaned/clean*). Go round the class to listen and give support.

Activity 18.5.3**Changing verbs from past tense to present tense**

(10 minutes)

Follow I Do, We Do, You Do to change verbs from past tense to present tense in sentences. Model with the example in Exercise B at page 75 and then guide learners to write the sentences in present tense in their exercise books.

Conclusion

(3 minutes)

Let learners swap their work (Exercise B) with partners.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18**The farmer's diary: Fluency/vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- read a diary using repeated reading
- use new words
- complete sentences with new words

Suggested resources (in addition to the learner's book)

example sentence (Exercise C) written on the chalkboard

Introduction

(3minutes)

Ask learners, in pairs, to practise spelling the new words from *The farmer's diary*.

Activity 18.6.1**Fluency: Repeated reading**

(8 minutes)

Follow I Do, We Do, You Do to read *The farmer's diary* using repeated reading. Model reading the text several times, improving your reading each time. Guide learners to read the text 2-3 times with a partner. Go round the class to listen and give support to learners who are struggling.

Activity 18.6.2**Vocabulary: Using new vocabulary** (*buy, learnt, bought, vaccines, diary*)

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (orally). Model with example sentences for learners; create other sentences with learners. Guide and support learners in making new sentences with a partner. Write (or have a few learners write) new sentences on the chalkboard; read them with the class.

Activity 18.6.3**Vocabulary: Completing sentences with words**

(12 minutes)

Follow I Do, We Do, You Do to complete sentences with correct words in Exercise C at page 76. Model with the example. Guide learners to work with a partner or complete the exercise independently. Go round the class to observe and give feedback.

Conclusion

(3 minutes)

Let learners swap their work with a partner. Ask a few to share with the class.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18**The farmer's diary: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a text silently
- talk about the main points of the text
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

chalkboard with one of the comprehension questions and answer

Introduction

(2 minutes)

Ask learners to talk with a partner about how vaccines protect/ help us and the animals farmers keep.

Activity 18.7.1**Reading: Silent reading**

(10 minutes)

Follow I Do, We Do, You Do to think about the following pre-questions for *The farmer's diary* before reading for clues: *What do chickens eat? Why do farmers keep the chickens in a pen? Why do farmers give the chickens vaccines?* Model with a think-aloud while you read. Use the first question to model and practice with learners. Let learners read the text and talk with a partner about the answers to the other pre-questions.

Activity 18.7.2**Looking closely at the text: Talking about main points in the diary**

(8 minutes)

Follow I Do, We Do, You Do to read and identify the main points in the diary. Model identifying the main point of the first entry. Guide learners, in pairs, small groups or rows, to reread the text and identify the main points of the other entries. Go round the class to listen and give support.

Activity 18.7.3**Writing: Answers to comprehension questions**

(12 minutes)

Follow I Do, We Do, You Do to write answers to questions for *The farmer's diary* (page 74). Model with the first question and write the answer on the chalkboard. Support learners as they write detailed answers to the questions in their exercise books. Ask learners to share their answers with a partner.

Conclusion

(3 minutes)

Ask learners to describe the main activities of the farmer in the diary.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18**The farmer's diary: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- ask for information
- give information
- write a dairy

Suggested resources (in addition to the learner's book)

chart with a sample diary entry

Introduction

(2 minutes)

Ask learners to describe two activities that farmers do to care for animals.

Activity 18.8.1**Oral language: Asking for and giving information**

(10 minutes)

Follow I Do, We Do, You Do to talk about what the farmer did by asking the questions like the following: *What did the farmer do on 5 January, 2017? What did the farmer do on 22 February, 2017? What did the farmer do on 8 March, 2017?* Model and guide learners to answer the questions in pairs, small groups or rows. Encourage learners to give detailed answers. Go round the class to listen and give support. Write the answers to the questions on the chalkboard. (*She went to buy some chicks. She bought things to build a chicken pen. She gave vaccines to the chicks.*)

Activity 18.8.2**Writing: A diary**

(20 minutes)

Follow I Do, We Do, You Do to write a diary. Together with learners, imagine that you are all farmers. Use the example to model completing an entry of a diary in Exercise D at page

76. Guide learners in completing the sentences in exercise to write a dairy. Go round the class to give support.

Conclusion

(3 minutes)

Ask learners to read their diary to a friend.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18	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 the learner's book) supplementary readers</p>	

Introduction

(2 minutes)

Ask learners to share interesting stories they read or heard.

Activity 18.9.1

Reading supplementary readers

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who struggle to choose a book of their choice while others read. Read with struggling readers while others read independently.

Activity 18.9.2

Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details such as characters and what happens to them, the setting, lessons they learnt, etc. Let learners work with partners or in a small group. Go round to listen and support learners.

Conclusion

(3 minutes)

Ask the learners to tell a partner which of the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 18	The farmer's diary: Review	Lesson 10 (35 minutes)
Success criteria	Lessons	Activities

UNIT 19	Our rivers and hills: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express opinion • read words ending with the letters –ngle • write words ending with letters –ngle <p>Suggested resources (in addition to the learner's book) -ngle words written on the chalkboard (single, jungle, angle, jingle, bungle, etc.)</p>		

Introduction

(2 minutes)

Ask learners to mention natural things found in the environment, such as trees, grass, hills, rivers, animals.

Activity 19.1.1

Oral language: Expressing opinion

(10 minutes)

Follow I Do, We Do, You Do to express opinions. Use local language to briefly explain what an opinion is. Use *I think* or *I believe* to model expressing opinions using guiding questions like the following: Are trees important? Why? Yes, *I think trees are important. We need them to cover the hills; animals need trees to live in.* Guide learners to express opinions about hills, trees, rivers, etc. in pairs, groups or rows. Go round the class to listen and give support.

Activity 19.1.2**Phonics: Reading words that end with -ngle**

(10 minutes)

Follow I Do, We Do, You Do to read words that end with the letters **-ngle**. Model with the words written on the chalkboard (single, jungle, angle, jingle, bungle). Emphasise (underline, circle, point at) the **-ngle** ending of each word. Guide learners, in pairs, groups or rows, to practice reading the words. Go round the class to listen and give support.

Activity 19.1.3**Phonics: Writing words ending with – ngle**

(10 minutes)

Follow I Do, We Do, You Do to write words that end with **-ngle**. Model writing a word on the chalkboard ending with **-ngle**. Read it aloud for the class. Guide learners to write words in exercise A at page 79 as you read one word at a time. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Ask learners, in pairs, to practice reading words that end with **-ngle** from page 79.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19**Our rivers and hills: Reading****Lesson 2****Success criteria**

Learners must be able to:

- Give meanings of words
- Read the poem by dramatising
- Generate questions after reading a text

Suggested resources (in addition to the learner's book)

chart of questions (Activity 19.2.3); word cards (listen, banks, jungle, burn, single)

Introduction

(2 minutes)

Ask learners, in pairs, to practise spelling **-ngle** words from page 79.

Activity 19.2.1**Vocabulary: Using new words (listen, banks, jungle, burn, single)**

(10 minutes)

First, activate learners' background using the title and the illustration. Follow I Do, We Do, You Do to teach the meanings of the words one at a time using an appropriate strategy (picture, acting out, miming, demonstration, etc.) Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in using the words in sentences with a partner. Go round the class to listen and give support.

Activity 19.2.2**Fluency: Dramatised reading**

(10 minutes)

Remind learners that when reading a poem to others we show the actions of what we are reading. We act out words, phrases or sentences. We use gestures, and we change our voice to show expression or punctuation. We try to read at a good pace, not too fast nor too slow and pronounce each word accurately. Model reading Our rivers and hills for the class. Ask learners to practise dramatised reading of the poem in pairs, groups or rows. Go round the class to listen and give support.

Activity 19.2.3**Reading: Generating questions after reading**

(10 minutes)

Today, we will learn to form questions after we have read a text. This helps to deepen our understanding of the poem.



- Ask learners to open their books at page 77.
- Model generating questions by reading the first stanza aloud and ask: *Who is tired? Who is making them tired? Why are they tired?*



- Read the second stanza with learners.
- Ask learners to say the questions they have to a partner.
- Go round the class to listen and give support.



- Ask learners to read the third stanza on their own in pairs or groups.
- Listen and provide support.
- Ask learners to talk to each other about the questions they have.

Conclusion

(3 minutes)

Ask learners to talk about rivers, animals and trees based on what they read in the poem.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19**Our rivers and hills: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- express disapproval
- use simple present tense

Suggested resources (in addition to the learner's book)

chalkboard with example sentences expressing simple opinions in present tense (*I think it is good to ...; I believe it is fair to*)

Introduction

(2 minutes)

Ask learners to talk with a partner about what activities people do in rivers and hills that might hurt/harm or do damage.

Activity 19.3.1	Oral language: Expressing opinions	(10 minutes)
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Follow I Do, We Do, You Do to express opinions about the environment (hills, rivers, trees, etc.) Model expressing opinions (*I believe it is bad to; I think it is fair to; etc.*) for learners. For example: *I think it is bad to set bushfires. I think it is fair to take turns. I believe it is good to take care of rivers.* Guide learners to express opinions in pairs, groups or rows using guiding questions like: Is it good/bad to kill animals? Is it good/bad to set bushfire? Go round to listen and give support. Refer learners to the opinion sentences written on the chalkboard. Write a few of the learners' opinions on the chalkboard. For example: *I think it is bad to cut down trees. I believe it is fair to take turns kicking the ball. I think it is good to protect animals.* Read the sentences with learners.

Activity 19.3.2	Writing: Using present tense	(20 minutes)
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Follow I Do, We Do, You Do to write sentences (in the present tense) that express opinions. Model writing sentences that express opinions about the environment. Remind learners that when we want to express an opinion on things that happen every day we use verbs in the present tense (*think, believe*). Refer learners to the example sentences on the chalkboard. Guide learners to write their own sentences in their exercise books. Go round the class to and give support.

Conclusion	(3 minutes)
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Ask learners to express opinions to a partner about rivers, animals and trees.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19	Our rivers and hills: Reading comprehension practice	Lesson 4
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Success criteria

Learners must be able to:

- read the poem by dramatising
- generate questions after reading a text
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

chart of questions (Activity 19.2.3); word cards (lesson 2)

Introduction	(2 minutes)
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Ask learners, in pairs, to name things that people can do to help take care of rivers, animals and trees.

Activity 19.4.1**Reading: Dramatising**

(10 minutes)

Follow I Do, We Do, You Do in dramatised reading of the poem **Our rivers and hills** at page 77. Model reading the first stanza with expression and gestures. Guide learners as they read the poem in pairs, small groups or rows. Go round the class and give support to learners.

Activity 19.4.2**Reading: Generating questions after reading**

(10 minutes)

Remind learners that after reading a poem, we ask ourselves questions about it. Then we think about the answers or read the poem again to get a better understanding of it. Refer learners to the chart of questions. Model generating questions after reading the first stanza with guiding questions, such as: What is most important about what I read? What did I learn in this text that I can tell my parents? What do I want to know more about? Guide learners, in pairs, groups or rows, to generate questions after reading the poem. Go round the class to listen and give support. Let learners swap the questions they have generated with the class.

Activity 19.4.3**Reading: Answering comprehension questions orally**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Tell them to use clues in the poem and their background knowledge to answer the questions. Model answering one of the questions in full. Guide learners to talk about the answers to the other questions with a partner or small groups. Support learners in using their background knowledge or experiences to answer questions whose answers are not in the text.

Conclusion

(3 minutes)

Ask learners to practise reading vocabulary words from word cards or page 77 in the learner's book.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19	Our rivers and hills: Grammar practice	Lesson 5
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • express disapproval • use present tense • change verbs to present tense <p>Suggested resources (in addition to the learner's book) chalkboard with example sentences, such as <i>People cut trees along river banks; Rivers give us water; Do not kill animals in my jungle;</i> example sentence (exercise B)</p>		

Introduction

(2 minutes)

Ask learners, in pairs, to talk about why hills and rivers are important to us.

Activity 19.5.1

Oral language: Expressing opinions

(10 minutes)

Follow I Do, We Do, You Do to express opinions about the environment. With learners, ask and answer questions like these: Is it bad to set bush fires? *I believe it's bad to set bushfires.*

Is it good to kill animals? *I think it is not good to kill animals.* Are animals important?

Animals are important because they give us food. Guide learners, in pairs, groups or rows, to express opinions about different things of the environment. Go round to model, listen and give support. Write a few learners' responses on the chalkboard. Ask learners to read the sentences in pairs or groups.

Activity 19.5.2

Grammar: Using present tense

(8 minutes)

Follow I Do, We Do, You Do to use verbs in present tense to talk about things how people take care of or damage/hurt the environment. Remind learners that when talking about things we do every day, we use verbs in present tense. Verbs in present tense **do not** end with **-ed**. For example: *People cut trees along river banks. Rivers give us water. Do not kill animals in my jungle.* Guide learners to use verbs in present tense with a partner. Go round the class to listen and give support.

Activity 19.5.3

Grammar writing: Changing verbs to present tense

(12 minutes)

Follow I Do, We Do, You Do to change verbs in sentences to present tense in Exercise B at page 79. Model with the example; guide learners to write the sentences and change verbs to present tense in their exercise books. Ask learners swap their work with partners.

Conclusion

(3 minutes)

Ask learners, in pairs, to share sentences in present tense about rivers and hills.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19	Our rivers and hills: Fluency/vocabulary	Lesson 6
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• reading the poem by dramatising• use new words• match the beginnings and endings of sentences <p>Suggested resources (in addition to the learner's book)</p> <p>words cards (lesson 2)</p>	

Introduction

(2 minutes)

Ask learners, in pairs, to recall new words and phrases from the poem **Our rivers and hills**.

Activity 19.6.1**Fluency: Dramatising**

(8 minutes)

Follow I Do, We Do, You Do to read Our rivers and hills at page 77 by dramatizing. Model with the poem. Remind learners of the specific skills of dramatised reading. (Acting out words/phrases, using gestures, expressions and accurate pronunciation.) Guide learners to read the poem by dramatising with a partner or in small groups. Go round the class to listen and support learners who have difficulties reading.

Activity 19.6.2**Vocabulary: Using new vocabulary (listen, banks, jungle, burn, single)**

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (orally). Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner.

Activity 19.6.3**Vocabulary: Matching the beginnings and endings of sentences**

(12 minutes)

Follow I Do, We Do, You Do to match the beginnings and endings of sentences in Exercise C at page 80. Model with the example. Guide learners to work with a partner or complete the exercise independently. Go round the class, observe and give feedback. Ask learners to share their work with a partner.

Conclusion

(2 minutes)

Ask learners to draw an animal in a jungle in their exercise books and say a sentence about it using the word **jungle**.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19	Our rivers and hills: Reading closely for comprehension	Lesson 7
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• read a text silently• analyze a poem by identifying main ideas• answer comprehension questions in writing <p>Suggested resources (in addition to the learner's book)</p> <p>chalkboard with any of the comprehension questions and answer</p>	

Introduction

(2 minutes)

Ask partners to mention living things found in rivers, hills or mountains.

Activity 19.7.1**Reading: Silent reading**

(8 minutes)

Follow I Do, We Do, You Do to think about pre-questions before reading Our rivers and hills for clues: What happens when we cut down trees along river banks? Why are rivers and hills important? What can you do to protect trees, rivers and hills? Model with think-alouds while you read the poem. Continue to model with an example question; practise another question with learners. Ask learners to work with a partner to answer the pre-questions.

Activity 19.7.2**Looking closely at the text: Identifying main ideas**

(8 minutes)

Follow I Do, We Do, You Do to identify the main idea of each stanza. Use guiding questions like the following: What is the stanza about? (For stanza 1: *People cut down trees along river banks; this hurts rivers*). Guide learners, in pairs, groups, to identify the main ideas of the other stanzas. Go round the class to listen and give support.

Activity 19.7.3**Writing: Answers to comprehension questions**

(6 minutes)

Follow I Do, We Do, You Do to write answers to questions about Our rivers and hills. Model with any one of the questions written on the chalkboard. Guide learners to answer questions with details from Our rivers and hills in their exercise books.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19	Our rivers and hills: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• talk about the importance of rivers and trees• write a paragraph <p>Suggested resources (in addition to the learner's book) sample paragraph, written on chart paper</p>	

Introduction

(2 minutes)

Ask learners to talk about the poem Our rivers and hills by naming the main points of the poem.

Activity 19.8.1**Oral language: Talking about the importance of rivers and trees**

(10 minutes)

Follow I Do, We Do, You Do to talk about the importance of rivers and trees by asking and answering the following guiding questions: How are rivers important? (*Rivers are important because they give us fish/water/sand; animals live in rivers.*) How are trees important? (*Trees are important because they give us food/shade/fresh air/firewood; animals live in trees.*) First model and then guide learners to answer the questions in pairs or groups. Encourage learners to give details. Go round the class to listen and give support.

Activity 19.8.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to write a paragraph about the importance of rivers and trees. Model completing a paragraph in Exercise D at page 80. Guide learners in writing a paragraph with a first sentence that tells the most important idea (topic sentence) and details that tell more about it (supporting details). Go round the class and support struggling writers.

Conclusion

(3 minutes)

Ask learners to exchange their exercise books and read each other's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19	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 the learner's book) supplementary readers</p>	

Introduction	(3minutes)
Ask learners to share interesting stories they read or heard.	

Activity 19.9.1	Reading supplementary readers	(20 minutes)
<p>Say: <i>Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who have difficulties to choose a book. Read with learners who have difficulties while others read independently.</p>		

Activity 19.9.2	Oral language: Retelling stories	(10 minutes)
<p>Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details such as the characters and what happens to them, the setting, lessons they have learnt. Ask learners work with a partner or in a group. Go round the class to listen and support learners.</p>		

Conclusion	(2 minutes)
Ask the learners to tell a partner which of the stories they would like to read for themselves and tell why.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 19	Our rivers and hills: Review	Lesson 10	(35 minutes)
<p><i>In this lesson, choose any 2-4 success criteria that were not understood by most learners and review them.</i></p>			
Success criteria	Lessons	Activities	

UNIT 20	Crossing a river: Oral language and phonics	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • give precautions (ways of being safe) • take precautions (being safe) • read words ending with—ear • write words ending with— ear <p>Suggested resources (in addition to the learner’s book)</p> <p>word cards (fear, clear, near, tear, dear) or written on the chalkboard</p>		

Introduction	(2 minutes)
Ask learners to describe a time they have ever crossed a river.	

Activity 20.1.1	Oral language: Giving and taking precautions about crossing rivers	(10 minutes)
Follow I Do, We Do, You Do to give and take precautions about crossing rivers. Briefly use local language to explain <i>precautions</i> . Model giving and taking precautions using guiding questions like the following: What should we safely cross a river? <i>When crossing a river, we should use a bridge</i> . Guide learners, in pairs, to talk about precautions to take when crossing a river. Go round the class to listen and give support. Emphasise using words such as <i>safely, carefully</i> .		

Activity 20.1.2	Phonics: Reading words ending with—ear	(10 minutes)
Follow I Do, We Do, You Do to read words ending with letters — ear . Model reading the words written on the chalkboard (fear, clear, near, tear, dear). Guide learners to read the words in pairs or groups. Go round the class to listen and give support.		

Activity 20.1.3	Phonics: Writing words ending with the letters –ear	(10 minutes)
Follow I Do, We Do, You Do to write words ending with —ear. Model reading and writing words on the chalkboard ending with —ear. Refer learners to Exercise A at page 82. Guide learners to write the words in their exercise books as you read them one at a time. Go round the class and give support. Ask learners to read the words they have written.		

Conclusion

(3 minutes)

Ask learners, in pairs, to practice reading the **-ear** words from their exercise books.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20**Crossing a river: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give the meanings of new words
- read a story in chunks
- generate questions after reading the text

Suggested resources (in addition to the learner's book)

chart of questions (Activity 19.2.3)

Introduction

(2 minutes)

Ask learners to talk to a partner about how they should safely cross a river.

Activity 20.2.1**Vocabulary: Using new words (washed out, shallow, safe, afraid, miss)**

(10 minutes)

First, activate learners' background knowledge using the title and the illustration. Follow I Do, We Do, You Do to teach the meanings of the words, one at a time using an appropriate strategy (pictures, sample sentences, acting out, etc.) Briefly use local language if learners do not understand. Immediately, switch back to teaching in English. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class to listen and give support.

Activity 20.2.2**Fluency: Chunking**

(8 minutes)

Remind learners that when we read using chunking, it helps us to focus on the groups of words that go together. When we read them together, it helps us understand the story.

Remind learners of the specific skills of chunking: reading a phrase or a group of words, pausing at the punctuation. Model reading the first paragraph of the story at page 71. Guide learners to read the story in pairs or groups. Go round the class to listen and give support and more modeling.

Activity 20.2.3	Reading: Generating questions after reading	(12 minutes)
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Remind learners that asking ourselves questions after reading a story helps to understand it better. We think about the answers to the questions or reread the story to get a better understanding of it. Model generating a question after reading the story. Go round the class to listen and give support. Let learners swap with the class the questions they generated. Discuss a few of them.

Conclusion	(3 minutes)
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Ask learners to role-play crossing a river safely.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20	Crossing a river: Oral language	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give precautions about crossing a river• take precautions about crossing a river• write sentences about precautions <p>Suggested resources (in addition to the learner's book) Chart with 2-3 sentences using pronouns</p>	

Introduction	(2 minutes)
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Ask learners, in pairs or small groups, to retell the story Crossing a river.

Activity 20.3.1	Oral language: Giving and taking precautions about crossing a river	(10 minutes)
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Follow I Do, We Do, You Do to practice giving and taking precautions about crossing a river. Model giving and taking precautions using a guiding question like the following: Why should you cross a river on a bridge? *It will keep me out of the water and safe; I am afraid of being swept away.* Guide learners to practice giving and taking precautions about crossing a river in pairs or groups. Go round the class to listen and give support. Write on the chalkboard a few of the learners' responses. Discuss them as a class.

Activity 20.3.2	Writing: Writing sentences about precautions	(20 minutes)
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Follow I Do, We Do, You Do to write sentences about precautions. Explain that the words we, they, you, he, she, I, us are used in place of a name/noun. Tell them that words that are used in place of a noun are called pronouns. Model writing the sentences using pronouns.

For example, *We should cross a river on a bridge. I crossed a river on a bridge. He helped us to cross a river.* Guide learners to write their own sentences with pronouns in their exercise books and talk about them in pairs or groups. Go round the class, observe and support learners.

Conclusion

(3 minutes)

Ask learners to exchange their exercise books and read each other's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20

Crossing a river: Reading comprehension practice

Lesson 4

Success criteria

Learners must be able to:

- read a text in chunks
- generate questions after reading a text
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

a sample paragraph, written on chart paper

Introduction

(2 minutes)

Ask learners to recall words and phrases from **Crossing a river**.

Activity 20.4.1

Fluency: Chunking

(8 minutes)

Remind learners of the specific skills of chunking: reading in phrases or groups of words, pausing at punctuation. Model reading any paragraph of **Crossing a river**. Guide learners, in pairs or groups, to practise reading the story using chunking. Go round to listen and give support.

Activity 20.4.2

Reading: Generating questions after reading

(10 minutes)

Remind learners that after reading a story, we ask ourselves questions about the story. Then we try to think about the answers to the questions or read again the text to get its understanding. Model generating questions. Guide learners, in pairs or groups, to generate questions. Go round the class to listen and give support.

Activity 20.4.3**Reading: Answering comprehension questions orally**

(12 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Tell them to use the clues in the story to answer the questions. Model answering one of the questions in full. Model and guide learners to talk about their answers in pairs or groups. Support learners in using their background knowledge or experiences to answer questions that are not answered in the story.

Conclusion

(3 minutes)

Ask learners, in pairs, to share their answers with a different partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20**Crossing a river: Grammar practice****Lesson 5****Success criteria**

Learners must be able to:

- ask for advice about crossing a river
- give advice about crossing a river
- use pronouns
- identify pronouns in the sentences

Suggested resources (in addition to the learner's book)

example (exercise B) written on the chalkboard

Introduction

(2 minutes)

Ask learners to tell a partner how they should be safe near a river.

Activity 20.5.1**Oral language: Asking for and giving advice about crossing a river**

(8 minutes)

Follow I Do, We Do, You Do to ask for and give advice about crossing a river safely. Ask and answer questions with learners like this question:

- What should I do when crossing a river? *You should cross the river on the bridge.*

Guide learners to ask for and give advice about crossing rivers safely in pairs or groups. Go round to listen and give support. Write a few learners' responses on the chalkboard. Let learners read the sentences in pairs or groups.

Activity 20.5.2**Grammar: Using pronouns**

(10 minutes)

Follow I Do, We Do, You Do to use pronouns in sentences. Model using pronouns in sentences. For example: You should cross the river on the bridge. I crossed a river on a

bridge. He helped us to cross the river. Guide learners to use pronouns in sentences (about other ways to stay safe near a river) with a partner. Go round to listen and give support.

Activity 20.5.3 Identifying pronouns in sentences (12 minutes)

Follow I Do, We Do, You Do to identify pronouns in sentences. Refer learners to Exercise B at page 83. Model with the example; guide learners to write the sentences in their exercise books and then identify the pronouns

Conclusion (2 minutes)

Let learners swap their work with partners.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20	Crossing a river: Fluency/Vocabulary	Lesson 6
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a story in sensible chunks• use new words• find words with similar meanings in the text <p>Suggested resources (in addition to the learner's book) example (exercise C) written on the chalkboard</p>		
Introduction	(3minutes)	

Ask learners, in pairs, to read a favorite sentence from **Crossing a river**.

Activity 20.6.1 Fluency: Chunking (8 minutes)

Remind learners of the specific skills for chunking: reading phrases or groups of words, pausing at pronunciation. Model reading Crossing a river. Guide learners to read the text in pairs or groups. Go round the class to listen and give support to learners who have difficulties with reading.

Activity 20.6.2 Vocabulary: Using new words (washed out, shallow, safe, afraid, miss) (10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences (orally). Model with example sentences for learners. Create other sentences with learners. Guide and support the learners in making new sentences with a partner. Write a few sentences on the chalkboard

Activity 20.6.3**Vocabulary: Finding words with similar meanings
in a text**

(12 minutes)

Follow I Do, We Do, You Do to find words with similar meanings. Refer learners to Exercise C at page 83. Model with the example. Guide learners to work with a partner or do the exercise independently. Go round the class, observe and give feedback. Let learners swap their work with a partner. Ask a few learners to share their answers with the class.

Conclusion

(2 minutes)

Ask learners, in pairs, to read the vocabulary words from the story (page 81).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20**Crossing a river: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about characters
- answer comprehension questions

Suggested resources (in addition to the learner's book)

chalkboard with a comprehension question and answer written

Introduction

(2 minutes)

Ask learners to talk with a partner about why they should not cross the river when there are heavy rains.

Activity 20.7.1**Reading: Reading silently**

(8 minutes)

Follow I Do, We Do, You Do to think about questions as we read. Model reading for clues to the following pre-questions:

- What is the name of the river Dalo and his friends cross?
- How did Dalo and his friends cross the river that day?
- How did the children feel at the beginning of the story? At the end?

Model with a think-aloud while you read. Use the first pre-question to practise with learners. Let learners talk with a partner about their answers.

Activity 20.7.2	Looking closely at the story: Characters	(10 minutes)
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Follow I Do, We Do, You Do to read closely and then describe characters of the story. Use the following guiding questions:

- Who are the characters in the story?
- Who do you most like in the story? Why?
- How did the children help each other?
- How did they feel? How would you feel?

Support learners to reread and describe details about the characters in the story in pairs or groups. Go round the class and support learners.

Activity 20.7.3	Writing: Answering comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to write answers to questions for Crossing a river. Guide learners to pay attention to the question words: why, who and what. Model with any of the questions written on the chalkboard. Guide learners to answer questions with details in their exercise books. Ask learners to share their answers with a partner.

Conclusion	(3 minutes)
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Ask learners to say anything they have liked about the story and the character.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20	Crossing a river: Productive writing	Lesson 8
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Success criteria

Learners must be able to:

- talk about the story Crossing a river
- write a paragraph about Crossing a river

Suggested resources (in addition to the learner's book)
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chart with a sample paragraph written on it

Introduction	(2 minutes)
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Ask learners to talk to a partner about what why it is not safe to cross a river when there are heavy rains.

Activity 20.8.1	Oral language: Talking about the story	(10 minutes)
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Follow I Do, We Do, You Do to talk about the story Crossing a river by asking and answering questions like these:

- What did the children find when they came to the river? *They found the bridge washed out.*
- What did the children do when they found the bridge washed out? *They just stood near the river. They waited for someone to help them cross.*
- How did the children cross the river? *Mr Sato helped them cross safely.*

Model for the learners and then guide them to answer the questions with a partner or small groups. Encourage learners to give details. Go round the class to listen and give support.

Activity 20.8.2

Writing: Writing a paragraph

(20 minutes)

Follow I Do, We Do, You Do to write a paragraph about **Crossing a river**. Refer learners to Exercise D at page 84. Model completing a sentence by answering a question. Guide learners in writing a paragraph by answering the questions in details. Go round the class and support writers who are struggling.

Conclusion

(3 minutes)

Ask learners to read their paragraphs to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20

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.

Activity 20.9.1

Reading supplementary readers

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or setting, reading the titles and so on. Allow small groups of learners to choose from a set of

books. Guide, supervise and support struggling learners to choose a book of their choice. Read with learners who are struggling while others read independently.

Activity 20.9.2

Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details such as the characters and what happens to them, the setting, lessons they have learnt. Let learners work with a partner or in a small group. Go round the class to listen and support learners.

Conclusion

(2 minutes)

Ask learners to tell a partner with a partner about which of the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 20	Crossing a river: Review	Lesson 10 (35 minutes)
<i>In this lesson, choose any 2-4 success criteria that were not understood by most learners and review them.</i>		
Success criteria	Lessons	Activities

UNIT 21

Crossing the road: Oral language and phonics

Lesson 1

Success criteria

Learners must be able to:

- make invitations
- accept invitations
- read words beginning with ex- and z-
- complete words with ex-and z-

Suggested resources (in addition to the learner's book)

word cards or words written on the chalkboard (example, examine, exercise, exit); example (exercise A) written on the chalkboard

Introduction

(2 minutes)

Ask learners to tell a partner about places they go where they need to cross a road.

Activity 21.1.1

Oral language: Making and accepting invitations

(10 minutes)

Follow I Do, We Do, You Do to make and accept invitations. Model making and accepting invitations using structures like these:

- I want to go to the playground. Tadala. Will you come with me? *Yes, I will come with you.*
- I want to go to the playground, Dalo. Do you want to come with me? *Yes, I want to go with you.* (Substitute *playground* with words like *shop, river, market, school, church*).

Let learners work with a partner to practise making and accepting invitations. Go round the class to observe and give support.

Activity 21.1.2

Phonics: Reading words with ex- and z-

(8 minutes)

Follow I Do, We Do, You Do to read words with letter ex- and z-. Model reading words such as example, examine, exercise, exit written on the chalkboard. Guide learners to read the words in pairs or groups. Go round the class to observe and give support.

Activity 21.1.3

Phonics: Writing words with x sounding as /gz/

(12 minutes)

Follow I Do, We Do, You Do to write words with letter ex-and z-. Model with example in Exercise A at page 87. Guide learners to write the words in the correct columns in their exercise books. Go round the class to observe and give support. Ask learners to read in pairs the words they have written.

Conclusion

(3 minutes)

Ask the learners to read words with ex- sounding and z- from word cards or their exercise books.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21	Crossing the road: Reading	Lesson 2
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • use new words • read a play using dramatized reading • generate questions after reading a text <p>Suggested resources (in addition to the learner's book)</p> <p>word cards, learners' experiences, different items sold at the market</p>	

Introduction	(2 minutes)
	Ask learners, in pairs, to talk about what happens at the market. (selling and buying things)

Activity 21.2.1	Vocabulary: Using new words (bicycle, pedestrian, remember, examine, pass)	(10 minutes)
First, activate learners' background knowledge using the title and the illustration. Follow I Do, We Do, You Do to teach the meanings of the words one at a time, using an appropriate strategy (picture, miming, acting out, etc.). Use local language if learners do not understand. Model by using the words in sentences. Guide learners to work with a partner to act out or use the words in a sentence. Go round the class to listen and give support.		

Activity 21.2.2	Fluency: Dramatised reading	(8 minutes)
Remind learners that when reading a text to others, we show actions of what we are reading. We act out words, phrases or sentences. We use our bodies and change our voices to show expression. We read at a good pace, not too fast and not too slow; we pronounce each word accurately. Model dramatised reading of Crossing the road aloud. Ask learners to read the story by dramatising in pairs, groups or rows. Go round the class to listen and give support.		

Activity 21.2.3	Reading: Generating questions after reading	(12 minutes)
Remind learners that after reading a story, we ask ourselves questions about it. Then, we think about the answers and read again to get a better understanding of the story. Model generating questions after reading the first paragraph. Guide learners to generate other questions in pairs, groups or rows. Go round the class to listen and give support. Let learners swap with the class the questions they have generated.		

Conclusion	(3 minutes)
	Ask learners, in small groups, to role play a seller and a customer using the word bicycle . For example, <i>I want to buy a red bicycle</i> .

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21	Crossing the road: Oral language	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• make invitations• reject invitations• write sentences about making and rejecting invitations <p>Suggested resources (in addition to the learner's book) chart with 2-3 sample sentences about making and rejecting invitations written on it</p>	

Introduction

(2 minutes)

Ask learners to mention the road users that they know (people riding bicycles, people driving cars, people walking along the road, etc.)

Activity 21.3.1

Oral language: Making and rejecting invitations

(10 minutes)

Follow I Do, We Do, You Do to make and reject invitations. Model making and rejecting invitations using guiding structures like the following: *I want to go to the playground. Tadala, will you come with me? No, I will not come with you. I want to do an exercise before I play.* Guide learners to practice making and rejecting invitations in pairs or groups. Go round the class to listen and give support. Write on the chalkboard a few of the learners' responses. Discuss them.

Activity 21.3.2

Writing: Sentences about making and rejecting invitations

(20 minutes)

Follow I Do, We Do, You Do to write sentences about making and rejecting invitations. Model writing sentences about making and rejecting invitations. For example, *Let us go and play at the playground. No, I will not come with you now. I want to do some work first.* Guide learners to write their own sentences about making and rejecting invitations in their exercise books. Go round the class, observe and give support.

Conclusion

(3 minutes)

Ask learners in pairs to read their sentences to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21	Crossing the road: Reading comprehension practise	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a story using dramatized reading• generate questions after reading a text• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) chalkboard with a comprehension question and answer written on it</p>	

Introduction

(2 minutes)

Ask learners to name the things sellers and buyers say to each other at the market.

Activity 21.4.1**Fluency: Dramatised reading**

(8 minutes)

Remind learners that when reading a story aloud, we show actions of what we are reading. We act out words, phrases or sentences. We use our bodies and change our voices to show expression or punctuation. We read at a good pace, not too fast and not too slow; we pronounce each word accurately. Model reading Crossing the road aloud. Ask learners to read the story by dramatising in pairs, groups or rows. Go round the class to listen and give support

Activity 21.4.2**Reading: Generating questions after reading**

(10 minutes)

Remind learners that after reading a story, we ask ourselves questions about what we read. Then, we think about the answers to the questions; we read again to get a better understanding of it. Model asking yourself a question after reading the first paragraph. Guide learners, in pairs, groups or rows, to ask themselves questions after reading the story. Go round the class to listen and give support. Let learners share with the class the questions they have generated.

Activity 21.4.3**Reading: Answering comprehension questions orally**

(12 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Remind them to use the clues in the story to help them answer the questions. Model answering any of the questions in full. Refer learners to the question and answer written on the chalkboard. Guide learners to talk about their answers to the questions in

pairs or groups. Support learners in using their background knowledge or experiences to answer questions that are not answered in the text.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21	Crossing the road: Grammar practice	Lesson 5
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• make invitations• accept invitations• use verbs in past tense• complete sentences using past tense verbs <p>Suggested resources (in addition to the learner's book)</p> <p>chalkboard with an example (Exercise B) written on it</p>	

Introduction

(2 minutes)

Ask learners to talk to a partner about how they choose what to buy at the market.

Activity 21.5.1

Oral language: Making, accepting and rejecting invitations

(8 minutes)

Follow I Do, We Do, You Do to make, accept or reject invitations. Model making and accepting or rejecting invitations using guiding structures, such as: *I want to go to the shop. Tadala. Will you come with me?*

- *No, I will not come with you. I fear crossing the road.*
- *Yes, I will come with you. I want to see cars on the road.*

Guide learners to practice making and accepting or rejecting invitations in pairs or groups. Go round the class to listen and give support. Write a few of the learners' responses on the chalkboard. Discuss responses.

Activity 21.5.2

Grammar: Using past tense

(10 minutes)

Follow I Do, We Do, You Do to make sentences using past tense. Model making sentences with past tense. For example,

- *Yesterday, I bought a pen.*
- *Tadala wanted to see cars.*
- *He grew maize.*

- *Last week, Chimwemwe crossed the road alone.*

Tell learners that invited, wanted, and crossed are all past tense verbs. Remind learners that past tense tells us about something that already happened. Explain that these verbs end in –ed. Remind learners that some verbs in past tense do not end in –ed. Tell them that such verbs include bought (from buy) and grew (from grow). Guide learners to make sentences (orally) using past tense in pairs or groups. Go round to listen and give support.

Activity 21.5.3

Grammar writing: Completing sentences with past tense verbs

(12 minutes)

Follow I Do, We Do, You Do to complete sentences with past tense verbs. Refer learners to Exercise B at page 87. Model with the example and then guide learners to complete the sentences in their exercise books. Let learners swap their work with partners.

Conclusion

(3 minutes)

Remind learners that sometimes we do not add –ed to verbs. Sometimes the words change. Ask learners, in pairs, to practise the past tense forms of irregular verbs they are familiar with, such as grow, pay, buy, begin, run.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21

Crossing the road: Fluency/vocabulary

Lesson 6

Success criteria

Learners must be able to:

- read a story by dramatising
- use new words
- complete sentences with words

Suggested resources (in addition to the learner's book)

chalkboard with an example (exercise C) written on it

Introduction

(2 minutes)

Ask learners to share experiences about getting a discount when they buy things at the market. Use local language to explain *discount*.

Activity 21.6.1

Fluency: Dramatised reading

(8 minutes)

Remind learners that when reading a story to others, we show actions of what we are reading. We act out words, phrases or sentences. We use our bodies and change our voices to show expression. We read at a good pace, not too fast and not too slow. We pronounce

each word accurately. Model reading Crossing the road for learners. Ask them to read the story in pairs, groups or rows. Go round the class to listen and give support.

Activity 21.6.2**Vocabulary: Using new words (bicycle, pedestrian, remember, examine, pass)**

(10 minutes)

Follow I Do, We Do, You Do to reteach the meanings of the words, one at a time using an appropriate strategy (pictures, demonstrations, role play, etc.). Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class to listen and give support.

Activity 21.6.3**Vocabulary: Completing sentences with words**

(12 minutes)

Follow I Do, We Do, You Do to complete sentences with correct words. Refer learners to exercise C at page 88. Model with the example written on the chalkboard. Guide learners to work with a partner or complete the exercise independently. Go round the class to observe and give feedback. Ask a few learners to share with the class.

Conclusion

(3 minutes)

Ask learners to read their sentences to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21**Crossing the road: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about characters
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

chalkboard with one of the comprehension questions with the answer written on it

Introduction

(2 minutes)

Ask learners to give examples of road users they see on their way to school.

Activity 21.7.1**Reading: Reading silently**

(8 minutes)

Follow I Do, We Do, You Do to think about questions as we read. Model reading for clues to the following pre-questions: How does Chimwemwe go to school? Why is it not safe to

run when crossing the road? Model with a think-aloud while you read Crossing the road. Use the first pre-question to practice with learners. Let learners talk with a partner about their answers.

Activity 21.7.2	Looking closely at the story: Characters	(10 minutes)
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Follow I Do, We Do, You Do to read closely and then describe characters of the story. Use the following guiding questions: Who are the two characters in the story? Who do you like in the story? Why? What would you do if you were Chimwemwe? Support learners, in pairs or groups, to reread and describe details about the characters in the story. Go round the class and support learners.

Activity 21.7.3	Writing: Answering comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to write answers to the questions for Crossing the road. Model with any of the questions. Refer learners to the answer written on the chalkboard. Guide learners to answer questions with details in their exercise books. Ask learners to share their answers with a partner.

Conclusion	(3 minutes)
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Ask learners to tell a partner how to cross the road safely.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21	Crossing the road: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• talk about a story• write a paragraph <p>Suggested resources (in addition to the learner's book) chart with a sample paragraph written on it</p>	

Introduction	(2 minutes)
Ask learners to tell a partner about the times they have invited a friend to do something, such as when going to the market and when going to play.	

Activity 21.8.1	Oral language: Talking about the story	(10 minutes)
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Follow I Do, We Do, You Do to talk about the story Crossing the road by asking and answering the following guiding questions: Who is the story about? *The story is about*

Chimwemwe. How does Chimwemwe go to school? *She goes to school by bicycle*. How did Chimwemwe help the boy? *She told the boy to wait for the car to pass before crossing the road*. Model and guide learners to answer the questions in pairs or groups. Encourage learners to give details in their answers. Go round the class to listen and give support.

Activity 21.8.2	Writing: Writing a paragraph	(20 minutes)
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Follow I Do, We Do, You Do to write a paragraph about Crossing the road. Model answering a question to complete a sentence in Exercise D at page 89. Guide learners in writing a paragraph. Go round the class and support writers who are struggling.

Conclusion	(3 minutes)
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Ask learners to read their paragraphs to a partner.

Teacher reflection	
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Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21	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 the learner's book) supplementary readers</p>	

Introduction	(3minutes)
Ask learners to share interesting stories they read or heard about.	

Activity 21.9.1	Reading supplementary readers	(20 minutes)
<p>Say: <i>Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or setting, reading the titles, etc. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice. Read with learners who are struggling while others read independently.</p>		

Activity 21.9.2	Oral language: Retelling stories	(10 minutes)
Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story by talking about the main details, such as the characters and what happens to them, the setting,		

lessons they have learnt. Let learners work with a partner or in a group. Go round the class to listen and support learners.

Conclusion

(2 minutes)

Ask the learners to tell a partner which of the stories they would like to read for themselves and tell why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 21	Crossing the road: Review	Lesson 10 (35 minutes)

UNIT 22

Let's do it again: Oral language

Lesson 1

Success criteria

Learners must be able to:

- use oral structures learnt in lesson 1 (units 18-21)
- read decodable words learnt in lesson 1 (units 18-21)
- write decodable words learnt in lesson 1 (units 18-21)

Suggested resources (in addition to the learner's book)

word cards (units 18-21)

Introduction

(2 minutes)

Introduce the lesson with an activity relevant to the activities.

Activity 22.1.1	Revision: Oral language structure(s)	(10 minutes)
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Use the advance organizer for the language structure selected for this revision. Follow I Do, We Do, You Do to revise any of the oral language structures learners have difficulty with (units 18-21). Create a new activity to teach the oral language structure selected. Use modelling, demonstration and pair work to involve all learners. Go round the class and guide and support learners while they work.

Activity 22.1.2	Phonics: Reading decodable words	(10 minutes)
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Follow I Do, We Do You Do to revise reading decodable words in lessons 1 (units 18-21). Model and guide learners in reading the words selected to revise. Help learners do the activity in pairs, groups or in rows. Go round the class to listen and give support.

Activity 22.1.3	Phonics: Writing decodable words	(10 minutes)
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Follow I Do, We Do, You Do to revise writing/ making decodable words in lessons 1 (units 18-21). Model writing the words you have selected. Guide learners to do the activity in pairs, groups or in rows. Go round the class to listen and give support.

Conclusion	(3 minutes)
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Ask learners, in pairs, to read decodable words from units 18-21 in the learner's book, exercise books or word cards, or choose any relevant activity for the conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22	Let's do it again: Review reading	Lesson 2
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Success criteria

Learners must be able to:

- use words learnt in lessons 2 (units 18-21)
- read a text using any fluency strategies learnt (units 18-21)
- use any of the comprehension strategies (units 18-21)

Suggested resources (in addition to the learner's book)

word cards (**buy, cross, safe, bought, pay**)

Introduction	(2 minutes)
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Ask learners, in pairs, to read decodable words chosen for revision from the Learner's Book, exercise books or word cards, or choose any relevant activity for the conclusion.

Activity 22.2.1**Vocabulary: Revising words (buy, cross, safe, bought, pay)**

(10 minutes)

Follow I Do, We Do, You Do to revise the meanings of the words. Demonstrate with gestures or by acting out, use pictures or real objects to reteach the meanings. Model using the words in sentences. Guide learners, in pairs, to use the words in sentences or act them out. Go round the class to listen and give support.

Activity 22.2.2**Fluency: Revision of fluency strategies (units 18-21)**

(8 minutes)

Activate background knowledge and introduce At the market by reading the title and talking about the market in the picture. Read the dialogue aloud to the class. Follow the I Do, We Do, You Do to teach/review any of the fluency strategies from units 18-21 that learners had difficulties with. Model reading using the target strategy. Guide learners to practise fluency strategy/ies to read the text in small groups or pairs. Go round the class to listen and support readers who are struggling.

Activity 22.2.3**Reading: Revision of comprehension strategies (units 18-21)**

(12 minutes)

Follow I Do, We Do, You Do to revise any comprehension strategies that learners had difficulties with (units 18-21). Model the comprehension strategy for learners with **At the market**. Use think alouds. Guide learners in using the strategy/ies in small groups or pairs. Go round the class to listen and support struggling readers.

Conclusion

(3 minutes)

Use your own or any relevant conclusion and relate it to **At the market**.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22**Let's do it again: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- use the language structures that were learnt in lesson 3 (units 18-21)
- write sentences similar to those they wrote in lesson 3 (units 18-21)

Suggested resources (in addition to the learner's book)

chart with 2-3 sample sentences containing grammatical items for revision written on it

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this revision lesson (units 18-21).

Activity 22.3.1**Oral language: Revising oral language structure(s)** (10 minutes)

Follow I Do, We Do, You Do to revise any of the language structures learnt in lesson 3 (units 18-21) that learners continue struggling with. Model for learners and guide them while they practice using the oral language structure in pairs, groups or rows. Go round the class to listen and support learners. Write a few learners' responses on the chalkboard. Explain or revise them again with learners.

Activity 22.3.2**Writing: Sentences**

(20 minutes)

Follow I Do, We Do, You Do to revise sentences similar to those they wrote in lesson 3 (units 18-21). Model writing sentences and explain any grammatical item, if any, that learners struggled with. Guide learners to write their own sentences and talk about them in pairs, groups or rows. Go round the class, observe and support learners.

Conclusion

(3 minutes)

Use your own or any relevant activity to support this lesson (units 18-21).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22**Let's do it again: Reading comprehension practise****Lesson 4****Success criteria**

Learners must be able to:

- use any fluency strategy learnt in (units 18-21)
- use any comprehension strategy learnt in (units 18 - 21)
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

items/drawings of things found at the market

Introduction

(2 minutes)

Discuss with learners the picture for At the market at page 90.

Activity 22.4.1**Fluency: Revising fluency strategies (units 18-22)**

(8 minutes)

Follow I Do, We Do, You Do to read At the market, modeling any of the fluency strategies that learners had difficulties with. Pause for think alouds throughout the reading. Guide learners to read in small groups or pairs. Go round the class and support readers.

Activity 22.4.2**Reading: Revising comprehension strategies (units 18-21)**

(10 minutes)

Follow I Do, We Do, You Do to revise any of the comprehension strategies that learners had difficulties with. Model using the comprehension strategies and share your thinking with learners while you read At the market. Guide learners to use the strategy while they read in small groups or pairs. Go around and give support.

Activity 22.4.3**Reading: Answering comprehension questions orally**

(12 minutes)

Follow I Do, We Do, You Do to answer questions (orally) about At the market. Remind learners that different question words ask for different information; revise if necessary. Tell them to use the clues in the story and their background knowledge to answer the questions. Model reading for clues and answering the questions with details from the dialogue. Guide learners to answer the questions with a partner or in a small group. Go round the class to listen and give support.

Conclusion

(3 minutes)

Create a short conclusion related to this lesson.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22**Assessment****Lesson 5****Assessing Learners**

- assess learners on what they have learnt in lessons 1 to 4 of units 18-21.
- develop assessment items that will guide in checking the learners' achievement of the success criteria in lessons 1 to 4 of units 18-21.

Below are the success criteria from lessons 1-4 of units 18-21. check if learners are able to:

- use oral structures that were learnt in lessons 1 of units 18-21
- read decodable words and sentences learnt in lesson 1 of units 18-21
- write decodable words learnt in lesson 1 of units 18-21
- give meanings of words learnt in lessons 2 of units 18-21
- read a text using any fluency strategies of units 18-21
- use any of the comprehension strategies of units 18-21

- write sentences similar to the sentences they wrote in lessons 3 of units 18-21
- answer comprehension questions orally

Note: Let some learners read any decodable story from lesson 9 of Units 18 and 21 as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.

UNIT 22	Let's do it again: Grammar practice	Lesson 6
Success criteria		
Learners must be able to: <ul style="list-style-type: none"> use the oral language structures that were learnt in lesson 5 (units 18-21) use grammatical items that learners found difficult in lesson 5 (units 18-21) write grammatical items that learners found difficult in lesson 5 (units 18-21) Suggested resources (in addition to the learner's book) chalkboard with an example (Exercise B) written on it		

Introduction	(2 minutes)
Use your own or any relevant introduction that supports this lesson. (units 18-21)	

Activity 22.6.1	Revision: Oral language structure(s)	(8 minutes)
Follow I Do, We Do, You Do to revise the oral language structures in lesson 5 (units 18-21) that learners continue to struggle with. Guide learners to practise the structures in pairs, groups or rows. Go round the class to listen and support learners.		

Activity 22.6.2	Grammar: Review of pronouns	(10 minutes)
Follow I Do, We Do, You Do to revise using pronouns in sentences. Model and guide learners in writing their own sentences with pronouns. Go round the class, observe and give support. Write a few of the learners' sentences on the chalkboard. Ask learners to identify the pronouns in the sentences.		

Activity 22.6.3	Grammar writing: Review of pronouns	(12 minutes)
Follow I Do, We Do, You Do to complete sentences with the correct pronouns in Exercise B at page 92. Guide learners to use pronouns to complete sentences in their exercise books. Go round the class to listen and support learners. Let learners swap their written work with partners.		

Conclusion

(3 minutes)

Use your own or any relevant conclusion that supports this lesson. (units 18-21)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22**Let's do it again: Fluency/vocabulary****Lesson 7****Success criteria**

Learners must be able to:

- read a text fluently as in lesson 6 of units 18-21
- use vocabulary
- match the beginnings and endings of sentences

Suggested resources (in addition to the learner's book)

chalkboard with an example (Exercise C) written on it

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson (units 18-21)

Activity 22.7.1**Fluency: Revising fluency strategies (units 18 to 21)** (8 minutes)

Follow I Do, We Do, You Do to read **At the market** using any of the fluency strategies that learners had difficulties with. Model with a think aloud to explain to learners how you use the target strategy. Guide learners to practise the strategy while reading the dialogue in groups or pairs. Go round the class and support learners.

Activity 22.7.2**Vocabulary: Revision (river bank, vaccine, shallow, buy, jungle)**

(10 minutes)

Follow I Do, We Do, You Do to review the meanings of the words using an appropriate strategy. Use local language if learners do not understand. Model using the words in sentences. Guide the learners in using and acting out the words in pairs. Go round the class to listen and support learners.

Activity 22.7.3**Vocabulary: Matching the beginnings and endings of sentences.**

(12 minutes)

Follow I Do, We Do, You Do to match the beginnings and endings of sentences in Exercise C at page 93. Model with the example and then guide learners in matching the beginnings and endings of the sentences in their exercise books. Go round the class to observe and support learners. Let learners swap their work with a partner. Ask a few learners to share with the class.

Conclusion

(3 minutes)

Ask learners to talk with a partner about any activity of the day

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22**Let's do it again: reading closely for comprehension****Lesson 8****Success criteria**

Learners must be able to:

- read the text for comprehension as in lesson 7 of units 18-21
- analyse the text
- writing answers to comprehension questions

Suggested resources (in addition to the learner's book)

chalkboard with one of the comprehension questions and answers written on it

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson. (units 18-21)

Activity 22.8.1**Reading: Silent reading**

(8 minutes)

Follow I Do, We Do, You Do to read and think about the answers to pre-questions you formulate. Model with think alouds to answer any of the pre-questions by identifying exact clues in the text or using background knowledge. Guide learners to work with a partner or small group to answer other pre-questions.

Activity 22.8.2**Reading closely for comprehension**

(10 minutes)

Follow I Do, We Do, You Do to read closely for comprehension. Model for the class; then guide learners to reread to find clues in the text about the comprehension questions.

Support learners to work in pairs, groups or rows.

Activity 22.8.3**Writing: Answering comprehension questions**

(12 minutes)

Follow I Do, We Do, You Do to write answers to questions. Revise the different question words and what information they ask for, if needed. Model answering a comprehension question with full sentences, capital letters and full stops. Refer learners to the question and answer written on the chalkboard. Guide learners to reread At the market for clues and then answer questions in their exercise books. Go round the class, observe and support learners. Ask learners to share their answers with a partner.

Conclusion

(3 minutes)

Choose or create any relevant activity for a conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22**Let's do it again: Productive writing****Lesson 9****Success criteria**

Learners must be able to:

- use the listening and speaking skills or structures in lesson 8 (units 18-21)
- write a diary

Suggested resources (in addition to the learner's book)

chalkboard with an example (Exercise D) diary entry written on it

Introduction

(2 minutes)

Choose or create any relevant activity for an introduction.

Activity 22.9.1**Oral language: Review listening and speaking**

(10 minutes)

Create a listening and speaking activity from the skills and structures presented in any lesson 8 (units 18-21) that learners need to revise. Follow I Do, We Do, You Do to work through the activity using demonstration and modelling, think alouds and group or pair work. Go round the class to listen and give support.

Activity 22.9.2**Writing: A diary**

(20 minutes)

Follow I Do, We Do, You Do to write a diary about what they did last week. Model writing a diary with the learners in Exercise D on page 93. Guide learners in writing a diary of the week. Go around and give support. Let learners swap their diary with a partner.

Conclusion

(3 minutes)

Choose any relevant activity for a conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 22	At the market: Review	Lesson 10	(35 minutes)
Assessing Learners			
<ul style="list-style-type: none"> assess learners on what they have learnt in lesson 5 to 8 (units 18-21) develop assessment items that will guide in checking the learners' achievement of the success criteria in lesson 5 to 8 (units 18-21) 			
Below are the success criteria from lessons 5 to 8 of units 18 to 21. Check if learners are able to:			
<ul style="list-style-type: none"> use the oral language structures that were learnt in lesson 5 (units 18-21) use grammatical items that learners found difficult in lesson 5 (units 18-21) write grammatical items that learners found difficult in lesson 5 (units 18-21) read a text fluently as in lesson 6 (units 18-21) give meanings of words use the words in exercises read the text for comprehension as in lesson 7 (units 18-21) analyse the text write comprehension questions talk about any of the oral language structures you have chosen as in lesson 8 (units 18-21) write about any of the oral language structures you have chosen as in lesson 8 (units 18-21) 			
<p><i>Note: Let some learners read any decodable story from any lesson 9 of Unit 18-21 as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.</i></p>			

UNIT 23	Chisomo meets her cousin: Oral language and phonics	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> express fears and worries read words ending with -oi and -all write words ending with – oi and -all 		
<p>Suggested resources (in addition to the learner's book)</p> <p>learners' experiences, words written on the chalkboard or on word cards (boil, soil, call, spoil, fall); example (Exercise A) written on the chalkboard</p>		

Introduction	(3minutes)
Ask learners to talk about a time they met someone for the first time and what happened.	

Activity 23.1.1**Oral language: Expressing fears and worries**

(10 minutes)

Follow I Do, We Do, You Do to express fears and worries. Model using a question, such as: What do you fear and why? *I fear floods because I worry that I won't be able to get home from school.* Or Whom do you fear and why? *I fear thieves because they steal our things.* Guide learners to express fears and worries to each other in pairs, small groups or rows. Go round the class to listen and give support learners as they use *I fear ___, because ____.*

Activity 23.1.2**Phonics: Reading words ending with -oi and -all**

(10 minutes)

Follow I Do, We Do, You Do to read words ending with -oi and -all. Model reading the words while emphasizing (pointing at) the -oi and -all sounds. Guide learners to read the words together with you and then practise reading them with a partner or a small group. Go round the class to support learners.

Activity 23.1.3**Phonics: Writing words ending with -oi and -all**

(10 minutes)

Follow I Do, We Do, You Do to sort out and write words ending with -oi and -all in Exercise A on page 96. Model with the example on the chalkboard. Read each word aloud. Guide learners to write the words in columns in their exercise books. Go round the class to give support.

Conclusion

(2 minutes)

Ask learners in pairs to read the -oi- words from word cards or their exercise books.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23**Chisomo meets her cousin: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a story using shared reading
- generate questions after reading a text

Suggested resources (in addition to the learner's book)

learners' experiences; chart of questions (Activity 15.2.2); word cards (uncle, pilot, veranda, boiled, cousin)

Introduction

(3 minutes)

Ask learners to talk to a partner about how they feel when they meet people for the first time.

Activity 23.2.1**Vocabulary: Using new words (*uncle, pilot, veranda, boiled, cousin*)**

(10 minutes)

First, ask learners to use the title and the picture of Chisomo meets her cousin to make predictions. Follow I Do, We Do, You Do to teach the meanings of the words one at a time using an appropriate strategy such as pictures, real objects and demonstration. Use local language if learners do not understand. Model by using the words in sentences. Guide learners, in pairs, to make sentences with the words or talk about their meanings. Go round the class to support learners.

Activity 23.2.2**Fluency: Shared reading**

(10 minutes)

Refer learners to their predictions. Ask them to check them as they read. Follow I Do, We Do, You Do to read a story using shared reading. Model while you read *Chisomo meets her cousin* aloud for the class. Remind learners of the specific skills of shared reading and to help each other as they read. Guide learners to read the entire story in pairs or in small groups. Go round the class to listen and support learners.

Activity 23.2.3**Reading: Generating question after reading**

(10 minutes)

Remind learners that after reading a story, we ask ourselves questions. Then we think about the answers. We read the story again to get a better understanding of it. This helps to understand the story better. Refer learners to the chart of questions. Model generating questions after reading the first paragraph. Guide learners to generate more questions after reading the story in pairs, small groups or rows. Go round the class to listen and give support. Let some learners share the questions they have generated.

Conclusion

(2 minutes)

Ask learners, in pairs, to practise reading the new words from page 94 (learner's book) or word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23	Chisomo meets her cousin: Oral language	Lesson 3
	<p>Success criteria Learners must be able to: <ul style="list-style-type: none"> • express fears and worries • write sentences expressing fears and worries Suggested resources (in addition to the learner's book) learners' experiences; words and structures learners might need (Activities 23.3.1)</p>	

Introduction	(2 minutes)
Ask learners to talk about what they fear and worry about when they are at home alone.	

Activity 23.3.1	Oral language: Expressing fears and worries	(10 minutes)
Follow I Do, We Do, You Do to express fears and worries. Model with questions like the following: How do you feel when you are at home and someone you don't know comes to the door? <i>I feel happy. I feel terrified. I feel scared. I become afraid home.</i> What do you do when you are at home and someone you don't know comes in? <i>I stay quiet. I call to a neighbour. I wait for my father/ mother.</i> Guide learners, in pairs or small groups, to talk about their fears and worries to each other. Go round the class to listen and give support. Write some learners' responses on the chalkboard.		

Activity 23.3.2	Writing: Sentences with adjectives	(20 minutes)
Follow I Do, We Do, You Do to write sentences with adjectives. Model with sentences like: <i>I feel happy/ I feel terrified/ I feel sad.</i> Explain that the words happy, terrified and sad are adjectives. Remind learners that adjectives are words that tell more about nouns or pronouns. Use these and other adjectives in sentences. For example, <i>My father is a happy man. The children were sad after the game. I am a strong kicker.</i> Guide learners, in pairs, small groups or in rows, in creating with sentences using adjectives. Go round the class to observe and support learners. Note: If possible, guide learners to create sentences about fears and worries using adjectives.		

Conclusion	(3 minutes)
Ask some learners to share their sentences with a partner.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23	Chisomo meets her cousin: Reading comprehension practice	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read the story using shared reading • generate questions after reading a text • answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners to tell a partner what they do when they are afraid.

Activity 23.4.1
Fluency: Shared reading

(10 minutes)

Follow I Do, We Do, You Do to read the story Chisomo meets her cousin using shared reading. Model reading with a pair of learners. Remind learners of the specific skills in shared reading and to help each other as they read. Guide learners to read the entire story in pairs, small groups or in rows. Go round the class to listen and support learners.

Activity 23.4.2
Reading: Generating question after reading

(10 minutes)

Remind learners that after reading a story, we ask ourselves questions to check our understanding. Then, we think about the answers or reread the story to get a better understanding of it. Model asking yourself a question after reading the first paragraph. Guide learners to generate questions after reading the story in pairs, small groups or rows. Go round the class to listen and give support. Let learners share with the class the questions they have asked themselves.

Activity 23.4.3
Reading: Answering comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Tell them to help you use the clues in the story to answer the first question. Model with the first question at page 95. Guide learners to talk with a partner about the answers to the other questions. Support learners in using their background knowledge and experiences to answer questions whose answers are not found in the story.

Conclusion

(3 minutes)

Ask learners to talk with a partner about meanings of the new words (pilot, boiled, cousin, uncle and veranda).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23	Chisomo meets her cousin: Grammar practice	Lesson 5
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express apologies• accept apologies• use adjectives• identify adjectives <p>Suggested resources (in addition to the learner's book) learners' experiences; example apology and response (Activity 23.5.1) written on the chalkboard; example (Exercise B) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to tell a partner about a time they broke a rule.

Activity 23.5.1

Oral language: Expressing and accepting apologies (10 minutes)

Follow I Do, We Do, You Do to express and accept apologies. Model with *I am sorry ...* and *Alright* For example, *I am sorry for hiding your new book; It is alright, you can ask me next time, and I will let you read it with me.* Guide learners to express and accept apologies in pairs and small groups. Go round the class to listen and support learners. Write a few learners' responses on the chalkboard. Have learners read the responses with a partner. Discuss their meanings.

Activity 23.5.2

Grammar: Using adjectives

(13 minutes)

Follow I Do, We Do, You Do to use adjectives in sentences. Underline old and new in the sentences on chalkboard and remind learners that they are adjectives. Remind learners that adjectives tell more about nouns or pronouns. Guide learners, individually or in pairs, to write their own sentences using adjectives. Go round the class to observe and support learners.

Activity 23.5.3

Grammar writing: Identifying adjectives in the sentences

(7 minutes)

Follow I Do, We Do, You Do to underline adjectives in the sentences in Exercise B at page 96. Model underlining adjectives with the example on the chalkboard and then guide

learners to underline adjectives in the sentences. Go round the class to support learners who are struggling. .

Conclusion

(2 minutes)

Ask learners, in pairs, to express and accept apologies about imaginary events.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23	Chisomo meets her cousin: Fluency/Vocabulary	Lesson 6
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• read a story using shared reading• give meanings of words• complete sentences with given words <p>Suggested resources (in addition to the learner's book) word cards (<i>pilot, cousin, boiled, uncle, veranda</i>); example (Exercise C) written on the chalkboard.</p>	

Introduction

(2 minutes)

Ask learners to read the following words on page 94 or on word cards (Lesson 2).

Activity 23.6.1

Fluency: Shared reading

(10 minutes)

Follow I Do, We Do, You Do to read the story Chisomo meets her cousin using shared reading. With a pair of learners, model reading the story aloud. Remind learners of the specific skills of shared reading and to help each other as they read. Guide learners to read the entire story in pairs and small groups. Go round the class to listen and support learners who are struggling.

Activity 23.6.2

Vocabulary: Using new vocabulary (*uncle, pilot, veranda, boiled, cousin*)

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner. Go round the class to support learners.

Activity 23.6.3	Vocabulary: Completing sentences with words	(10 minutes)
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Follow I Do, We Do, You Do to complete sentences with new words. Refer learners to Exercise C at page 97. Model with the example. Guide learners to work with a partner or do the exercise independently. Go round the class to observe and give feedback. Ask some learners to share their work with the class. Talk about the meanings of the sentences.

Conclusion	(3 minutes)
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Have learners share their sentences with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23	Chisomo meets her cousin: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• read a story silently• talk about characters in a story• write answers to comprehension questions <p>Suggested resources (in addition to the learner's book) word cards (lesson 2 words); chart; a comprehension question and answer written on the chalkboard</p>	

Introduction	(2 minutes)
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Ask learners, in pairs, to practise reading the new words on page 94 or on word cards.

Activity 23.7.1	Reading: Silent reading	(8 minutes)
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Follow I Do, We Do, You Do to think about questions while reading Chisomo meets her cousin. Model with a think aloud while you read the story. Use pre-questions like these to model and practise with learners: Why did Chisomo go to town to visit her uncle? Where was Ulemu's uncle when she arrived at his house? Have learners talk with a partner about the answers. Go round the class to listen and support learners.

Activity 23.7.2	Reading closely: Characters	(8 minutes)
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Follow I Do, We Do, You Do to read and then describe the characters in the story. Use guiding questions like the following: What can you say about Chisomo and Tadala's

behaviour? What do you know about Mr. Phiri? Support learners, in pairs or groups, to reread for details about the characters in the story. Go round the class to support learners.

Activity 23.7.3

Writing: Answering comprehension questions

(14 minutes)

Follow I Do, We Do, You Do to write answers to questions about Chisomo meets her cousin. Guide learners to note the question words in the questions at page 95. Model with a question and answer written on the chalkboard and guide learners to write detailed answers to the questions in their exercise books.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23	Chisomo meets her cousin: Productive writing	Lesson 8
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• talk about characters• write a paragraph <p>Suggested resources (in addition to the learner's book) learner's experiences</p>	

Introduction

(2 minutes)

Ask learners to talk to a partner about the different characters in *Chisomo meets her cousin*.

Activity 23.8.1

Oral language: Talking about characters

(10 minutes)

Follow I Do, We Do, You Do to talk about the characters in *Chisomo meets her cousin*.

Model for learners; then, guide them in pairs with questions like the following: *How does Tadala welcome Chisomo? What do you think of Tadala's behaviour? Do you think Tadala and Chisomo will become friends? Why or why not?* Guide learners, in pairs or small groups, to talk about the characters. Go round the class to listen and give support. Write some of the learners' responses on the chalkboard. Read them aloud and discuss them with the class.

Activity 23.8.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to write a paragraph about some learners met for the first time. Model writing a paragraph using the table in Exercise D at page 98. Guide learners in writing a paragraph. Go round the class to support learners.

Conclusion

(3 minutes)

Ask learners to read their paragraphs to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23**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)

learners' experiences, supplementary books

Introduction

(3minutes)

Ask learners to share interesting stories they have read or heard in pairs.

Activity 23.9.1**Reading: Supplementary readers**

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or the setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice. Read with the readers who are struggling while others read independently.

Activity 23.9.2**Oral language: Retelling stories**

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read they read by talking about the main details, such as characters and what happens to them, the setting and lessons they learnt. Have learners work with a partner or in a small group. Go round the class to listen and support learners

Conclusion

(2 minutes)

Ask learners to talk with a partner about the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 23	Chisomo meets her cousin: Review	Lesson 10	(35 minutes)
Success criteria	Lessons	Activities	

UNIT 24**At the playground: Oral language and phonics****Lesson 1****Success criteria**

Learners must be able to:

- give commands
- obey commands
- read words beginning with *gr-*
- write words beginning with *gr-*

Suggested resources (in addition to the learner's book)

learners' experiences; words written on the chalkboard (*ground, green, grow, grip, greet*)

Introduction

(2 minutes)

Ask learners to explain to a partner how to play a specific game. Encourage them to use *first, next, last*.

Activity 24.1.1	Oral language: Giving and obeying commands	(10 minutes)
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Follow I Do, We Do, You Do to give and obey commands. Model, for example, with: *catch the ball, throw the ball to me, pass me a pencil*, etc. Guide learners to give and obey commands with a partner or small group. Go round the class to listen and give support.
Note: Use commands easily followed wherever the learners are – inside or outside.

Activity 24.1.2	Phonics: Reading words that begin with gr-	(10 minutes)
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Follow I Do, We Do, You Do to read words that begin with *gr-*. Model reading the *gr-* words written on the chalkboard. Guide learners, in pairs, small groups or rows, to practise reading the words. Go round the class to listen and give support.

Conclusion	(3 minutes)
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Ask learners to give and obey simple commands with a partner. For example, *touch the ground, pass the book, jump 3 times, catch the ball.*

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24	At the playground: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give meanings of words• read a story using radio reading• generate questions after reading a text <p>Suggested resources (in addition to the learner's book) chart of questions (Activity 15.2.2)</p>	

Introduction	(3 minutes)
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Ask learners to mention to a partner the games they like to play at school.

Activity 24.2.1	Vocabulary: Using new words (<i>beautiful, playground, chase, laugh, champion</i>)	(10 minutes)
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First, ask learners to use the title and the picture of *At the playground* to make predictions. Follow I Do, We Do, You Do to teach the meanings of the words one at a time. Use local language if learners do not understand. Model by using the words in sentences. Guide learners in acting out or using the words with a partner. Go round the class to support learners.

Activity 24.2.2**Fluency: Radio reading**

(10 minutes)

Follow I Do, We Do, You Do to read *At the playground* using radio reading. Model reading the story aloud for the class. Remind learners of the specific skills of radio reading. Then, guide them, in pairs or in small groups, to read the entire story using radio reading. Go round the class to listen and support learners.

Activity 24.2.3**Reading: Generating questions after reading**

(10 minutes)

Remind learners that after reading a text, we ask ourselves questions to check our understanding. Then, we think about the answers and read again to get a better understanding of the story. Refer learners to the chart of questions. Model asking yourself a question after reading the first paragraph. Guide learners to read the story with a partner or small group and then generate questions about what they read. Go round the class to listen and give support. Let learners share some of their questions with the class and discuss them.

Conclusion

(2 minutes)

Ask learners to practise reading the new words on page 99: *beautiful, playground, chase, laugh, champion*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24**At the playground: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- give commands
- obey commands
- write sentences about commands

Suggested resources (in addition to the learner's book)

learners' experiences; a ball; example sentence giving a command written on the chalkboard

Introduction

(2 minutes)

Ask learners to obey a few commands: (*if outside, stand up, kick the ball, catch the ball, jump; if inside, pass the book, raise your hands in the air, etc.*)

Activity 24.3.1	Oral language: Giving and obeying commands	(10 minutes)
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Follow I Do, We Do, You Do to give and obey commands. Model giving and obeying commands, such as *touch the ground, pass the pencil, throw the ball, catch the ball*. Guide learners, in pairs or small groups, to practise giving and obeying commands. Go round the class to give support. Write some of the commands on the chalkboard.

Activity 24.3.2	Writing: Sentences that give commands	(20 minutes)
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Follow I Do, We Do, You Do to write sentences that give commands. Model writing a sentence, such as *John, throw the ball to me* or *Mary, touch the ground*. Remind learners that sentences end with a full stop. Guide learners to write their own sentences that give commands. Go round the class to observe and support learners.

Conclusion	(3 minutes)
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Invite the class to play the command game, *Mrs. Phiri says...*

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24	At the playground: Reading comprehension practise	Lesson 4
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Success criteria

Learners must be able to:

- read a story using radio reading
- generate questions after reading a story
- answer comprehension questions

Suggested resources (in addition to the learner's book)

learners' experiences; word cards (Lesson 2); comprehension question and answer written on the chalkboard

Introduction	(3minutes)
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Ask learners, in pairs, to make sentences with or give meanings of the new words. (*beautiful, playground, chase, laugh, champion*).

Activity 24.4.1	Reading a story using radio reading	(10 minutes)
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Follow I Do, We Do, You Do to read *At the playground* using radio reading. Model reading the story. Remind learners of the specific skills of radio reading and to help each

other as they read. Guide learners to read the entire story in pairs and groups. Go round the class to listen and support learners.

Activity 24.4.2**Reading: Generating questions after reading**

(10 minutes)

Remind learners that after reading a story, we ask ourselves questions. Then, we think about the answers or read the story again to get a better understanding of it. Model generating questions after reading the first paragraph of *At the playground* at page 99. Guide learners, in pairs or small groups, to generate questions after reading the story. Go round the class to listen and give support. Let learners share the questions they have generated with a partner.

Activity 24.4.3**Reading: Answering comprehension questions orally**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Tell them to use clues in the story to answer the questions. Model answering any comprehension question. Guide learners to talk about their answers in pairs or groups. Support learners in using their background knowledge or experiences to answer questions that are not answered in the text.

Conclusion

(2 minutes)

Tell learners to talk with a partner about games they play at home playground.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24**At the playground: Grammar practise****Lesson 5****Success criteria**

Learners must be able to:

- give compliments
- respond to compliments
- use full stops and question marks

Suggested resources (in addition to the learner's book)

learners' experiences; example question and statement written on the chalkboard (Activity 24.5.2); example (Exercise B) written on the chalkboard

Introduction

(2 minutes)

Ask learners to name a game they would like to play at the playground.

Activity 24.5.1**Oral language: Giving and responding to compliments**

(10 minutes)

Follow I Do, We Do, You Do to give and respond to compliments. Model with examples, such as: *You look beautiful*. Or *you are very smart*. Model a response, such as *thank you*. Guide learners, in pairs and small groups, to practise giving and responding to compliments. Go round the class to give support. Write few compliments that learner give. Discuss them.

Activity 24.5.2**Grammar: Using full stops and question marks**

(10 minutes)

Follow I Do, We Do, You Do to use full stops and question marks. Explain that a question mark is used at the end of a question and a full stop is used at the end of a statement. For example, How do I look today, Jane? *You look beautiful*. Guide learners to write their own sentences using full stops and question marks. Go round the class to observe and support learners.

Activity 24.5.3**Grammar writing: Putting full stops and question marks in sentences**

(10 minutes)

Follow I Do, We Do, You Do to put full stops and question marks in sentences. Refer learners to exercise B at page 101. Model putting a full stop or a question mark in the example. Guide learners to put either a full stop or a question mark at the end of sentences. Go round the class to support learners.

Conclusion

(3 minutes)

Ask the learners to give compliments to each other in pairs and respond to the compliments appropriately.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24**At the playground: Fluency/ vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- read a story using radio reading
- give meanings of words
- make sentences with given words

Suggested resources (in addition to the learner's book)
word cards(Lesson 2); example (Exercise C) written on the chalkboard

Introduction

(2 minutes)

Ask learners, in pairs, to practise reading new words from page 99 or word cards.

Activity 24.6.1

Fluency: Radio reading

(8 minutes)

Follow I Do, We Do, You Do to read the story using radio reading. Model reading the story. Remind learners of the specific skills of radio reading. Guide learners to read the entire story in pairs and small groups. Go round the class to listen and support learners.

Activity 24.6.2

Vocabulary: Using new vocabulary (*beautiful, laugh, playground, chase, champion*)

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner. Go round the class to give feedback and support.

Activity 24.6.3

Vocabulary: Matching words with their meanings

(12 minutes)

Follow I Do, We Do, You Do to match words with their meanings in Exercise C at page 101. Model with the example. Guide learners to work with a partner or do the exercise independently. Go round the class to observe and give feedback. Ask some learners to share their work with the class. Talk about the meanings of the sentences.

Conclusion

(3 minutes)

Have learners share their work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24	At the playground: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a story silently • summarise a story • write answers to comprehension questions <p>Suggested resources (in addition to the learner's book) word cards (Lesson 2); comprehension question and answer written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to read the new words on page 99 or on word cards.

Activity 24.7.1

Reading: Silent reading

(10 minutes)

Follow I Do, We Do, You Do to think about questions while reading At the playground. Model with a think aloud. Use pre-questions like these to model and practise with learners: *What do learners do at the playground? Why do teachers go to the playground?* Have learners talk about the answers with a partner. Go round the class to listen and support learners.

Activity 24.7.2

Reading closely: Talking about main points

(10 minutes)

Follow I Do, We Do, You Do to read and then talk about the main points of the story. Use guiding questions like the following: *What grows around the playground? What games do learners play at the playground? What does the teacher say to learners at the playground?* Support learners, in pairs or groups, to reread and then talk about the main points of the story. Go round the class to support learners.

Activity 24.7.3

Writing: Answering comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to write answers to questions At the playground. Refer learners to the questions at page 100. Model answering one question written on the chalkboard. Guide learners to write detailed answers in their exercise books.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24	At the playground: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give information • write a paragraph <p>Suggested resources (in addition to the learner's book) learners' experiences</p>	

Introduction	(2 minutes)
Ask learners to read their favorite sentence from <i>At the playground</i> aloud to a partner.	

Activity 24.8.1	Oral language: Talking about what happens on the playground	(10 minutes)
Follow I Do, We Do, You Do to talk about what happens on the school playground. Use questions like the following: <i>What games do you do at the playground? Who do you play with? What do you like about the games you play?</i> Guide learners, in pairs, small groups or in rows, to talk about what they do at the playground, who they play with and what they like about the games they play. Go round the class to listen and give support. Write some of the learners' responses on the chalkboard. Read them aloud with the class.		

Activity 24.8.2	Writing: A paragraph	(20 minutes)
Follow I Do, We Do, You Do to write a paragraph about ways of respecting each other at the playground. Model writing a paragraph in exercise D at page 102. Guide learners in writing a paragraph about the ways of respecting each other at the playground. Go round the class to support learners.		

Conclusion	(3 minutes)
Ask learners to talk about why it is important to respect each other on the playground.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24	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 the learner's book) learners' experience, supplementary books</p>	

Introduction	(3minutes)
Ask learners to share interesting stories they have read or heard in pairs.	

Activity 24.9.1	Reading: Supplementary readers	(20 minutes)
<p>Say: <i>Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or the setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice. Read with readers who are struggling while others read independently.</p>		

Activity 24.9.2	Oral language: Retelling stories	(10 minutes)
Follow I Do, We Do, You Do to retell a story. Guide the learners to retell the story they read by talking about the main details, such as characters and what happens to them, the setting, and lessons they learnt. Have learners work with a partner or in a group. Go round the class to listen and support learners.		

Conclusion	(2 minutes)
Ask the learners to talk with a partner about the stories they would like to read for themselves and why.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 24	At the playground: Review	Lesson 10	(35 minutes)
In this lesson, choose any 2-4 success criteria that were not understood by most learners and review them.			
Success criteria	Lessons	Activities	

UNIT 25	Chifundo and the old woman: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • report incidents. • read words ending with <i>-air</i> • write words ending with <i>-air</i> <p>Suggested resources (in addition to the learner's book) <i>-air</i> word cards (<i>pair, chair, stair, fair</i>)</p>		

Introduction	(2 minutes)
Ask learners to mention times or situations (incidents) when they may need someone's help.	

Activity 25.1.1	Oral language: Reporting incidents	(10 minutes)
Follow I Do, We Do, You Do to report incidents. Model using guiding questions like the following: <i>What happened? What did you do? What happened later? Who did you call for help?</i> Respond with an example, such as: <i>My mother felt sick. I reported to some people nearby. The neighbor called the doctor.</i> Guide learners to practise reporting (talking about) incidents with a partner or small group. Go round the class to listen and give support.		

Activity 25.1.2	Phonics: Reading words ending with <i>-air</i>	(10 minutes)
Follow I Do, We Do, You Do to read words ending with <i>-air</i> . Model reading the words written on the chalkboard: <i>pair, chair, stair, fair</i> . Guide learners to read the <i>-air</i> words with a partner or in a small group. Go round the class to listen and give support.		

Activity 25.1.3	Phonics: Writing words with -air	(10 minutes)
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Follow I Do, We Do, You Do to write words ending with *-air*. Model reading and writing *-air* words on the chalkboard. Refer learners to Exercise A at page 105. Guide learners to write words ending with *-air* as you read one word at a time. Go round the class to support and give feedback.

Conclusion	(3 minutes)
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Ask learners to practise reading words ending with *-air* with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25	Chisomo and the old woman: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• give meanings of words.• visualise as they read a text• read the story using repeated reading <p>Suggested resources (in addition to the learner's book) learners' experiences; word cards (<i>grey, brick, iron sheets, lying, relax</i>)</p>	

Introduction	(2 minutes)
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Ask learners to share experiences about incidents when someone they know got hurt and became sick.

Activity 25.2.1	Vocabulary: Using new words (<i>grey, brick, iron sheets, lying, relax</i>)	(10 minutes)
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First, activate learners' background knowledge by directing them to the title and pictures. Have them talk to a partner about what the title and pictures make them think of. Follow I Do, We Do, You Do to teach the meanings of the new words using an appropriate strategy, such as pictures, real objects and demonstration. Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class to support learners.

Activity 25.2.2**Reading: Visualising**

(12 minutes)

Follow I Do, We Do, You Do in visualising during the reading of *Chifundo and the old woman* at page 103. Read the story aloud for learners and model with think alouds. Guide learners to think of what comes to mind while they read with you/ partners and on their own. Remind learners about the specific skills in visualisation. Guide learners to visualise as they read *Chifundo and the old woman* with a partner. Go round the class to support learners.

Activity 25.2.3**Reading: Repeated reading**

(8 minutes)

Follow I Do, We Do, You Do to read the story *Chifundo and the old woman* using repeated reading. Model reading the story using repeated reading. Remind learners of the specific skills of repeated reading. Remind learners to help each other as they read. Guide learners to read the entire story in pairs and groups. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners, in pairs or small groups, to practise reading the new words: *grey, brick, iron sheets, lying, relax* from page 103 or word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25**Chifundo and the old woman: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- report incidents
- write sentences about incidents

Suggested resources (in addition to the learner's book)

learners' experiences

Introduction

(3minutes)

Ask learners to talk with a partner about what they can do to help others at school.

Activity 25.3.1**Oral language: Reporting incidents**

(10 minutes)

Follow I Do, We Do, You Do to report incidents when someone needs help. Model, for example, by asking: *What happened? What did you do? What happened later?* Respond by

saying, *Wind blew the strong roof off/ I reported it to some people nearby. Good people came to help.* Guide learners to practise reporting incidents to each other in pairs, small groups or in rows. Go round the class to listen and give support. Write a few learners' responses on the chalkboard. Read them aloud and discuss.

Activity 25.3.2**Writing: Sentences about incidents**

(20 minutes)

Follow I Do, We Do, You Do to write sentences about reporting incidents. Model reporting an incident by writing it on the chalkboard. For example: *What happened? What did you do? What happened later? Wind blew the strong roof off/ I reported to some people. / Good people came to help.* Remind learners that the words *strong, some* and *good* are adjectives. Remind learners that adjectives are words that tell more about nouns. Guide learners, in pairs or groups, to write their own sentences about reporting incidents using adjectives. Go round the class to observe and support learners.

Conclusion

(2 minutes)

Ask learners to read their sentences to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25**Chifundo and the old woman: Reading comprehension practise****Lesson 4****Success criteria**

Learners must be able to:

- visualise as they read a text
- read the story using repeated reading
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

learners' experience, word cards (Lesson 2), one of the comprehension questions and answer written on the chalkboard

Introduction

(3minutes)

Ask learners, in pairs, to practise reading the new words on page 103 or on word cards.

Activity 25.4.1**Reading: Visualising**

(10 minutes)

Follow I Do, We Do, You Do to visualise while reading of *Chifundo and the old woman* at page 103. Model with a think aloud; guide learners to imagine pictures in their minds while

they read with you/ partners and then, on their own. Remind learners about the specifics of visualising (make specific pictures in their minds of the people, places and things in the story). Guide learners to visualise as they read the story. Go round the class to give support.

Activity 25.4.2**Fluency: Repeated reading**

(10 minutes)

Follow I Do, We Do, You Do to read *Chifundo and the old woman* at page 103 using repeated reading. Model reading a part of the story several times, each time more smoothly and with more expression. Guide learners to read the entire story in pairs and groups. Go round the class to listen and support learners.

Activity 25.4.3**Reading: Answering comprehension questions**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Tell them to use clues from the story to help them answer the questions. Model answering any one of the questions in full. Think aloud while you use clues from the story, your own experiences and background knowledge to answer. Guide learners to talk about their answers in pairs or groups. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the story.

Conclusion

(2 minutes)

Ask learners to talk with a partner about one of the characters of the story.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25**Chifundo and the old woman: Grammar practise****Lesson 5****Success criteria**

Learners must be able to:

- report incidents happening in school
- use adjectives in sentences
- identify adjectives in sentences

Suggested resources (in addition to the learner's book)

learners' experiences; example (Exercise B) written on the chalkboard; list of sample adjectives written on the chalkboard

Introduction

(3minutes)

Ask learners to talk with a partner about incidents they have reported to their parents.

Activity 25.5.1	Oral language: Reporting incidents	(8 minutes)
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Follow I Do, We Do, You Do to report incidents. Model with question first, such as: *What happened? What did you do? What happened later?* Model a response with a different example. Include and emphasise adjectives in the modeling. Guide learners, in pairs and groups, to practise reporting incidents. Go round the class to give support. Write a few learners' responses in full on the chalkboard. Read them aloud and discuss with the class.

Activity 25.5.2	Grammar: Using adjectives	(12 minutes)
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Follow I Do, We Do, You Do to use adjectives in sentences. Remind learners that adjectives are words that tell more about nouns. Refer learners to the list of adjectives on the chalkboard. Guide them, in pairs, to write sentences using adjectives. Go round the class to observe and support learners.

Activity 25.5.3	Grammar writing: Identifying adjectives in sentences	(10 minutes)
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Follow I Do, We Do, You Do to identify adjectives in sentences in Exercise B at page 105. Model with the example and then guide learners to underline adjectives in sentences. Go round the class to support learners and give feedback.

Conclusion	(2 minutes)
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Ask learners to share their sentences or work in Exercise B with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25	Chifundo and the old woman: Fluency/vocabulary	Lesson 6
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Success criteria

Learners must be able to:

- read a story using repeated reading
- give meanings of words
- complete sentences with given words

Suggested resources (in addition to the learner's book)

learners' experiences; example (Exercise C) written on the chalkboard

Introduction

(2 minutes)

Ask learners to practise spelling the new words with a partner (*grey, lying, relax, brick, iron sheets*).

Activity 25.6.1**Fluency: Repeated reading**

(10 minutes)

Follow I Do, We Do, You Do to read *Chifundo and the old woman* using repeated reading. Model reading the story. Remind learners to help each other as they read each part of the story repeatedly. Guide learners to read the entire story in pairs and groups. Go round the class to listen and support learners.

Activity 25.6.2**Vocabulary: Using new vocabulary (grey, brick, iron sheets, lying, relax)**

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner. Go round the class to support learners.

Activity 25.6.3**Vocabulary: Completing sentences**

(10 minutes)

Follow I Do, We Do, You Do to complete sentences with words in Exercise C at page 106. Model with the example. Guide learners to work with a partner or do the exercise independently. Go round the class to observe and give feedback.

Conclusion

(3 minutes)

Have learners share their work with a partner and talk about their meanings.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25**Chifundo and the old woman: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a text silently
- analyse a text by discussing the main themes
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

learners' experiences, word cards (Lesson 2); a comprehension question and answer written on the chalkboard

Introduction

(2 minutes)

Ask learners to read the new words on page 103 or on word cards.

Activity 25.7.1**Reading: Silent reading**

(8 minutes)

Follow I Do, We Do, You Do to think about questions while reading *Chifundo and the old woman*. Model with a think aloud while you read the story. Use pre-questions like these to model and practise with learners: *Where did Chifundo find the old woman? How did Chifundo help the old woman? Why did the old woman thank Chifundo?* Have learners talk with a partner about the answers. Go round the class to listen and support learners.

Activity 25.7.2**Reading closely: Identifying the main points**

(8 minutes)

Follow I Do, We Do, You Do to read and then talk about the main points of the story. Use a question, such as *What does this story focus on?* Or *What have you learnt from the story?* Support learners, in pairs or groups, to reread and talk about the main points of the story. Go round the class to support learners.

Activity 25.7.3**Writing: Comprehension questions**

(14 minutes)

Follow I Do, We Do, You Do to write answers to questions about *Chifundo and the old woman* at page 104. Model with a question written on the chalkboard and guide learners to write detailed answers in their exercise books.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25**Chifundo and the old woman: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- report incidents happening in school
- write a report about an incident

Suggested resources (in addition to the learner's book)

learners' experiences

Introduction

(2 minutes)

Ask learners to talk with a partner about a time they helped another person.

Activity 25.8.1**Oral language: Reporting incidents at school**

(10 minutes)

Follow I Do, We Do, You Do to report incidents that might happen at school. Use the following questions: *What happened? When did it happen? Who was involved? What did you do?* Guide learners, in pairs or small groups, to report incidents that have happened at school. Go round the class to listen and give support. Write some of the learners' responses on the chalkboard. Discuss them.

Activity 25.8.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to write about incidents that have happened at school. Model writing a paragraph in Exercise D at page 106. Guide learners in writing their own paragraphs in their exercise books. Go round the class to support learners and give feedback.

Conclusion

(3 minutes)

Ask learners to read their paragraphs to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25**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)

learners' experience, supplementary books

Introduction

(3minutes)

Ask learners to share interesting stories they have read or heard in pairs.

Activity 25.9.1**Reading: Supplementary readers**

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you*

read it with more understanding. Introduce supplementary readers by naming characters or the setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice. Read with readers who are struggling while others read independently.

Activity 25.9.2

Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide the learners to retell the story by talking about the main details, such as characters and what happens to them, the setting, and lessons they learnt. Have learners work with a partner or in a group. Go round the class to listen and support learners.

Conclusion

(2 minutes)

Ask learners to talk with partners about the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 25

Chifundo and the old woman: Review

Lesson 10 (35 minutes)

In this lesson, choose any 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 26	The wedding day: Oral language and phonics	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • ask for information • give information • read words beginning with <i>cr-</i> • make words beginning with <i>cr-</i> <p>Suggested resources (in addition to the learner's book) learners' experiences, chart with <i>cr-</i> words</p>		

Introduction

(2 minutes)

Ask learners to mention different ceremonies that take place in their areas.

Activity 26.1.1

Oral language: Asking for and giving information

(10 minutes)

Follow I Do, We Do, You Do to ask for and give information about wedding ceremonies using guiding questions like the following: *What happens at a wedding? What does the bridegroom wear? Who attends the wedding?* Respond with some details, such as: *People sing and dance. The bridegroom wears a suit. Grandmothers, grandfathers and children attend the wedding.* Guide learners, in pairs, small groups or in rows, to ask for and give information about wedding ceremonies. Go round the class to listen and give support.

Activity 26.1.2

Phonics: Reading words that begin with *cr-*

(10 minutes)

Follow I Do, We Do, You Do to read words that begin with *cr-*. Model reading the words written on the chart (*crown, crack, crayon, crab, crop*). Guide learners to read the words with a partner or small group. Go round the class to listen and give support.

Activity 26.1.3

Phonics: Writing words beginning with *cr-*

(10 minutes)

Follow I Do, We Do, You Do to write words that begin with *cr-*. Model reading a word from the chart and writing it on the chalkboard. Refer learners to Exercise A at page 109. Guide learners to write the words in their exercise books as you read them one at a time. Go round the class to listen and give feedback.

Conclusion

(3 minutes)

Ask learners to read the words from Exercise A with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26	The wedding day: Reading	Lesson 2
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give meanings of words • visualise as they read a text • read a story using repeated reading <p>Suggested resources (in addition to the learner's book) learners experiences, word cards (<i>wedding, bridegroom, afternoon, crowd, battery</i>)</p>	

Introduction	(2 minutes)
Ask learners, in pairs, to talk about what happens at weddings.	

Activity 26.2.1	Vocabulary: Using new words (wedding, bridegroom, afternoon, crowd, battery) (10 minutes)
<p>Use <i>the wedding day</i> to make predictions. Follow I Do, We Do, You Do to teach the meanings of the words one at a time. Use local language if learners do not understand. Model by using the words in sentences. Guide learners in using the words in sentences. Guide learners in using the words in sentences with a partner. Go round the class to support learners.</p>	

Activity 26.2.2	Reading: Visualising (12 minutes)
<p>Follow I Do, We Do, You Do to visualise during the reading of <i>The wedding day</i> at page 107. Read the story aloud for learners and model visualising with think alouds; guide learners to create mental pictures while they read with you/ partners and on their own. Pause throughout the reading to visualise with learners. Remind learners about the specifics of visualising while reading a text. Guide learners, in pairs, to visualise as they read the text. Go round the class to support learners.</p>	

Activity 26.2.3	Fluency: Repeated reading (10 minutes)
<p>Follow I Do, We Do, You Do to read <i>The wedding day</i> at page 107 using repeated reading. Model reading the story for the class. Remind learners of the specific skills of repeated reading and help each other when reading. Guide learners to read the entire story using repeated reading with a partner or in small group. Go round the class to listen and give support</p>	

Conclusion	(3 minutes)
Ask learners, in pairs and small groups, to practise reading the words from page 107 or on word cards.	

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26	The wedding day: Oral language	Lesson 3
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• ask for information• give information• write sentences about a wedding ceremony <p>Suggested resources (in addition to the learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners to describe ceremonies they have attended with their families.

Activity 26.3.1**Oral language: Asking for and giving information**

(10 minutes)

Follow I Do, We Do, You Do to write questions and sentences about the wedding ceremonies. Model asking about the wedding ceremony in the story, using a question like the following: *What happens at the wedding? What does the bridegroom wear? Who attends a wedding?* Respond by saying: *People sing/ dance/The bridegroom wears a suit. Grandmothers, grandfathers and children attend the wedding.* Tell learners that *grandfather, grandmother* and *bridegroom* are compound words. Compounds words are words made when two words join together. Guide learners, in pairs or small groups, to make up their own sentences about a wedding they have attended. Encourage learners to use compound words in their sentences. Go round the class to observe and support learners.

Activity 26.3.2**Writing: Sentences about the wedding ceremonies**

(20 minutes)

Follow I Do, We Do, You Do to write sentences about the wedding ceremonies. Model writing sentences by responding to the questions from Activity 26.3.1. Guide learners to write their own sentences about a wedding they attended (or from the story) using compound words. Go round the class to observe and support learners.

Conclusion

(2 minutes)

Ask learners to read their sentences with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26	The wedding day: Reading comprehension practise	Lesson 4
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• visualise as they read a text• read a story using repeated reading• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences, word cards (Lesson 2)</p>		

Introduction

(2 minutes)

Ask learners to read the new words at page 107 or on word cards.

Activity 26.4.1**Reading: Visualising**

(10 minutes)

Follow I Do, We Do, You Do to visualise. Use think alouds to model visualising during the reading of *The wedding day* at page 107; guide learners to make mental pictures while they read with you/ partners and on their own. Guide learners to visualise as they read the story. Go round the class to support learners.

Activity 26.4.2**Fluency: Repeated reading**

(6 minutes)

Follow I Do, We Do, You Do to read the story *The wedding day* using repeated reading. Model reading the story for the class. Remind learners of the specific skills of repeated reading and to help each other as they read. Guide learners to read the entire story with a partner or in a small group. Go round the class to listen and support learners.

Activity 26.4.3**Reading: Answering comprehension**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions for learners. Tell them to help you use the clues in the story to answer the first question. Model with the first question at page 108. Guide learners to talk with a partner about the answers to the other questions. Support learners in using their background knowledge and experiences to answer questions whose answers are not found in the story.

Conclusion

(3 minutes)

Ask learners, in pairs, to practise spelling the new words: *wedding, bridegroom, afternoon, crowd, battery*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26	The wedding day: Grammar practise	Lesson 5
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• ask for information• give information• use compound words• identify two words in compound words <p>Suggested resources (in addition to the learner's book) learners' experiences; example (Exercise B) written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to talk with a partner about the different activities that happen at a wedding ceremony.

Activity 26.5.1**Oral language: Asking for and giving information**

(10 minutes)

Follow I Do, We Do, You Do to ask for and give information about wedding ceremonies again using guiding questions such as: *What happens at a wedding? What does the bridegroom wear? Who attends the wedding?* Respond with some details such as *People sing and dance. The bridegroom wears a suit. Grandmothers, grandfathers and children attend the wedding.* Guide learners in pairs, groups or rows to ask for and give information about wedding ceremonies. Go round the class to listen and give support.

Activity 26.5.2**Grammar: Using compound words**

(10 minutes)

Follow I Do, We Do, You Do to use compound words. Model, for example, with: *The bridegroom wears a suit. Grandmothers, grandfathers and children attend the wedding.* Explain to learners that the words grandmothers, grandfathers and bridegroom are compound words, because it is made when two words join together. Guide learners, in pairs and groups, to write their own sentences with compound words. Go round the class to observe and support learners.

Activity 26.5.3**Grammar writing: Identifying two words in a compound word**

(10 minutes)

Follow I Do, We Do, You Do to use compound words Model, for example, with: The bridegroom wears a suit. Grandmothers, grandfathers and children attend the wedding. Explain to learners that the words grandmothers, grandfathers and bridegroom are compound words, because it is made

when two words join together. Guide learners, in pairs and groups, to write their own sentences with compound words. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Ask learners to identify the words in the following compound words: *storeroom*, *headteacher*, *gardenboy*, *housegirl*, *bathroom*.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26

The wedding day: Fluency/vocabulary

Lesson 6

Success criteria

Learners must be able to:

- read a story using repeated reading
- give meanings of words
- match words with their meanings

Suggested resources (in addition to the learner's book)

learners' experiences; example (Exercise C) written on the chalkboard

Introduction

(3minutes)

Ask learners to retell *The wedding day* with a partner.

Activity 26.6.1

Fluency: Repeated reading

(10 minutes)

Follow I Do, We Do, You Do to read a story using repeated reading. Model by reading *The wedding day* at page 107. Remind learners of the specific skills of repeated reading and to help each other. Guide learners to read the entire story in pairs, small groups or in rows. Go round the class to and support learners.

Activity 26.6.2

Vocabulary: Using new vocabulary (*wedding*, *bridegroom*, *afternoon*, *crowd*, *battery*)

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner. Go round the class to support learners.

Activity 26.6.3**Vocabulary: Matching words with meanings**

(wedding, bridegroom, crowd, battery, afternoon) (10 minutes)

Follow I Do, We Do, You Do to match words with their meanings in Exercise C at page 110. Model with example. Guide learners to work with a partner or do the exercise independently. Move around to observe and give feedback. Have learners share their work with a partner. Ask some learners to share their work with the class. Talk about the meanings of the sentences.

Conclusion

(2 minutes)

Ask learners to read the words at page 107 or on word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26**The wedding day: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about setting
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

chalkboard with learners' experiences; a comprehension question and answer written on it

Introduction

(2 minutes)

Ask learners, in pairs, to describe different foods people eat at the wedding in *The wedding day*.

Activity 26.7.1**Reading: Silent reading**

(8 minutes)

Follow I Do, We Do, You Do to think about the questions while they read. Model with a think aloud while you read *The wedding day*. Use pre-questions like these to model and practise with learners. *Why is everyone at the wedding so happy? What food did people prepare at the wedding? Did the people have fun at the wedding? How do you now?*

Have learners talk with a partner about the answers. Go round the class to listen and support learners.

Activity 26.7.2**Reading closely: Setting**

(8 minutes)

Follow I Do, We Do, You Do to read and then, talk about the setting of the story. Use guiding questions like these: *Why do people have weddings? What time did this wedding ceremony start? What time do you think the wedding ceremony ended?* Support learners, in pairs or groups, to reread and talk about the setting of the story. Go round the class to support learners.

Activity 26.7.3**Writing: Answering comprehension questions**

(14 minutes)

Follow I Do, We Do, You Do to write answers to questions about *The wedding day* at page 107. Model with one question written on the chalkboard; guide learners to write answers with details in their exercise books.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26**The wedding day: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- ask for information
- give information
- write about a wedding ceremony

Suggested resources (in addition to the learner's book)

learners' experiences

Introduction

(2 minutes)

Ask learners to talk with a partner or small group about any wedding they have ever attended.

Activity 26.8.1**Oral language: Asking for and giving information about a wedding**

(10 minutes)

Follow I Do, We Do, You Do to ask for and give information about the wedding they attended. Use guiding questions like the following to model and then guide learners: *Whose wedding did you attend? Where was the wedding? When did the wedding take place? What*

did you like at the wedding? Guide learners to ask for and give information about a wedding they attended in pairs, small groups or in rows. *Note: Allow a learner who has not attended a wedding to join a group of children who have.* Go round the class to listen and give support. Write some of the learners' responses on the chalkboard. Talk about the meanings.

Activity 26.8.2 Writing: A paragraph (20 minutes)

Follow I Do, We Do, You Do to write a paragraph about a wedding by ordering sentences. Refer learners to Exercise D. Guide them as they write their paragraphs in their exercise books. Go round the class to support learners and give feedback.

Conclusion (3 minutes)

Ask learners, in pairs, to read their paragraphs to each other.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26	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 the learner's book) learners' experiences; supplementary books</p>	

Introduction (3minutes)

Ask learners to share interesting stories they have read or heard in pairs.

Activity 26.9.1 Reading: Supplementary readers (20 minutes)

Say: Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding. Introduce supplementary readers by naming characters or the setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice. Read with readers who are struggling while others read independently.

Activity 26.9.2**Oral language: Retelling stories**

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details, such as characters and what happens to them, the setting, and lessons they learnt. Have learners work with a partner or in a group. Go round the class to listen and support learners.

Conclusion

(2 minutes)

Ask learners to talk with a partner about the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 26**The wedding day: Review****Lesson 10**

(35 minutes)

In this lesson, choose any 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 27**A letter to my friend: Oral language and phonics****Lesson 1****Success criteria**

Learners must be able to:

- express opinions
- read words beginning with *wr-*
- write words beginning with *wr-*

Suggested resources (in addition to the learner's book)

learners' experience; sample *wr-* words written on the chalkboard or a chart (*write, wrong, wrap, wrist, wring*); example (Exercise A) written on the chalkboard

Introduction

(2 minutes)

Ask learners to talk about different ways people send messages.

Activity 27.1.1**Oral language: Ways of sending letters**

(10 minutes)

Follow I Do, We Do, You Do to talk about ways we can send messages. Model with a question: *What are some different ways of sending messages to a friend?* Help learners to respond with an example, such as: *One way of sending a message is through writing a letter/ using a cellphone/ sending somebody.* Guide learners to express opinions about which way of sending messages is best, fastest, slowest to each other in pairs, small groups or in rows. Go round the class to listen and give support.

Activity 27.1.2**Phonics: Reading words beginning with wr-**

(10 minutes)

Follow I Do, We Do, You Do to read words beginning with the letters *wr-* (*write, wrong, wrap, wrist, wring*). Model reading the words for the class. Guide learners to read the words with a partner or in small groups. Go round the class to listen and support learners.

Activity 27.1.3**Phonics: Writing words beginning with wr-**

(10 minutes)

Follow I Do, We Do, You Do to write words beginning with *wr-* (*write, wrong, wrap, wrist, wring*) in exercise A at page 113. Model reading the words beginning with *wr-* and pointing to the correct column. Guide learners to work with a partner to write the words in the correct column. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners to read the *wr-* words from their exercise books or on word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27**A letter to my friend: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- ask themselves questions as they read a text
- read a text using shared reading

Suggested resources (in addition to the learner's book)

chart with learners experience, sample letter on it

Introduction

(2 minutes)

Ask learners to talk with a partner about a time they have written (or might write) a letter from a friend.

Activity 27.2.1**Vocabulary: Using new words (*holiday, plan, clothes, snacks, gift*)**

(10 minutes)

First, activate learners' background knowledge using the title and illustration of *A letter to my friend*. Follow I Do, We Do, You Do to teach the meanings of the words one at a time using appropriate strategy, such as pictures, real objects, acting out and demonstration. Use local language if learners do not understand. Model by using the words in sentences. Guide learners to use the words with a partner. Go round the class supporting learners.

Activity 27.2.2**Reading: Self questioning**

(10 minutes)

Follow I Do, We Do, You Do to ask questions while reading a story. Refer learners to *A letter to my friend* at page 111. Model self-questioning to check understanding as you read the entire letter aloud for learners. Remind learners of the specific skills of self-questioning. Guide learners to ask themselves questions as they read the story. Go round the class to support learners.

Activity 27.2.3**Reading: Shared reading**

(6 minutes)

Follow I Do, We Do, You Do to read *A letter to my friend* using shared reading. Model reading the story for the class. Remind learners of the specific skills of shared reading and to support each other. Guide learners, in pairs or in groups, to read the entire story using shared reading. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask learners, in pairs, to practise reading the new words: *holiday, plan, clothes, snacks, gift* at page 111 or on word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27	A letter to my friend: Oral language	Lesson 3
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • express opinions • write sentences about opinions. <p>Suggested resources (in addition to the learner's book) learners' experiences</p>	

Introduction	(2 minutes)
Ask learners to talk with a partner about different ways they have received messages from other people. Share a few ways with the class.	

Activity 27.3.1	Oral language: Practising expressing opinions	(10 minutes)
Follow I Do, We Do, You Do to express opinions about ways of sending messages. Model expressing opinions about the best ways of sending messages with guiding question, such as: <i>What is the best way of sending messages and why? I think the best way of sending messages is by using a telephone, because it is fast.</i> Guide learners to express opinions with each other in pairs, small groups or in rows. Go round the class to listen and give support. Write learners' responses on the chalkboard.		

Activity 27.3.2	Writing: Sentences about expressing opinions	(20 minutes)
Follow I Do, We Do, You Do to write sentences on expressing opinions about ways of sending messages and why we send them. Model writing sentences that express opinions. For example, <i>I think the best way of sending messages is by writing a letter, because you can write more information. Writing letters helps us tell people important things.</i> Explain that the words <i>think, helps</i> and <i>write</i> are verbs in the simple present tense. Remind learners that verb in the simple present tense tell about things that happen everyday. Guide learners in making up sentences with present tense verbs in pairs, small groups or in rows. Go around, observe and support learners.		

Conclusion	(3 minutes)
Ask learners to exchange their exercise books and read each other's sentences.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27	A letter to my friend: Reading comprehension practise	Lesson 4
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • ask themselves questions as they read a text • read a text using shared reading • answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners experience; a chart with a sample letter; a comprehension question and answer written on the chalkboard</p>	

Introduction

(2 minutes)

Ask learners to tell their partners their opinions about holidays. (*Are they fun, good, boring, hard, interesting, etc. and why?*)

Activity 27.4.1
Reading: Self-questioning

(10 minutes)

Follow I Do, We Do, You Do to ask questions while reading *A letter to my friend* at page 111. Model reading the story while asking yourself a question (aloud) after reading a paragraph. Guide learners to ask themselves questions as they read the entire text. Go round the class to listen and give support.

Activity 27.4.2
Fluency: Shared reading

(10 minutes)

Follow I Do, We Do, You Do to read using shared reading. First, model reading *A letter to my friend*. Then, guide learners to read the entire story in pairs and groups. Go round the class to support learners.

Activity 27.4.3
Reading: Answering comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Tell them to use clues in the letter to answer the first question. Model answering the first question in full. Guide learners to talk about the answers to the other questions. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the text.

Conclusion

(3 minutes)

Ask the learners to talk with a partner about what they want to do when they go on holiday again.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27	A letter to my friend: Grammar practise	Lesson 5
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• express opinions• use verbs in simple present tense• complete sentences using simple present tense <p>Suggested resources (in addition to the learner's book) learners' experiences; chalkboard with an example (Exercise B) written on it</p>	

Introduction

(2 minutes)

Ask learners to describe an activity or task/chore that they do everyday.

Activity 27.5.1**Oral language: Practising expressing opinions**

(10 minutes)

Follow I Do, We Do, You Do to express opinions. Model expressing opinions about our favorite people to send messages to. For example, respond to guiding questions like: *Which friend do you like to send messages to and why? I write letters to my friend Hellen because she always writes me back. We like to read our letters.* You may also use questions about ways of sending messages, such as: *What is the best way to send a message and why?* Respond, for example: *I think the best way to send messages is by using a cell phone because it is fast.* Guide learners, in pairs, small groups or in rows, to express an opinion using *think* or *believe*. Go round the class to listen and give support.

Activity 27.5.2**Grammar: Using verbs in simple present tense**

(10 minutes)

Follow I Do, We Do, You Do to use verbs in simple present tense to write about sending messages. Model with 1-2 sentences, such as *I write a letter; I send messages through a cellphone; etc.* Explain to learners that the words *write, read* and *send* are verbs in the simple present tense. Remind learners that verbs in the simple present tense are used to talk about things that happen everyday. Guide learners, in pairs or small groups, to write their own sentences with verbs in the simple present tense. Go round the class to observe and support learners.

Activity 27.5.3**Grammar writing: Completing sentences in the simple present tense**

(10 minutes)

Follow I Do, We Do, You Do to complete sentences with verbs in the simple present tense. Refer learners to Exercise B at page 113. Model with the example and then, guide learners to complete the other sentences. Go round the class to support learners and give feedback.

Conclusion

(3 minutes)

Ask learners to tell a partner what they do every morning before coming to school.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27**A letter to my friend: Fluency/ vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- read a text using shared reading
- give meanings of words
- complete sentences with the correct words

Suggested resources (in addition to the learner's book)

chalkboard with learners experiences; word cards (Lesson 2); example (Exercise C) written on it

Introduction

(2 minutes)

Ask learners to share messages from any letter they have received from a friend or would like to receive.

Activity 27.6.1**Fluency: Shared reading**

(10 minutes)

Follow I Do, We Do, You Do to read using shared reading. Model shared reading with *A letter to my friend* at page 111. Remind learners of the specific skills of shared reading.

Guide learners to read the entire text in pairs, small groups or in rows. Go round the class to support learners.

Activity 27.6.2**Vocabulary: Using new vocabulary (*holiday, plan, clothes, snacks, gift*)**

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner. Go round the class to support learners.

Activity 27.6.3**Vocabulary: Completing sentences**

(10 minutes)

Follow I Do, We Do, You Do to complete sentences. Refer learners to Exercise C at page 114. Model choosing the correct word with the example. Guide learners to work with a partner or do the exercise independently. Go round the class to support, observe and give feedback. Have learners share their work with a partner. Ask some learners to share their work with the class. Talk about the meanings of the sentences.

Conclusion

(3 minutes)

Ask learners to talk to a partner about the new words; encourage them to relate the words to their own lives (*holiday, plan, clothes, gifts, snacks*).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27**A letter to my friend: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

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

Suggested resources (in addition to the learner's book)

learners experience, word cards (Lesson 2); comprehension question and answer written on the chalkboard

Introduction

(2minutes)

Ask learners, in pairs or small groups, to practise reading the words from page 111 or word cards.

Activity 27.7.1**Reading: Silent reading**

(10 minutes)

Follow I Do, We Do, You Do to read while thinking about the questions. Model with a think aloud while you read *A letter to my friend*. Use pre-questions like these to model and practise with learners: *Whom did Fatsani write a letter to? What did Fatsani want to tell her friend?* Have learners talk with a partner about the answers. Go round the class to listen and support learners.

Activity 27.7.2	Reading closely: Main points of the letter	(10 minutes)
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Follow I Do, We Do, You Do to read closely/carefully and then talk about the main points of the letter. Use guiding questions like the following to talk about the letter: *Where did Fatsani plan to go? What will Fatsani see in the city? What will Fatsani and her uncle buy? What else will happen while in the city?* Support learners to reread the letter and then talk about the main points with a partner or small groups. Go round the class to support learners

Activity 27.7.3	Writing: Answering comprehension questions	(10 minutes)
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Follow I Do, We Do, You Do to write answers to questions. Refer learners to *A letter to my friend* at page 112. Model with one question written on the chalkboard and guide learners to write detailed answers in their exercise books.

Conclusion	(3 minutes)
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Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27	A letter to my friend: Productive writing	Lesson 8
Success criteria Learners must be able to: <ul style="list-style-type: none">• talk about holiday plans• write a letter		
Suggested resources (in addition to the learner's book) learners' experiences		

Introduction	(2 minutes)
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Ask learners to mention gifts they have received from friends or family relations.

Activity 27.8.1	Oral language: Talking about holiday plans	(10 minutes)
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Follow I Do, We Do, You Do to talk about holiday plans. Use the following guiding questions: *Where do you plan to go during your holiday? When will you go for holiday? What will you do during the holiday?* Guide learners to talk about holiday plans in pairs, small groups or in rows. Go round the class to listen and give support. Write some of the learners' responses on the chalkboard. Note: For learners who do not have plans for the holidays, ask what they would like to do.

Activity 27.8.2**Writing: A letter about holiday plans**

(20 minutes)

Follow I Do, We Do, You Do, *I Do* to write a letter about holiday plans. Guide learners in writing a letter in Exercise D at page 115. *Note: For learners who do not have plans for the holidays, ask them to write what they would like to do.* Go round the class to support learners and give feedback.

Conclusion

(3 minutes)

Ask learners to talk to a partner about how they plan to spend the holiday.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27**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)
learners' experiences; supplementary books

Introduction

(3minutes)

Ask learners to share interesting stories they have read or heard in pairs.

Activity 27.9.1**Reading: Supplementary readers**

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or the setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who are struggling to choose a book of their choice. Read with learners who are struggling while others read independently.

Activity 27.9.2**Oral language: Retelling stories**

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details, such as characters and what happens to them, the setting

and lessons they learnt. Have learners work with a partner or in a group. Go round the class to listen and support learners who are struggling.

Conclusion

(2 minutes)

Ask learners to talk with a partner about the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 27	A letter to my friend: Review	Lesson 10	(35 minutes)
Success criteria	Lessons	Activities	
In this Lesson, choose any 2-4 success criteria that were not understood by most learners and review them.			

UNIT 28**Let's do it again: Oral language****Lesson 1****Success criteria**

Learners must be able to:

- use oral structures learnt in Lesson 1 (Units 23-27)
- read decodable words learnt in Lesson 1 (Units 23-27)
- write decodable words learnt in Lesson 1 (Units 23-27)

Suggested resources (in addition to the learner's book)

chalkboard with relevant resources from lesson 1(Units 23-27); example (Exercise A) written on it

Introduction

(2 minutes)

Use your own or any relevant introduction and relate it to one of the activities revised in this lesson or to *Mother Goat and a bad grey wolf*.

Activity 28.1.1**Oral language : Revision of oral language structure (s)**

(10 minutes)

Use the advance organiser for the language structure selected for the revision. Follow I Do, We Do, You Do to revise any of the oral language structures. Create a new activity to teach the oral language structure selected. Use modelling, demonstration and pair work to involve all learners. Guide and support learners while they work. Go round the class to observe and support learners.

Activity 28.1.2**Phonics: Reading decodable words**

(10 minutes)

Follow I Do, We Do, You Do to read words in Lesson 1 (Units 23-27). Model and then guide learners in reading the decodable words you have selected. Help learners to do the activity in pairs, small groups or in rows. Go round the class to listen and give support.

Activity 28.1.3**Phonics: Writing words in the correct group**

(10 minutes)

Follow I Do, We Do, You Do to write words in the correct group. Model with the example in Exercise A at page 118. Model and guide learners in writing words in the correct group. Help learners complete Exercise A in pairs, small groups or in rows. Go round the class to listen and give support.

Conclusion

(3 minutes)

Ask learners to read words on word cards, from Learner's Book or choose any relevant activity for the conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28**Let's do it again: Review reading****Lesson 2****Success criteria**

Learners must be able to:

- use words from Lesson 2 (Units 23-27)
- read a text using any fluency strategies (Units 23-27)
- use any of the comprehension strategies (Units 23-27)

Suggested resources (in addition to the learner's book) relevant resources (charts and word cards) from Lesson 2 (Units 23-27)

Introduction

(2 minutes)

Ask learners to read decodable words learnt in Units 23-27 on a chart or word cards.

Activity 28.2.1**Vocabulary: Revision of words (beautiful, grey, afternoon, chased, relaxing)**

(10 minutes)

First, activate background knowledge of learners using the title and picture of *Mother goat* and *a bad grey wolf*. Follow I Do, We Do, You Do to revise the meanings of the words. Demonstrate with gestures or by acting it out, use pictures or real objects. Model using the words in sentences. Guide learners in pairs to use the words in sentences or act them out. Go round the class to listen and give support.

Activity 28.2.2**Fluency: Revision of fluency strategies (Units 23-27)** (10 minutes)

Follow I Do, We Do, You Do to revise any of the fluency strategies from Units 23-27 that learners had difficulties with. Model reading *Mother goat* and *a bad grey wolf* aloud using the targeted strategy. Guide learners to practise the strategy in small groups or pairs. Go round the class to listen and support learners.

Activity 28.2.3**Reading: Revision of comprehension strategies (Units 23-27)**

(10 minutes)

Follow I Do, We Do, You Do to revise any of the fluency strategies from Units 23-27 that learners had difficulties with. Model reading *Mother goat* and *a bad grey wolf* aloud using the targeted strategy. Guide learners to practise the strategy in small groups or pairs. Go round the class to listen and support learners.

Conclusion

(2 minutes)

Use your own or any relevant conclusion and relate it to *Mother Goat* and *a bad grey wolf* (Units 23-27).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28**Let's do it again: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- use the language structures learnt in Lesson 3 (Units 23-27)
- write sentences similar to the sentences they wrote in Lesson 3 (Units 23-27)

Suggested resources (in addition to the learner's book)

choose the relevant resources from Lessons 3 (Units 23-27)

Introduction

(3minutes)

Use your own or any relevant introduction that supports this Lesson (Units 23-27).

Activity 28.3.1**Oral language: Revision of oral language structure(s)**

(15 minutes)

Follow I Do, We Do, You Do to revise any of the language structures learnt in Lesson 3 (Units 23-27) which learners had difficulties with. Model for learners and then guide them to practise using the oral language structure in pairs, small groups or rows. Go round the class to listen and support learners. Write a few learners' responses on the chalkboard. Explain or revise them again with learners.

Activity 28.3.2**Writing: Sentences**

(15 minutes)

Follow I Do, We Do, You Do to revise sentences similar to the sentences they wrote in lessons 3 (Units 23-27). Model writing sentences and explain any grammatical item, if any, that learners had difficulties with. Guide learners to write their own sentences and talk about them in pairs, small groups or rows. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Use your own or any relevant activity to support this lesson (Units 23-27).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28**Let's do it again: Reading****Lesson 4****Success criteria**

Learners must be able to:

- read a text using any fluency strategy learnt in Lesson 4 (Units 23-27)
- use any comprehension strategy (Units 23-27)
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

choose the relevant resources from Lesson 1 (Units 23-27)

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this lesson (Units 23 – 27).

Activity 28.4.1**Fluency: Revision of fluency strategies (Units 23-27)**

(10 minutes)

Follow I Do, We Do, You Do to read *Mother goat* and *a bad grey wolf* using any fluency strategy that learners had difficulties with. Model reading the text using the strategy. Guide learners to read in small groups or pairs. Go round the class to support learners.

Activity 28.4.2**Reading: Revision of comprehension strategies (Units 23-27)**

(10 minutes)

Follow I Do, We Do, You Do to revise any of the comprehension strategies that learners had difficulties with. Model using the comprehension strategies and share your thinking with learners. Guide learners to use the strategy in groups or pairs. Go round the class and give support.

Activity 28.4.3**Reading: Answering comprehension questions orally**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally about *Mother goat* and *a bad grey wolf*. Remind learners that different question words ask for different information. Tell them to use the clues in the story to answer the questions. Model reading for clues and details from the text to answer the questions. Guide learners to talk about the answers to the questions in pairs and groups. Go round the class to listen and give support.

Conclusion

(3 minutes)

Create a short conclusion that reviews a skill learners find difficulties with. For example, asking and answering why questions.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28**Assessment****Lesson 5**

(35 minutes)

Assessing learners

- assess learners on what they have learnt in Lessons 1 to 4 (Units 23-27)
- develop assessment items that will guide in checking the learners achievement of the success criteria in Lessons 1 to 4 (Units 23-27)

Below are the success criteria from Lessons 1 to 4 (Units 23-27). Check if learners are able to:

- use oral structures (Units 23-27)
- read decodable words and sentences (Units 23-27)
- write decodable words (Units 23-27)

- give meanings of words (Units 23-27)
- read a text using any fluency strategies (Units 23-27)
- use any of the comprehension strategies (Units 23-27)
- use skills and structures for writing sentences (Units 23-27)
- answer comprehension questions orally

Note: Let some learners read any decodable story from Lessons 9 (Units 23-27) as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read.

UNIT 28	Let's do it again: Grammar practice	Lesson 6
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • use the oral language structures that were learnt in Lesson 5 (Units 23-27) • use grammatical items that learners found difficult in Lesson 5 (Units 23-27) • write grammatical items that learners found difficult in Lesson 5 (Units 23-27) <p>Suggested resources (in addition to the learner's book) any relevant resources from Lesson 5 (Units 23-27); example (Exercise B) written on the chalkboard</p>	

Introduction	(2 minutes)
Use your own or any relevant introduction to supports this Lesson (Units 23-27).	

Activity 28.6.1	Revision: Oral language structure(s)	(10 minutes)
Follow I Do, We Do, You Do to revise the oral language structures in Lesson 5 (Units 23-27) that learners continue to find difficulties with. Guide learners to practise the structures in pairs, small groups or rows. Go round the class to listen and support learners.		

Activity 28.6.2	Grammar: Revision of words within compound words or any other grammatical item	(10 minutes)
Follow I Do, We Do, You Do to revise compound words or any other grammatical items that learners had difficulties with. Model and guide learners in identifying words in each compound word or any other grammatical item children need to revise. Go round the class, observe and give support. Write a few of the learners' responses on the chalkboard and discuss their meanings.		

Activity 28.6.3**Grammar writing: Identifying words**

(10 minutes)

Follow I Do, We Do, You Do to identify and write the two words in each compound word in Exercise B at page 118. Go round the class to listen and support learners. Have learners share their written work with partners.

Conclusion

(3 minutes)

Use your own or any relevant conclusion that supports this Lesson (Units 23-27).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28**Let's do it again: Fluency/vocabulary****Lesson 7****Success criteria**

Learners must be able to:

- read a text fluently as in Lesson 6 (Units 23-27)
- use vocabulary
- complete sentences with words

Suggested resources (in addition to the learner's book)

any relevant resources from Lesson 1 (Units 23-27); example (Exercise C) written on the chalkboard

Introduction

(2 minutes)

Use your own or any relevant introduction that supports this Lesson (Units 23-27).

Activity 28.7.1**Fluency: Revision of fluency strategies (Units 23 to 27)**

(10 minutes)

Follow I Do, We Do, You Do to read *Mother goat and a bad grey wolf*. Use any of the fluency strategies that learners had difficulties with from Units 23-27. Model with a think aloud to explain to learners how to use the targeted strategy. Guide learners to read the story in groups or pairs using the strategy. Go round the class to support learners.

Activity 28.7.2**Vocabulary: Revision**

(10 minutes)

Follow I Do, We Do, You Do to revise the meanings of the words using an appropriate strategy. Model and then guide the learners in reading word cards, using and acting out the words in pairs. Go round the class to listen and support learners.

Activity 28.7.3	Vocabulary: Completing sentences	(10 minutes)
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Follow I Do, We Do, You Do to use the correct words to complete sentences. Use Exercise C at page 119 or any other vocabulary exercise that learners had difficulties with. Model with the example and then guide learners in doing Exercise C in their exercise books. Go round the class to listen and support learners. Have learners share their work with a partner. Ask a few learners to share with the class.

Conclusion	(3 minutes)
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Ask learners questions on any activity of the day.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28	Let's do it again: Reading closely for comprehension	Lesson 8
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Success criteria

Learners must be able to:

- read the text silently as in Lesson 7 (Units 23-27)
- analyse the text
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

any relevant resources from Lesson 1 (Units 23-27)

Introduction	(2 minutes)
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Use your own or any relevant introduction that supports this Lesson (Units 23-27).

Activity 28.8.1	Reading: Silent reading	(8 minutes)
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Follow I Do, We Do, You Do to think about questions during the reading of a story. Model with a think aloud by identifying exact clues in the text. Guide learners to answer the pre-questions as they read *Mother goat* and *a bad grey wolf* silently with a partner or small group.

Activity 28.8.2	Reading: Reading closely for comprehension	(8 minutes)
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Follow I Do, We Do, You Do read closely/carefully (slowly and carefully) for comprehension. Guide learners to reread Mother goat and a bad grey wolf to find clues that help answer the comprehension questions. Support learners to work in pairs, small groups or rows.

Activity 28.8.3**Writing: Answering comprehension questions**

(14 minutes)

Follow I Do, We Do, You Do to write answers to questions. Model answering comprehension questions with complete sentences, capital letters and full stops. Guide learners to reread for clues and answer questions at page 117 in their exercise books. Go round the class to observe and support learners. Ask learners to share their answers with a partner.

Conclusion

(3 minutes)

Choose any relevant activity for a conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28**Let's do it again: Productive writing****Lesson 9****Success criteria**

Learners must be able to:

- talk about any of the listening and speaking activity you have chosen as in Lesson 8 (Units 23-27)
- write a letter

Suggested resources (in addition to the learner's book)

learners' experiences

Introduction

(2 minutes)

Choose any relevant activity for an introduction.

Activity 28.9.1**Oral language: Listening and speaking activity as
in Lesson 8 (Units 23 to 27)**

(15 minutes)

Create a speaking activity from the skills and structures presented in any Lesson 8 (Units 23-27) that learners had difficulties with. Follow I Do, We Do, You Do to work through the activity. Use demonstration, modelling, think alouds and group or pair work. Go round the class to listen and give support to learners.

Activity 28.9.2**Writing: A letter**

(15 minutes)

Follow I Do, We Do, You Do to write a letter telling a friend about a wedding ceremony. Model writing a letter in Exercise D at page 120. Guide learners in writing a letter. Go round the class and give support. Have learners share their letters with a partner.

Conclusion

(3 minutes)

Choose any relevant activity for a conclusion.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 28	Assessment	Lesson 10 (35 minutes)
Assessing learners		
<ul style="list-style-type: none">• assess learners on what they have learnt in Lessons 6 to 8 (Units 23-27)• develop assessment items that will guide in checking the learners achievement of the success criteria in Lessons 6 to 8 (Units 23-27)		
Below are the success criteria from Lessons 5 to 8 of Units 23-27. Check if learners are able to:		
<ul style="list-style-type: none">• use the oral language structures (Units 23-27)• use grammatical items that learners found difficult (Units 23-27)• write grammatical items that learners found difficult (Units 23-27)• use strategies for reading comprehension (Units 23-27)• analyse the text• write comprehension questions• use any of the listening and speaking activity (Units 23 to 27)• write about any of the listening and speaking activity (Units 23-27)		
<i>Note: Let some learners read any decodable story from lesson 9 (Unit 23-27) as other learners are being assessed individually, in pairs or small groups. At the end of the lesson, ask some individual learners to share with the class what they have read about.</i>		

UNIT 29**Transporting farm produce: Oral language and phonics****Lesson 1****Success criteria**

Learners must be able to:

- ask for information
- give information
- identify words beginning with tw-
- write words beginning with tw-

Suggested resources (in addition to the learner's book)

learners' experiences

Introduction

(2 minutes)

Ask learners, in pairs, to talk about the lesson of *Mother Goat and a bad grey Wolf*.

Activity 29.1.1**Oral language: Asking for and giving information**

(8 minutes)

Follow I Do, We Do, You Do to ask for and give information. Model asking for and giving information using a guiding question like the following: *What do farmers use to transport (or move) crops?* Model an example response, such as: *Farmers use ox-carts to transport their crops.* Guide learners, in pairs, small groups or rows, to ask and answer questions about how farmers transport their crops. Go round the class to listen and give support.

Activity 29.1.2**Phonics: Identifying words beginning *tw-***

(10 minutes)

Follow I Do, We Do, You Do to identify words beginning with *tw-*. Refer learners to the letter grid in Exercise A at page 123. Model identifying the example word twine. Write the word on the chalkboard. Guide learners in identifying other *tw-* words in the letter grid. Ask learners to work in pairs or small groups. Go round the class to listen and give support.

Activity 29.1.3**Write: Writing words beginning *tw-***

(12 minutes)

Follow I Do, We Do, You Do to write *tw-* words. Refer learners to Exercise A at page 123. Guide learners to write the words they identified in their Exercise books. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Ask learners to exchange their exercise books and read each other's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29**Transporting farm produce: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- ask themselves questions as they read a text
- reading the story using shared reading

Suggested resources (in addition to the learner's book)

learners' experiences; sample fruits and vegetables (produce); word cards (*produce, oxen, oxcart, carriers, push*)

Introduction

(2 minutes)

Ask learners, in pairs, to name different kinds of fruits and vegetables they see at the market.

Activity 29.2.1**Vocabulary: Using new words (*produce, oxen, oxcart, carriers, push*)**

(15 minutes)

First, ask learners to use the title and the illustration of Transporting farm produce to predict what they might learn from the text. Follow I Do, We Do, You Do to teach the meanings of the words one at a time using an appropriate strategy (*pictures, acting out, real objects, demonstration*). Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in talking about meanings or using the words in sentences with a partner. Go round the class to listen and give support.

Activity 29.2.2**Reading: Self-questioning**

(15 minutes)

Follow I Do, We Do, You Do in asking ourselves questions while reading *Transporting farm produce* at page 121. Model asking yourself questions while reading the entire text; pause throughout. Ask learners to work with a partner or small group. Guide them in asking themselves questions as they read the entire story. Go round the class to listen and give support.

Conclusion

(3 minutes)

Ask learners, in pairs, to read the new words on page 121.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29**Transporting farm produce: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- ask for information
- give information
- write sentences about transporting farm produce

Suggested resources (in addition to the learner's book)

chalkboard with learners' experiences; example questions and answers (Activity 29.3.1-29.3.2) written on it

Introduction

(3minutes)

Ask learners to mention examples of farm produce they see being transported along the road.

Activity 29.3.1**Oral language: Asking for and giving information**

(10 minutes)

Follow I Do, We Do, You Do to practise asking for and giving information about transporting farm produce. Model with questions, such as: *What do farmers use to transport farm produce?* Use an example response like: *Sometimes, farmers use bicycles. They push them slowly.* Guide learners to practise asking for and giving information in pairs, small groups or rows, using the structure introduced. Go round the class to listen and support learners. Write a few of the learners' responses on the chalkboard.

Activity 29.3.2**Writing: Sentences about ways of transporting farm produce**

(20 minutes)

Follow I Do, We Do, You Do to write sentences about ways farmers transport produce. Model with the example question and answer on the chalkboard. For example, *Which moves more quickly - bicycles or cars?* Respond by saying, *Cars move more quickly.* Explain that words like quickly and slowly are adverbs. Remind learners that adverbs are words that sometimes tell more about verbs. Some adverbs end with *-ly*. Write a few adverbs learners might use on the chalkboard (*loudly, quietly, etc.*) Guide learners, in pairs, small groups or in rows, to write their own sentences about how farm produce are transported. Go round the class to observe and support learners.

Conclusion

(2 minutes)

Ask learners to read their sentences to a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29**Transporting farm produce: Reading comprehension****Lesson 4****Success criteria**

Learners must be able to:

- ask themselves questions as they read a text
- read a story using shared reading
- answer comprehension question orally

Suggested resources (in addition to the learner's book)

word cards (Lesson 2) learners' experiences

Introduction

(2 minutes)

Ask learners, in pairs, to read the words at page 121 or on word cards.

Activity 29.4.1**Reading: Self-questioning**

(10 minutes)

Follow I Do, We Do, You Do to ask questions while reading. Model asking yourself questions, pausing after reading the first few sentences of *Transporting farm produce*. Guide learners to ask themselves questions as they read the text with a partner. Go round the class to listen and give support.

Activity 29.4.2**Fluency: Shared reading**

(10 minutes)

Follow I Do, We Do, You Do to read a text using shared reading. Model reading *Transporting farm produce*. Remind learners of the specific skills of shared reading. Guide learners to read the entire story in pairs or small groups. Go round the class to support learners.

Activity 29.4.3**Reading: Answering comprehension questions**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud with learners. Revise question words *how*, *which*, *why*, *where* and *what* with learners, if needed. Tell them to use clues in the story to answer the questions. Model answering the third question in full. Guide learners to talk about the answers to the other questions at page 122. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the text.

Conclusion

(3 minutes)

Ask learners, in pairs, to mention crops that are grown in their area.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29**Transporting farm produce: Grammar practise****Lesson 5****Success criteria**

Learners must be able to:

- ask for information
- give information
- use adverbs
- identify adverbs

Suggested resources (in addition to the learner's book)

learners' experiences; chalkboard with sentences with adverbs and example (Exercise B) written on it

Introduction

(2 minutes)

Ask learners to name different jobs people do.

Activity 29.5.1

Oral language: Asking for and giving information

(8 minutes)

Follow I Do, We Do, You Do to ask for and give information. Again Model asking for and giving information with a question like: *Which ways of transporting produce move slowly?* Respond by saying, *Oxcarts/wheelbarrows/ bicycles move slowly.* Guide learners to ask for and give information in pairs, small groups or in rows. Go around, listen and support learners. Write a few learners' responses on the chalkboard. Have learners read the responses in pairs or groups. Discuss their meanings.

Activity 29.5.2

Grammar: Using adverbs

(8 minutes)

Follow I Do, We Do, You Do to use adverbs. Explain that we use adverbs to tell more about verbs. For example, *An oxcart moves slowly. The farmer talks loudly at the market.* Explain that *slowly* and *loudly* are adverbs. Tell learners that many adverbs end in -ly. Guide learners, in pairs, small groups or in rows, to identify adverbs in the sentences written on the chalkboard. Go around the classroom, observe and support learners.

Activity 29.5.3

Grammar writing: Identifying adverbs

(14 minutes)

Follow I Do, We Do, You Do to identify adverbs in sentences. Refer learners to Exercise B at page 124. Model with the example; guide learners to write the sentences in their exercise books and then underline adverbs in the sentences. Go round the class to observe and give support.

Conclusion

(3 minutes)

Ask learners to make a signal (hand up, thumbs up, etc.) when you say an adverb from a sample list of words (*joy, loudly, softly, chase, slowly, quickly, profit, sadly.*)

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29	Transporting farm produce: Fluency/vocabulary	Lesson 6
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • read a story using shared reading • give meanings of words • complete sentences with words <p>Suggested resources (in addition to the learner's book) learners' experiences, word cards (Lesson 2); chalkboard with an example (Exercise C) written on it</p>		

Introduction

(2 minutes)

Ask learners, in pairs, to practise reading words from page 121 or word cards.

Activity 29.6.1

Fluency: Shared reading

(10 minutes)

Follow I Do, We Do, You Do to read using shared reading. Model reading *Transporting farm produce* with a pair of learners. Remind learners of the specific skills of shared reading. Remind learners to support each other while they read. Guide learners to read the entire story in pairs or groups. Go round the class to listen and support learners who have difficulties in reading.

Activity 29.6.2

Vocabulary: Using new words (produce, oxen, oxcart, carriers, push)

(10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with the learners. Guide and support the learners in making new sentences with a partner.

Activity 29.6.3

Vocabulary: Completing sentences

(10 minutes)

Follow I Do, We Do, You Do to complete sentences. Refer learners to Exercise C at page 124. Model with the example on the chalkboard. Guide learners to work with a partner or do the exercise independently. Go round the class to observe and give feedback. Ask a few learners to share with the class.

Conclusion

(3 minutes)

Have learners share their completed work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29	Transporting farm produce: Reading closely for comprehension	Lesson 7
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • read a text silently • talk about main points of a text • write answers to comprehension questions <p>Suggested resources (in addition to the learner's book) chalkboard with a comprehension question and answer written it</p>	

Introduction

(2 minutes)

Ask learners to make sentences or talk about the meanings of the following words:
produce, push, oxen, carriers, ox-carts.

Activity 29.7.1

Reading: Silent reading

(10 minutes)

Follow I Do, We Do, You Do to think about question while reading *Transporting farm produce silently*. Model with think-aloud while you read the story. Use pre-questions such as: *What do farmers use to transport farm produce? Why are cars better than bicycles? What would you like to use to transport farm produce?* Have learners talk with a partner about the answers. Go round the class to listen and support learners.

Activity 29.7.2

Reading closely: Main points in the story

(10 minutes)

Follow I Do, We Do, You Do to read closely/carefully and identify the main points in the story. Model identifying the main points in *Transporting farm produce* from the first paragraph. For example, *the different ways of transporting farm produce*. Guide learners, in pairs, small groups or rows, to identify main points from the remaining paragraphs. Go round the class to give support.

Activity 29.7.3

Writing: Answers to comprehension questions

(20 minutes)

Follow I Do, We Do, You Do to write answers to the questions at page 122. Model with any question by referring learners to the question and the answer on the chalkboard. Guide learners to write detailed answers in their exercise books.

Conclusion

(3 minutes)

Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29	Transporting farm produce: Productive writing	Lesson 8
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • talk about transporting farm produce • write a paragraph about transporting farm produce <p>Suggested resources (in addition to the learner's book) learner's experiences</p>	

Introduction	(2 minutes)
Ask learners to talk to a partner about different ways they see farm produce transported on their way to school each day.	

Activity 29.8.1	Oral language: Talking about transporting farm produce	(10 minutes)
Follow I Do, We Do, You Do to talk about transporting farm produce with questions like the following: <i>What are three crops that are grown in your area? How do people in your area transport farm produce? Where do they take the farm produce?</i> (Support learners who have no background knowledge of this.) Model and guide learners to discuss these questions in pairs, small groups or rows. Encourage learners to give details. Go round the class to listen and give support. Write a few answers on the chalkboard.		

Activity 29.8.2	Writing: Paragraphs	(20 minutes)
Follow I Do, We Do, You Do to write a paragraph about transporting farm produce. Model completing sentences in exercise D at page 125. Guide learners in completing the sentences to write a paragraph in their exercise books. Go round the class to give support.		

Conclusion	(3 minutes)
Ask learners to read their paragraphs with a partner.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29	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 the learner's book) supplementary books</p>	

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

Activity 29.9.1	Reading supplementary readers	(20 minutes)
<p>Say: <i>Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or the setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who have difficulties to choose a book of their choice. Read with learners having difficulties while others read independently.</p>		

Activity 29.9.2	Oral language: Retelling stories	(10 minutes)
Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details, such as the characters and what happens to them, the setting and lessons they have learned. Have learners work with a partner or in a group. Go round the class to listen and support learners.		

Conclusion	(3 minutes)
Ask the learners to talk with a partner about the stories they would like to read for themselves and why.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 29	Transporting farm produce: Review	Lesson 10	(35 minutes)
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In this Lesson, choose any 2-4 success criteria that were not understood by most learners and review them.

Success criteria	Lessons	Activities

UNIT 30	Our African village: Oral language and phonics	Lesson 1
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Success criteria

Learners must be able to:

- express feelings
- read words ending with *-er*, *-ar* and *-our*
- write words ending with *-er*, *-ar* and *-our*

Suggested resources (in addition to the learner's book)

learners' experiences; words written on the chalkboard with spelling patterns underlined (sour, ladder, star, power, behaviour, car)

Introduction	(2 minutes)
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Ask learners to work with a partner and retell a favorite story.

Activity 30.1.1	Oral language: Expressing feelings	(10 minutes)
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Follow I Do, We Do, You Do to express feelings. Model expressing feelings using guiding questions like the following: *How do you feel about working with others?* Respond by saying, *I feel happy when I work with a partner.* Guide learners in pairs, small groups or rows to express feelings about living/working with others. Go round the class to listen and give support.

Activity 30.1.2	Phonics: Reading words ending with <i>-er</i>, <i>-ar</i> and <i>-our</i>	(8 minutes)
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Follow I Do, We Do, You Do to read words that end with *-er*, *-ar* and *-our*. Model reading the words written on the chalkboard (*sour*, *ladder*, *star*, *power*, *behaviour*, *car*). Point out the spelling patterns (*-er*, *-ar* and *-our*). Guide learners to read the words in pairs, small groups or rows. Go round the class to listen and give support.

Activity 30.1.3**Phonics: Writing words ending with -er, -ar and -our**

(12 minutes)

Follow I Do, We Do, You Do to write words that end with *-er*, *-ar* and *-our*. Refer learners to exercise A at page 129. Model reading and writing a word for each pattern on the chalkboard. Guide learners to write words in their exercise books as you read the other words one at a time. Go round the class to give feedback.

Conclusion

(3 minutes)

Ask learners to practise reading the words ending with *-er*, *-ar* and *-our* from their exercise books.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30**Our African village: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words
- read a story using echo reading
- generate questions after reading the text

Suggested resources (in addition to the learner's book)

learners' experiences; word cards (*different, neighbour, border, sugar, countries*)

Introduction

(2 minutes)

Ask learners to talk about the different jobs they see people do in their areas.

Activity 30.2.1**Vocabulary: Using new words** (*different, neighbour, border, sugar, countries*)

(10 minutes)

First, activate learners' background knowledge using the title and the illustration. Spend time describing the picture with learners. Follow I Do, We Do, You Do to teach the meanings of the words, one at a time, using an appropriate strategy (pictures, real objects, demonstration, etc). Use local language if learners do not understand. Model by using the words in sentences. Guide learners in using the words with a partner. Go round the class to listen and give support.

Activity 30.2.2	Fluency: Echo reading	(10 minutes)
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Follow I Do, We Do, You Do to read using echo reading. Model echo reading *Our African village* with a row of learners and then the whole class. Read the entire story aloud for learners while encouraging them to echo read with you. Remind learners of the specific skills of echo reading and to work together (cooperate) as they read. Guide learners to read the entire story in pairs. Go round the class to listen and support learners.

Activity 30.2.3	Reading: Generating questions after reading	(10 minutes)
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Remind learners that after reading a story, we ask ourselves questions about it. Then, we think about the answers or read the story again to get a better understanding of it. Model generating questions after reading the first paragraph. Guide learners to read the story, in pairs, small groups or rows and ask themselves questions. Go round the class to support.

Conclusion	(3 minutes)
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Ask learners to share the questions they have generated with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30	Our African village: Oral language	Lesson 3
	<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none">• express feelings• write sentences about feelings <p>Suggested resources (in addition to the learner's book) learners' experiences; chalkboard with an example sentence about feelings written on it (Activity 30.3.2)</p>	

Introduction	(2 minutes)
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Ask learners, in pairs, to talk about things that people from different countries can do together.

Activity 30.3.1	Oral language: Expressing feelings	(10 minutes)
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Follow I Do, We Do, You Do to express feelings. Model expressing feelings using guiding questions like the following: *How do you feel when you play with others?* Share an example response, such as *I feel excited when I play a game with friends*. Guide learners, in

pairs, small groups or rows, to express feelings about playing/reading/working with others. Go round the class to listen and give support.

Activity 30.3.2**Writing: Sentences that communicate feelings**

(20 minutes)

Follow I Do, We Do, You Do to write sentences that communicate feelings. Model writing a sentence that communicates a feeling. For example, *I feel happy when my family works together. When I sing the national anthem, I feel proud of my country.* Explain to learners that words *family* and *country* are in singular form. They can be changed to plural form by removing *-y* and adding *-ies* at the end. Write this on the chalkboard: *family- families, country -countries*. Underline the *-ies* endings. Guide learners to write their own sentences with *families* and *countries* in their exercise books. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Ask learners to talk about their sentences in pairs or groups.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30**Our African village: Reading comprehension practise****Lesson 4****Success criteria**

Learners must be able to:

- read a story using echo reading
- generate questions after reading
- answer comprehension questions orally

Suggested resources (in addition to the learner's book)

chart of questions (Activity 19.2.3) learners' experiences

Introduction

(2 minutes)

Ask learners, in pairs, to talk about ways families cooperate.

Activity 30.4.1**Reading: Echo reading**

(10 minutes)

Follow I Do, We Do, You Do to read using echo reading. Model reading *Our African village* with a row of learners. Remind learners of the specific skills of echo reading. Remind learners to cooperate with each other as they read. Guide learners, in pairs, to read the entire story using echo reading. Go round the class to listen and support learners.

Activity 30.4.2**Reading: Generating questions after reading the text**

(10 minutes)

Remind learners that after reading a story, we ask ourselves questions about the story. Then, we think about the answers and read the story again to get a better understanding of it. Refer learners to the chart of questions and then model using them after reading the first stanza: *What is most important about what I read? What did I learn in this text that I can tell my parents? What do I want to know more about?* Model generating questions after reading a part of the text. Guide learners to generate questions after reading in pairs or groups. Go round the class to listen and give support.

Activity 30.4.3**Reading: Answering comprehension questions**

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally. Read the questions at page 127 aloud with learners. Tell learners to use clues in the story to answer the questions. Model answering the first question in full. Guide learners to talk about the answers to the other questions with a partner or in a small group. Support learners in using their background knowledge or experiences to answer questions whose answers are not found in the text.

Conclusion

(3 minutes)

Ask learners to talk with a partner about the different things sold in shops in their area.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30**Our African village: Grammar practise****Lesson 5****Success criteria**

Learners must be able to:

- express opinion
- use plurals
- change nouns ending with -y to plural form

Suggested resources (in addition to the learner's book)

learners' experiences; example (Activity 30.5.2) written on the chalkboard; examples of *y* to *-ies* words written on the chalkboard (*fly-flies*, *baby-babies*, etc.); example (Exercise B) written on the chalkboard

Introduction

(2 minutes)

Ask learners, in pairs or small groups, to talk about how countries can help each other.

Activity 30.5.1**Oral language: Expressing opinions**

(10 minutes)

Follow I Do, We Do, You Do to express opinions about the story *Our African village*. Model with an example, such as *I think people from different countries should help each other to get what they need*. Guide learners, in pairs, small groups or rows, to express opinions about Our African village. Encourage them to use the words *think* and *believe*. Go round the class to listen and give support. Write a few learners' responses on the chalkboard. Underline *think* and *believe*. Have learners read the sentences in pairs or small groups.

Activity 30.5.2**Grammar: Using plurals**

(10 minutes)

Follow I Do, We Do, You Do to use plurals. Remind learners that words that describe more than one thing are called plurals. Explain that words that end with -y are made into plurals by removing -y and adding -ies. Refer learners to the examples written on the chalkboard (*fly-flies*, *baby-babies*, etc.) Guide learners to work with a partner to change words ending with -y into plurals; say a singular word aloud for learners to change. Ask them to write the word in their exercise books and then write it on the board.

Activity 30.5.3**Grammar writing: Making plurals**

(10 minutes)

Follow I Do, We Do, You Do to change words that end with -y into plurals. Refer learners to exercise B at page 129. Model with the example on the chalkboard. Then guide learners to change words into the plural form in their exercise books.

Conclusion

(3 minutes)

Ask learners to exchange and read each other's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30	Our African village: Fluency/vocabulary	Lesson 6
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • read a story using echo reading. • give meanings of words • complete sentences <p>Suggested resources (in addition to the learner's book) word cards (Lesson 2) learners' experiences</p>		

Introduction	(2 minutes)
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Ask learners, in pairs, to read the new words from page 126 in the Learner's Book or on the word cards.

Activity 30.6.1	Fluency: Echo reading	(8 minutes)
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Follow I Do, We Do, You Do to read *Our African village* using echo reading. Model echo reading with a small group of learners. Remind the class of the specific skills of echo reading. Remind learners to help each other as they read. Guide learners to read the text with a partner or in a small group. Go round the class to listen and support learners.

Activity 30.6.2	Vocabulary: Using new vocabulary (<i>different, neighbour, border, sugar, countries</i>)	(8 minutes)
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Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner. Go round the class to listen and support learners.

Activity 30.6.3	Vocabulary: Completing sentences	(14 minutes)
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Follow I Do, We Do, You Do to complete sentences with correct words in Exercise C at page 130. Model with the example. Guide learners to work with a partner or complete the exercise independently. Go round the class to observe and give feedback. Have learners share their work with a partner. Ask a few to share with the class.

Conclusion	(3 minutes)
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Ask learners to talk with a partner about the meanings of the new words: *different, neighbour, border, sugar, countries*

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30	Our African village: Reading closely for comprehension	Lesson 7
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • read a text silently • analyse the story by identifying main points • answer questions through writing <p>Suggested resources (in addition to the learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners to practise spelling the new words with a partner.

Activity 30.7.1

Reading: Silent reading

(8 minutes)

Follow I Do, We Do, You Do to think about pre-questions before reading. Remind learners to read for clues that will help them answer the questions. Model reading Our African Village with think-alouds using questions, such as: *Why is it important for people to cooperate and live together? How do countries like Malawi and Zambia help each other?* Model with a think-aloud while you read. Use the first question to model and practise with learners. Have learners talk with a partner about the answers to other questions.

Activity 30.7.2

Reading closely: Identifying main points

(12 minutes)

Follow I Do, We Do, You Do to read closely/carefully and identify the main points in the text. Model identifying the main points from the first paragraph. For example, *learners meeting their teacher to go somewhere*. Guide learners, in pairs, small groups or rows, to identify main points from the remaining paragraphs. Go round the class to give support.

Activity 30.7.3

Writing: Answers to comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to write answers to questions for *Our African village* at page 127. Guide learners to note the question words *what* and *why*. Model with any question by writing the question and the answer on the chalkboard. Let learners write detailed answers to the questions in their exercise books. Ask learners to share their answers with a partner.

Conclusion

(3 minutes)

Ask learner to talk about the main points of the story with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30	Our African village: Productive writing	Lesson 8
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• talk about a place of interest they visited• complete a paragraph <p>Suggested resources (in addition to the learner's book)</p> <p>learners' experiences</p>	

Introduction

(2 minutes)

Ask learners to mention places they have ever visited.

Activity 30.8.1**Oral language: Talking about a place of interest**

(10 minutes)

Follow I Do, We Do, You Do to talk about places of interest learners have visited by asking questions like the following: *Which place did you visit? Who did you go with? When did visit this place? What were the interesting things you saw?* Model and guide learners to answer the questions in pairs, small groups or rows. Write some of the answers on the chalkboard. Encourage learners to give details. Go round the class to listen and give support.

Activity 30.8.2**Writing: Completing a paragraph**

(20 minutes)

Follow I Do, We Do, You Do to complete a paragraph about a place learners visited.

Model completing the first sentence of the paragraph in Exercise D at page 130. Guide learners in completing the paragraph in their exercise books. Go around the class to give support.

Conclusion

(3 minutes)

Ask learners to exchange their exercise books and read each other's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30	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 the learner's book) supplementary books</p>	

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

Activity 30.9.1	Reading supplementary readers	(20 minutes)
<p>Say: <i>Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.</i> Introduce supplementary readers by naming characters or the setting, reading the titles, etc to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who have difficulties to choose a book of their choice, while others read. Read with readers who have difficulties while others read independently.</p>		

Activity 30.9.2	Oral language: Retelling stories	(10 minutes)
Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details, such as the characters and what happens to them, the setting and lessons they have learnt. Let learners work with a partner or in a group. Go round the class to listen and support learners.		

Conclusion	(3 minutes)
Ask learners to talk with a partner about the stories they would like to read for themselves and why.	

Teacher reflection
Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 30	Our African village: Review	Lesson 10 (35 minutes)
In this Lesson, choose any 2-4 success criteria that were not understood by most learners and review them.		
Success criteria	Lessons	Activities

UNIT 31	Chisomo runs to upper ground: Oral language and phonics	Lesson 1
<p>Success criteria Learners must be able to:</p> <ul style="list-style-type: none"> • give advice • take advice • read words beginning with sk- and sh- • write words beginning with sk- and sh- <p>Suggested resources (in addition to the learner's book) Learners' experiences, <i>sk-</i> and <i>sh-</i> words written on the chalkboard (<i>skirt</i>, <i>skip</i>, <i>shirt</i>, <i>skin</i>, <i>shop</i>); t-chart (Exercise A) written on the chalkboard</p>		

Introduction	(2 minutes)
Ask learners to describe a time when it was raining heavily.	

Activity 31.1.1	Oral language: Giving and taking advice	(12 minutes)
Follow I Do, We Do, You Do to give and take advice. Model by saying, for example: <i>It is raining heavily. You should run to a safe place.</i> Help learner say, <i>Thank you. I will run to the church.</i> Guide learners in pairs, small groups or rows, to give and take advice about what to do when it is raining heavily. Go round the class to listen and give support.		

Activity 31.1.2	Phonics: Reading words beginning with sk- and sh-	(8 minutes)
Follow I Do, We Do, You Do to read words that begin with <i>sk-</i> and <i>sh-</i> . Model reading the words written on the chalkboard (<i>skirt</i> , <i>skip</i> , <i>shirt</i> , <i>skin</i> , <i>shop</i>). Guide learners to read the words in pairs, small groups or rows. Go round the class to listen and give support.		

Activity 31.1.3**Phonics: Writing words beginning with *sk-* and *sh-*** (10 minutes)

Follow I Do, We Do, You Do to write words that begin with *sk-* and *sh-*. Refer learners to the t-chart written on the chalkboard. Read words with *sk-* and *sh-* (skin, shop) and model writing them on the chalkboard. Guide learners to write the other words you read in their exercise books as in Exercise A at page 133. Go round the class to give feedback.

Conclusion

(3 minutes)

Ask the learners to say what they *should* do when it is raining heavily.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31**Chisomo runs to upper ground: Reading****Lesson 2****Success criteria**

Learners must be able to:

- give meanings of words.
- read a story in chunks.
- generate questions after reading the text

Suggested resources (in addition to the learner's book)

word cards (*heavy, flooded, flowed, risky, reached*); chart of questions (Activity 19.2.3)

Introduction

(2 minutes)

Ask the learners, in pairs, to say what they should do when it is raining heavily.

Activity 31.2.1**Vocabulary: Using new words (*heavy, flooded, flowed, risky, reached*)**

(10 minutes)

First, activate learners' background using the title and the illustration. Follow I Do, We Do, You Do to teach the meanings of the words one at a time, using an appropriate strategy (picture, real objects, demonstration, etc). Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in using the words in sentences with a partner. Go round the class to listen and give support.

Activity 31.2.2**Reading: Chunking**

(10 minutes)

Follow I Do, We Do, You Do to read the story *Chisomo runs to upper ground* using chunking. Model reading the entire story for the class. Remind learners of the specific skills of chunking and to help each other as they read. Guide learners to read the entire

story in chunks in pairs or in groups. Go round the class to listen, model and support learners.

Activity 31.2.3**Reading: Generating questions after reading**

(10 minutes)

Remind learners that after reading a story, we ask ourselves questions about it. Then, we think about the answers and read the story again to get a better understanding of it. Refer learners to the chart of questions; then, model generating questions after reading the first paragraph. Guide learners to read and then generate questions, in pairs, small groups or rows. Go round the class to listen and give support. Let learners share some of their questions with class.

Conclusion

(3 minutes)

Ask learners to read the new words from page 131 in the Learner's Book or on word cards.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31**Chisomo runs to upper ground: Oral language****Lesson 3****Success criteria**

Learners must be able to:

- give advice
- take advice
- write sentences about giving advice

Suggested resources (in addition to the learner's book)

learners' experiences; list of adverbs (*safely, closely, slowly, quickly*) written on the chalkboard

Introduction

(2 minutes)

Ask learners to talk with a partner about how they can help others stay safe when it is raining heavily.

Activity 31.3.1**Oral language: Practising giving and taking advice**

(10 minutes)

Follow I Do, We Do, You Do to give and take advice. Model giving and taking advice using the following guiding structures: *It is raining heavily. You should run to a safe place.* Help learners respond by saying, *Thank you. I will run to upper ground (or a higher place.)* Explain to learners that the word *heavily* is an adverb. Remind learners that an adverb is a word that tells more about a verb. Guide learners, in pairs or groups, to practise giving and

taking advice using adverbs like *safely*, *closely*, *slowly*, *quickly*. Go round the class to listen and give support. Write a few of the learners' responses on the chalkboard.

Activity 31.3.2 Writing: Sentences about giving and taking advice (20 minutes)

Follow I Do, We Do, You Do to write sentences about giving and taking advice. Model writing sentences about giving and taking advice. For example, *You should not stand in the rain when it is raining heavily. Thank you. I will run quickly to a safe place.* Guide learners to write their own sentences about giving and taking advice in their exercise books. Go round the class to observe and give support.

Conclusion (3 minutes)

Ask learners to exchange their exercise books and read each other's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31	Chisomo runs to upper ground: Reading comprehension practise	Lesson 4
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• read a story in chunks.• generate questions after reading• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences, word cards (Lesson 2)</p>	

Introduction (2 minutes)

Ask learners to describe with a partner what may happen during a flood.

Activity 31.4.1 Reading: Chunking (10 minutes)

Follow I Do, We Do, You Do to use chunking to read *Chisomo runs to upper ground*. Model reading the first two paragraphs. Remind learners of the specific skills of chunking and to help each other as they read. Guide learners, in pairs or in groups, to read the entire story in chunks. Go round the class to listen and support learners.

Activity 31.4.2	Reading: Generating questions after reading	(10 minutes)
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Remind learners that after reading a story, we ask ourselves questions about it. Then, we think about the answers and read the story again to get a better understanding of it. Model generating questions after reading the first paragraph. Guide learners, in pairs, small groups or rows, to generate questions after reading the story. Go round the class to listen and give support. Let learners share with the class the questions they have generated.

Activity 31.4.3	Reading: Answering comprehension questions	(10 minutes)
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Follow I Do, We Do, You Do to answer questions orally. Read the questions aloud for learners. Tell them to use clues from the story to answer the questions. Model answering any of the questions in full. Model and guide learners to talk about their answers to the questions in pairs or groups. At page 132 support learners in using their background knowledge or experiences to answer questions that are not answered in the text.

Conclusion	(3 minutes)
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Ask learners to talk with a partner about *Chisomo* feels during and after the flood.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31	Chisomo runs to upper ground: Grammar practise	Lesson 5
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Success criteria

Learners must be able to:

- give instructions
- follow instructions
- use adverbs
- identify adverbs

Suggested resources (in addition to the learner's book)

learners' experiences; example (Exercise B) written on the chalkboard

Introduction	(2 minutes)
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Ask learners in pairs to give and take advice about something that might happen at school.

Activity 31.5.1	Oral language: Giving and following instructions	(10 minutes)
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Follow I Do, We Do, You Do to give and follow instructions on how to escape floods.

Model giving and following instructions on how to escape floods by using guiding

structures like the following: *Run into the classroom. Run quickly to upper ground because water is flowing into the classroom.* Guide learners in pairs or groups to give and follow instructions on how to escape floods. Go round the class to listen and give support.

Activity 31.5.2**Grammar: Using adverbs**

(10 minutes)

Follow I Do, We Do, You Do to make sentences using adverbs ending with *-ly*. Model making sentences using adverbs ending with *-ly* about giving and following instructions. For example, *She ran easily to upper ground. The floods happened suddenly.* Tell learners that *easily* and *suddenly* are adverbs. Remind learners that adverbs tell us more about verbs. Tell learners that some adverbs appear in the middle of sentences. Guide learners in pairs or groups to make sentences using adverbs. Go round the class to listen and give support.

Activity 31.5.3**Grammar writing: Identifying adverbs**

(6 minutes)

Follow I Do, We Do, You Do to identify adverbs in sentences. Refer learners to Exercise B at page 134. Model with the example on the chalkboard and then guide learners to complete the exercise in their exercise books. Go round the class to observe and give support.

Conclusion

(3 minutes)

Ask learners to exchange their exercise books and read each other's work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31**Chisomo runs to upper ground: Fluency/vocabulary****Lesson 6****Success criteria**

Learners must be able to:

- give meanings of words
- read a story in chunks
- complete sentences

Suggested resources (in addition to the learner's book)

word cards (Lesson 2); chalkboard with an example (Exercise C) written on it

Introduction

(2 minutes)

Ask learners to practise reading the new words from page 131 in the Learner's Book or on word cards.

Activity 31.6.1**Fluency: Chunking**

(8 minutes)

Follow I Do, We Do, You Do to read the story *Chisomo runs to upper ground* using chunking. Model reading in meaningful chunks for the class. Remind learners of the specific skills of chunking and to help each other as they read. Guide learners, in pairs or in groups, to read the entire story in chunks. Go round the class to listen and support learners.

Activity 31.6.2**Vocabulary: Using new vocabulary (*heavy, flooded, flowed, risky, reached*)**

(8 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Create other sentences with learners. Guide and support learners in making new sentences with a partner.

Activity 31.6.3**Vocabulary: Completing sentences**

(14 minutes)

Follow I Do, We Do, You Do to complete sentences. Refer learners to Exercise C at page 134. Model with the example on the chalkboard. Guide learners to work with a partner or do the exercise independently. Go round the classroom to observe and give feedback. Have learners share their work with a partner. Ask a few learners to share with the class. Talk about the meanings of the sentences.

Conclusion

(3 minutes)

Ask learners to use the words in new sentences with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31**Chisomo runs to upper ground: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about setting
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

learners' experiences; a comprehension question and answer written on the chalkboard

Introduction

(3minutes)

Ask learners to practise spelling the new words with a partner.

Activity 31.7.1**Reading: Silent reading**

(10 minutes)

Follow I Do, We Do, You Do to read *Chisomo runs to upper ground*. Use pre-questions like these to model and practise with learners: *What is the name of the school where Chisomo goes? What caused the floods?* Guide learners think about the questions and read for clues. Have learners talk with a partner about the answers.

Activity 31.7.2**Reading closely: Setting**

(10 minutes)

Follow I Do, We Do, You Do to read closely/carefully and then talk about the setting of the story. Use guiding questions like the following: *Where does the story take place? When does the story take place?* Guide and support learners, in pairs or groups, to talk about the setting of the story.

Activity 31.7.3**Writing: Answering comprehension questions**

(10 minutes)

Follow I Do, We Do, You Do to write answers to questions on *Chisomo runs to upper ground* at page 132. Model with one question written on the board. Guide learners to answer questions with detail in their exercise books. Ask learners to share their answers with a partner.

Conclusion

(2 minutes)

Ask the learners to talk about the setting of the story with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31**Chisomo runs to upper ground: Productive writing****Lesson 8****Success criteria**

Learners must be able to:

- talk about heavy rains
- write a paragraph about heavy rains

Suggested resources (in addition to the learner's book)
learners' experiences

Introduction

(2 minutes)

Ask learners, in pairs, to talk about what they should do the next time it rains heavily.

Activity 31.8.1**Oral language: Talking about heavy rains**

(10 minutes)

Follow I Do, We Do, You Do to talk about heavy rains by asking questions like the following: *Where were you? How did you stay safe during the heavy rains?* Model and guide learners to talk with a partner or small group. Encourage learners to give details. Go round the class to listen and give support.

Activity 31.8.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to answer the questions in full sentences and order them into a paragraph. Model answering the second question in Exercise D at page 135. Guide learners to answer the rest of questions in full sentences and write them in order as a paragraph in their exercise books. Go round the class to give support.

Conclusion

(3 minutes)

Ask learners to read their paragraphs with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31**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 books

Introduction

(2 minutes)

Ask learners to share interesting stories they read or heard about.

Activity 31.9.1**Reading supplementary readers**

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or

the setting, reading the titles, etc. to encourage the curiosity of learners. Allow small groups of learners to choose from a set of books. Guide, supervise and support learners who have difficulties to choose a book of their choice, while others read. Read with readers who have difficulties while others read independently.

Activity 31.9.2

Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details, such as the characters and what happens to them, the setting and lessons they have learned. Let learners work with a partner or in a group. Go round the class to listen and support learners.

Conclusion

(3 minutes)

Ask the learners to talk with a partner about the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 31	Chisomo runs to upper ground: Review	Lesson 10	(35 minutes)
Success criteria	Lessons	Activities	

UNIT 32	Working for a living: Oral language and phonics	Lesson 1
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • make suggestions • read words beginning with <i>acc-</i> and <i>ac-</i> • write words beginning with <i>acc-</i> and <i>ac-</i> <p>Suggested resources (in addition to the learner's book) learners' experiences; <i>ac-</i> and <i>acc-</i> words written on the chalkboard (action, accept, accident, actual, accommodation, activity).</p>		

Introduction	(2 minutes)
Ask learners to retell a favourite story to a partner.	

Activity 32.1.1	Oral language: Making suggestions	(10 minutes)
<p>Follow I Do, We Do, You Do to make suggestions about how people can earn a living. Explain <i>making a living</i> (earning enough money through a job to take care of yourself and your family) to learners. Use local language to support understanding. Model making a suggestion about how some people can earn a living using the following example sentences: <i>Some people earn a living through business</i> etc. Guide learners in pairs, small groups or rows to make other suggestions about how people can earn a living. Write a few of their suggestions on the chalkboard. Go round the class to listen and give support.</p>		

Activity 32.1.2	Phonics: Reading words beginning with <i>acc-</i> and <i>ac-</i>	(10 minutes)
<p>Follow I Do, We Do, You Do to read words that begin with <i>acc-</i> and <i>ac-</i>. Model reading the words written on the chalkboard (<i>action, accept, accident, actual, accommodation, activity</i>). Guide learners to read the words in pairs, small groups or rows. Go round the class to listen and give support.</p>		

Activity 32.1.3	Phonics: Writing words beginning with <i>acc-</i> and <i>ac-</i>	(10 minutes)
<p>Follow I Do, We Do, You Do to write words that begin with <i>acc-</i> and <i>ac-</i>. Read the words from the list in exercise A at page 138 and model writing one <i>acc-</i> and one <i>ac-</i> word on the chalkboard. Read the words one at a time and guide learners to write the others in their exercise books. Go round the class to observe and give feedback.</p>		

Conclusion	(3 minutes)
Ask learners to talk with a partner about how their parents earn a living.	

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32	Working for a living: Reading	Lesson 2
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• give meanings of words• read a text using radio reading• generate questions after reading a text <p>Suggested resources (in addition to the learner's book) word cards (business, factories, deposit, account, occasions); chart of questions (Activity 19.2.3)</p>	

Introduction

(2 minutes)

Ask learners to mention radio news readers they admire.

Activity 32.2.1**Vocabulary: Using new words** (*business, factories, deposit, account, occasions*)

(10 minutes)

First, activate learners' background knowledge using the title and the picture. Follow I Do, We Do, You Do to teach the meanings of the words one at a time using an appropriate strategy such as picture, real objects, demonstration, etc. Use local language if learners do not understand. Model by using the words in sentences. Guide the learners in acting out or using the words with a partner. Go round the class to support learners.

Activity 32.2.2**Fluency: Radio reading**

(10 minutes)

Follow I Do, We Do, You Do to read *Working for a living* at page 136 using radio reading. Read the entire text aloud using radio reading. Remind learners of the specific skills of radio reading. Remind learners to help each other as they read. Guide learners to read the entire story using radio reading in pairs or in groups. Go round the class to listen and support learners.

Activity 32.2.3**Reading: Generating questions after reading the text**

(10 minutes)

Remind learners that after reading a text, we ask ourselves questions about it. Then, we think about the answers and read the story again to get a better understanding of it. This helps us understand the text better. Refer learners to the chart of questions and then model using them after reading the first stanza: *What is most important about what I read? What did I learn in this text that I can tell my parents? What do I want to know more about?*

Model generating questions after reading the first paragraph. Guide learners to generate questions after reading the story with a partner or in a small group. Go round the class to listen and give support.

Conclusion

(3 minutes)

Ask learners to talk about the meanings of the new words with a partner or small group.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32

Working for a living: Oral language

Lesson 3

Success criteria

Learners must be able to:

- make suggestions
- write sentences about making suggestions

Suggested resources (in addition to the learner's book)

learners' experiences

Introduction

(3minutes)

Ask learners to talk with a partner about how they would like to earn a living when they are older.

Activity 32.3.1

Oral language: Making suggestions

(10 minutes)

Follow I Do, We Do, You Do to practise making suggestions about how people can earn a living. Model making a suggestion about how people can earn a living using the following guiding question: *How can you earn a living?* Help learners say, *I can earn a living through teaching.* Remind learners that a *question mark* (?) is used at the end of a question and a *full stop* (.) is used at the end of a statement. Guide learners, in pairs, small groups or rows, to make suggestions about how people can earn a living. Go round the class to listen and give support.

Activity 32.3.2

Writing: Sentences about how one can earn a living

(20 minutes)

Follow I Do, We Do, You Do to write sentences about how people can earn a living. Model writing sentences about how others might earn a living. For example, *She can earn a living by doing business.* *People can earn a living by working in a university.* Guide learners to write their own sentences about how one can earn a living in their exercise books. Go round the class to observe and give support.

Conclusion

(2 minutes)

Ask learners to talk about how their family relations (*aunts, uncles, older cousins*) earn a living.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32	Working for a living: Reading comprehension practise	Lesson 4
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none">• read a text using radio reading• generate questions after reading a text• answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences; chart of questions (Activity 19.2.3)</p>	

Introduction

(2 minutes)

Ask learners to say how people earn a living in their area.

Activity 32.4.1**Fluency: Radio reading.**

(10 minutes)

Follow I Do, We Do, You Do to read the story *Working for a living* at page 136 using radio reading. Model reading the text for learners. Remind them of the specific skills of radio reading and to help each other as they read. Guide learners to read the entire story using radio reading with a partner or in a small group. Go round the class to listen and support learners.

Activity 32.4.2**Reading: Generating questions after reading the text**

(9 minutes)

Remind learners that after reading a text, we ask ourselves questions about it. Then, we think about the answers and read the story again to get a better understanding of it. This helps to understand the text better. Refer learners to the chart of questions and then model using them after reading the first stanza: *What is most important about what I read? What did I learn in this text that I can tell my parents? What do I want to know more about?* Model generating questions after reading the first paragraph. Guide learners to generate questions after reading the story in pairs, small groups or rows. Go round the class to listen and give support.

Activity 32.4.3**Reading: Answering comprehension questions**

(10 minutes)

Follow I Do, We Do, You Do to answer questions at page 137 orally. Read the questions aloud for or with learners. Tell them to use clues in the text to answer the questions. Model answering any one of the questions. Guide learners, in pairs, small groups or rows, to talk about answers to the other questions. Support learners in using their background knowledge or experiences to answer questions that are not answered in the text.

Conclusion

(3 minutes)

Ask learners to share some of the questions they had while reading.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32**Working for a living: Grammar practise****Lesson 5****Success criteria**

Learners must be able to:

- make suggestions
- use full stops and question marks
- complete sentences with full stops (.) or question marks (?)

Suggested resources (in addition to the learner's book)

learners' experiences; chalkboard with an example (Exercise B) written on it

Introduction

(2 minutes)

Ask learners to talk with a partner about what their parents do to earn a living.

Activity 32.5.1**Oral language: Practising making suggestions**

(10 minutes)

Follow I Do, We Do, You Do to practise making suggestions about how learners might earn a living someday. Model making a suggestion using the following guiding question: *How can you or your friends earn a living someday?* Help learners say, *I/we can earn a living by working in a bank or a business, as a pilot, in an airport, in a shop etc.* Guide learners, in pairs, small groups or rows, to make suggestions about they might earn a living someday. Go round the class to listen and give support.

Activity 32.5.2	Grammar: Using full stops and question marks	(8 minutes)
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Follow I Do, We Do, You Do to use full stops and question marks to talk about how they can earn a living someday. Remind learners that *a question mark* (?) is used at the end of a question and *a full stop* (.) is used at the end of a statement. For example, *How do people earn a living? People earn a living by flying airplanes, working on cars, through farming.* Guide learners in pairs to use full stops and question marks to talk about how people earn a living. Go round the class to observe and give support.

Activity 32.5.3	Grammar writing: Completing sentences using question marks or full stops	(12 minutes)
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Follow I Do, We Do, You Do to complete sentences with a full stop (.) and a question mark (?). Refer learners to Exercise B at page 138. Model with the example on the chalkboard. Guide learners to work with a partner or do the exercise independently. Go round the class to observe and give feedback. Let learners swap their work with a partner.

Conclusion	(3 minutes)
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Ask learners to read their work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32	Working for a living: Fluency/vocabulary	Lesson 6
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Success criteria

Learners must be able to:

- read a story using radio reading
- give meanings of words
- complete sentences with given words

Suggested resources (in addition to the learner's book)
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learners' experiences, chalkboard with word cards(Lesson 2); example (Exercise C) written on it

Introduction	(2 minutes)
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Ask learners to read the new words at page 136 in the Learner's Book or on word cards

Activity 32.6.1	Fluency: Radio reading	(8 minutes)
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Follow I Do, We Do, You Do to read the story *Working for a living* at page 136 using radio reading. Model reading the first paragraph for the class. Remind learners of the specific skills of radio reading. Remind them to help each other as they read. Guide learners to read

the entire story using radio reading in pairs or in groups. Go round the class to listen and support learners.

Activity 32.6.2

Vocabulary: Using new words (*business, factories, deposit, account, occasions*) (10 minutes)

Follow I Do, We Do, You Do to use new vocabulary in sentences orally. Model with example sentences for learners. Construct other sentences with learners. Guide and support the learners in making new sentences with a partner.

Activity 32.6.3

Vocabulary: Completing sentences (12 minutes)

Follow I Do, We Do, You Do to complete sentences with words in Exercise C at page 139. Model with the example written on the chalkboard. Guide learners to work with a partner or do the exercise independently. Go round the class to observe and give feedback. Let learners swap their work with a partner. Ask a few learners to share with the class. Talk about the meanings of the sentences.

Conclusion

(3 minutes)

Ask learners to share their work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32**Working for a living: Reading closely for comprehension****Lesson 7****Success criteria**

Learners must be able to:

- read a story silently
- talk about main points
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)

learners' experiences

Introduction

(2 minutes)

Ask learners to talk about what people do to earn a living in cities.

Activity 32.7.1	Reading: Silent reading	(8 minutes)
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Follow I Do, We Do, You Do to read and think about the pre-questions before reading for clues: *What things that are made in factories? How do farmers make money?* Model with a think-aloud while you read for clues to the first pre-question; then, practise with learners. Have learners talk with a partner about their answers.

Activity 32.7.2	Reading closely: Identifying main points	(10 minutes)
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Follow I Do, We Do, You Do to read closely/carefully and identify the main points in the story. Model identifying the main points in the text from the first paragraph (*different places where people work*). Guide learners, in pairs, small groups or rows, to identify main points from the remaining paragraphs. Go round the class to give support.

Activity 32.7.3	Writing: Answering comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to write answers to questions for Working for a living. Guide learners to note the question words *what, why* and *when*. Model with any of the questions written on the chalkboard. Guide learners to write detailed answers in their exercise books. Ask learners to share their answers with a partner.

Conclusion	(3 minutes)
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Ask learners, in pairs or small groups, to talk about how people use the money they save in banks.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32	Working for a living: Productive writing	Lesson 8
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Success criteria

Learners must be able to:

- talk about how farmers get and save money
- write a paragraph

Suggested resources (in addition to the learner's book)
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learners' experiences

Introduction	(2 minutes)
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Ask learners to read the new words at page 136 in the Learner's Book or on the word cards.

Activity 32.8.1**Oral language: Talking about how farmers earn and save money**

(15 minutes)

Follow I Do, We Do, You Do to talk about the story *Working for a living* by asking and answering the following guiding questions: *How do farmers earn money? How do farmers save the money they get?* Model responding: *Farmers get money by selling their farm produce. Farmers save their money by depositing it in the bank.* Guide and practice with learners to answer the questions in pairs or groups. Encourage learners to give details. Go round the class to listen and give support.

Activity 32.8.2**Writing: A paragraph**

(56 minutes)

Follow I Do, We Do, You Do to use pictures to write a paragraph about how a farmer earns and saves money. Model writing a paragraph in Exercise D at page 140. Guide learners in writing their own paragraphs; encourage them to give details, capital letters and full stops in their sentences. Go round the class to support learners.

Conclusion

(3 minutes)

Ask learners to exchange their exercise books and read their friends' work.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32**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 books

Introduction

(3minutes)

Ask leaners to share interesting stories they read or heard.

Activity 32.9.1**Reading supplementary readers**

(20 minutes)

Say: *Choosing your own book to read is exciting and fun. When you choose your own book, you can pick one that interests you! When you are interested in a book, it helps you read it with more understanding.* Introduce supplementary readers by naming characters or the setting, reading the titles, etc. to encourage curiosity in learners. Allow small groups of

learners to choose from a set of books. Guide, supervise and support learners who have difficulties to choose a book of their choice, while others read. Read with readers who have difficulties while others read independently.

Activity 32.9.2
Oral language: Retelling stories

(10 minutes)

Follow I Do, We Do, You Do to retell a story. Guide learners to retell the story they read by talking about the main details, such as the characters and what happens to them, the setting, lessons they have learnt. Let learners work with partners or in a group. Go round the class to listen and support learners.

Conclusion

(2 minutes)

Ask the learners to talk with a partner about the stories they would like to read for themselves and why.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 32
Working for a living: Review
Lesson 10

(35 minutes)

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

Success criteria
Lessons
Activities
UNIT 33
Let's do it again: Oral language
Lesson 1
Success criteria

Learners must be able to:

- use oral structures learnt in Lesson 1 (Units 29-32)
- read decodable words learnt in Lesson 1 (Units 29-32)
- write decodable words learnt in Lesson 1 (Units 29-32)

Suggested resources (in addition to the learner's book)
learners' experiences; word cards (Units 29-32)

Introduction

(2 minutes)

Introduce the lesson with an activity relevant to the story or the structures being revised.

Activity 33.1.1

Revision: Oral language structure(s)

(10 minutes)

Use the advance organiser for the language structure selected. Follow I Do, We Do, You Do to revise any of the oral language structures with a new activity. Use modelling, demonstration and pair work to involve all learners. Guide and support them while they work. Go round the class to observe and support learners.

Activity 33.1.2

Phonics: Reading decodable words

(10 minutes)

Follow I Do, We Do, You Do to revise reading decodable words in lessons 1 (from Units 29-32). Model and guide learners in reading the words with letters *sk-*, *kn-*, *tw-* at the beginning; *-cc-* at the middle and *-tion* at the end. Help learners to do the activity in pairs, small groups or in rows. Go round the class to listen and give support.

Activity 33.1.3

Phonics: Writing decodable words

(10 minutes)

Follow I Do, We Do, You Do to revise writing/ making decodable words in Lessons 1 (from Units 29-32). First, model for learners and then, guide them in writing the decodable words in Exercise A at page 143. Help learners to do the activity in pairs, small groups or in rows. Go round the class to listen and give support.

Conclusion

(3 minutes)

Ask learners, in pairs or small groups, to practise reading words on word cards or in the Learner's Book.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33	Let's do it again: Review reading	Lesson 2
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • use words learnt in Lesson 2 (Units 29-32) • read a text using any fluency strategies learnt (Units 29-32) • use any comprehension strategies (Units 29-32) <p>Suggested resources (in addition to the learner's book) word cards or a chart of words (Units 29-32)</p>	

Introduction	(2 minutes)
Ask learners to retell one of the stories from Units 29-32 with a partner.	

Activity 33.2.1	Vocabulary: Revision of words (<i>business, bicycle, produce, heavy, occasions</i>)	(10 minutes)
Follow I Do, We Do, You Do to revise the meanings of the target words. Demonstrate with gestures or by acting it out, with pictures or real objects. Model using the words in sentences. Guide learners, in pairs or small groups, to use the words in sentences or to act them out. Go round the class to listen and give support		

Activity 33.2.2	Fluency: Revision of fluency strategies (Units 29-32)	(10 minutes)
Introduce <i>The boy who learnt a lesson</i> by reading the title and talking about the picture. Follow I Do, We Do, You Do to teach/review any of the fluency strategies in Units 29-32 that learners had difficulties with. Read the story aloud while modeling the target strategy. Share with learners through think alouds. Guide learners to practise the fluency strategy by reading the story with a partner or in a small group. Go round the class to listen and support learners.		

Activity 33.2.3	Reading: Revision of comprehension strategies (Units 29-32)	(10 minutes)
Follow I Do, We Do, You Do to revise any comprehension strategies that learners had difficulties with. Model the strategy with <i>The boy who learnt a lesson</i> . Guide learners in using the strategy in groups or pairs. Go round the class to listen and support learners.		

Conclusion	(3 minutes)
Use your own or any relevant conclusion (Units 29-32) and relate it to <i>The boy who learnt a lesson</i> .	

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33	Let's do it again: Oral language	Lesson 3
Success criteria Learners must be able to: <ul style="list-style-type: none">use the language structures that were learnt in Lesson 3 of Units 29-32write sentences similar to the sentences they wrote in Lesson 3 of Units 29-32		
Suggested resources (in addition to the learner's book) learners' experiences		

Introduction

(2 minutes)

Use your own or any relevant introduction (Units 29-32) that supports this lesson.

Activity 33.3.1**Oral language: Revision of oral language structure(s)**

(15 minutes)

Follow I Do, We Do, You Do to revise any of the language structures learnt in Lesson 3 (Units 29-32) learners continue to struggle with. Model for learners and guide them to practise the structure in pairs, small groups or rows. Go round the class to listen and support them. Write a few learners' responses on the chalkboard. Explain or revise them again with learners.

Activity 33.3.2**Writing: Sentences**

(15 minutes)

Follow I Do, We Do, You Do to revise sentences similar to the ones they wrote in Lesson 3 (Units 29-32). Model writing sentences and explain any grammatical item, if any, that learners struggled with. Guide learners to write their own sentences and talk about them in pairs, small groups or rows. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Use your own or any relevant activity (Units 29-32) to support this lesson.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33	Let's do it again: Reading	Lesson 4
	<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> • read a text using any fluency strategy learnt in lessons 4 (Units 29-32) • use any comprehension strategy learnt in lessons 4 (Units 29-32) • answer comprehension questions orally <p>Suggested resources (in addition to the learner's book) learners' experiences</p>	

Introduction

(2 minutes)

Ask learners, in pairs, to discuss the picture for *The boy who learnt a lesson*

Activity 33.4.1

Fluency: Revision of fluency strategies (Units 29-32)

(10 minutes)

Follow I Do, We Do, You Do to read *The boy who learnt a lesson* using any of the fluency strategies that learners had difficulties with. Model reading the story using the strategy.

Guide learners to read in groups or pairs. Go round the class to support them.

Activity 33.4.2

Reading: Revision of comprehension strategies (Units 29-32)

(10 minutes)

Follow I Do, We Do, You Do to revise any of the comprehension strategies that learners had difficulties with. Model using the comprehension strategy and share your thinking with learners. Guide learners to use the strategy in small groups or with a partner. Go round the class to give support.

Activity 33.4.3

Reading: Answering comprehension questions

(10 minutes)

Follow I Do, We Do, You Do to answer questions orally about *The boy who learnt a lesson*. Tell learners to use the clues in the story to help them answer the questions. Model reading for clues and answering the questions with details from the text. Guide learners to talk about the answers in pairs and groups. Go round the class to listen and give support.

Conclusion

(3 minutes)

Create a short conclusion that reviews a skill learners struggled with.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33	Assessment	Lesson 5	(35 minutes)
Assessing learners			
<ul style="list-style-type: none"> assess learners on what they have learnt in Lessons 1 to 4 of Units 29-32 develop assessment items that will guide in checking the learners achievement of the success criteria in Lessons 1 to 4 of Units 29-32 <p>Below are the success criteria from Lessons 1 to 4 of Units 29-32. Check if learners are able to:</p> <ul style="list-style-type: none"> use oral structures that were learnt in lessons 1 of Units 29-32 read decodable words and sentences learnt in Lesson 1 of Units 29-32 write decodable words learnt in Lesson 1 of Units 29-32 give meanings of words learnt in Lesson 2 of Units 29-32 read a text using any fluency strategies in Units 29-32 use any of the comprehension strategies in Units 29-32 use the language structures that were learnt in Lesson 3 of Units 29-32 write sentences similar to the sentences they wrote in Lesson 3 of Units 29-32 answer comprehension questions orally <p>Note: Let some learners read any decodable story from lesson 9 of Units 29-32 as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.</p>			

UNIT 33	Let's do it again: Grammar practice	Lesson 6
<p>Success criteria</p> <p>Learners must be able to:</p> <ul style="list-style-type: none"> use the oral language structures that were learnt in Lesson 5 of Units 29-32 use grammatical items that learners found difficult in Lesson 5 of Units 29-32 write grammatical items that learners found difficult in Lesson 5 of Units 29-32 <p>Suggested resources (in addition to the learner's book) learners' experiences</p>		

Introduction	(2 minutes)
Use your own or any relevant introduction (Units 29-32) that supports this lesson.	

Activity 33.6.1	Revision : Oral language structure(s)	(10 minutes)
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Follow I Do, We Do, You Do to revise any oral language structures in Lesson 5 (Units 29-32) that learners continue to struggle with. Guide learners to practise the structures in pairs, small groups or rows. Go round the class to listen and support learners.

Activity 33.6.2	Grammar: Review of adverbs	(10 minutes)
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Follow I Do, We Do, You Do to revise using adverbs in sentences. Model and guide learners in identifying adverbs in sentences. Go round the class to observe and give support. Write a few of the learners' sentences on the chalkboard and discuss.

Activity 33.6.3	Grammar writing: Review of adverbs	(10 minutes)
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Follow I Do, We Do, You Do to complete sentences with the correct pronouns. Refer learners to Exercise B at page 143. Guide learners to complete sentences with pronouns in their exercise books. Go round the class to listen and support learners. Have learners share their written work with partners.

Conclusion	(3 minutes)
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Use your own or any relevant conclusion that supports this lesson (Units 29-32).

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33	Let's do it again: Fluency/vocabulary	Lesson 7
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Success criteria

Learners must be able to:

- read a text fluently as in Lesson 6 of Units 29-32
- use vocabulary
- match words with meanings

Suggested resources (in addition to the learner's book)
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learners' experiences; chalkboard with an example (Exercise C) written on it; word cards (lesson 2)

Introduction	(2 minutes)
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Use your own or any relevant introduction (Units 29-32) that supports this lesson.

Activity 33.7.1**Fluency: Revision of fluency strategies (Units 29-32)**

(10 minutes)

Follow I Do, We Do, You Do to read *The boy who learnt a lesson* using any of the fluency strategies that learners had difficulties with. Model with a think aloud to show learners how you use the target strategy. Guide learners to read the story in groups or pairs using the strategy. Go round the class to support learners.

Activity 33.7.2**Vocabulary: Revision**

(10 minutes)

Follow I Do, We Do, You Do to review the meanings of the words (*business, bicycle, produce, heavy, occasions*) using an appropriate strategy. Model using the words in sentences. Guide the learners in using the words in pairs. Go round the class to listen and support learners.

Activity 33.7.3**Vocabulary : Matching words with meanings**

(10 minutes)

Follow I Do, We Do, You Do to match words with meanings in Exercise C at page 144. Model with the example and then guide learners in matching words with meanings in their exercise books. Go round the class to observe and support learners.

Conclusion

(3 minutes)

Have learners share their work with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33**Let's do it again: Reading closely for comprehension****Lesson 8****Success criteria**

Learners must be able to:

- read the text for comprehension as in Lesson 7 of Units 29-32
- analyse the text
- write answers to comprehension questions

Suggested resources (in addition to the learner's book)
learners' experiences

Introduction

(2 minutes)

Use your own or any relevant introduction (Units 29-32) that supports this lesson.

Activity 33.8.1	Reading: Silent reading	(8 minutes)
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Follow I Do, We Do, You Do to think about pre-questions and then, read for understanding. Model with a think aloud about any of the pre-questions and identify exact clues in the story. Guide learners to read for clues and then talk about the answers with a partner.

Activity 33.8.2	Reading closely for comprehension	(10 minutes)
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Follow I Do, We Do, You Do to read closely/carefully for comprehension. Guide learners to reread for clues to answer the comprehension questions for the story. Encourage them to think about their background knowledge and experiences to help them answer in more detail. Support learners to work in pairs, small groups or rows.

Activity 33.8.3	Writing: Answering comprehension questions	(12 minutes)
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Follow I Do, We Do, You Do to write answers to questions. Guide learners to take note of the different question words and what information they ask for. Model answering one of the questions with full sentences, capital letters and full stops. Guide learners to reread for clues and write answers to questions at page 142 in their exercise books. Go round the class to observe and support learners.

Conclusion	(3 minutes)
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Ask learners to share their answers with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33	Let's do it again: Productive writing	Lesson 9
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Success criteria

Learners must be able to:

- use the listening and speaking skills or structures in lessons 8 (Units 29-32)
- write a paragraph

Suggested resources (in addition to the learner's book)
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learners' experiences

Introduction	(2 minutes)
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Choose any relevant activity for an introduction.

Activity 33.9.1**Oral language: Review listening and speaking of Units 29 to 32**

(10 minutes)

Create a listening and speaking activity from any skills and structures presented in Lesson 8 (Units 29-32) that learners need to review. Follow I Do, We Do, You Do to work through the activity using demonstration and modelling, think alouds and group or pair work. Go round the class to listen and give support.

Activity 33.9.2**Writing: A paragraph**

(20 minutes)

Follow I Do, We Do, You Do to write about a trip learners have taken. Model using the web in exercise D at page 145 to write a paragraph about a trip they had. Guide learners in writing a paragraph. Go round the class to give support.

Conclusion

(3 minutes)

Have learners share their paragraphs with a partner.

Teacher reflection

Write your observations about learners' progress in achieving the success criteria by answering questions from a fully scripted lesson.

UNIT 33**Assessment****Lesson 10**

(35 minutes)

Assessing learners

- assess learners on what they have learnt in lessons 5 to 8 of Units 29-32.
- develop assessment items that will guide in checking the learners achievement of the success criteria in lessons 5 to 8 of Units 29-32

Below are the success criteria from Lessons 5 to 8 of Units 29-32. Check if learners are able to:

- use the oral language structures that were learnt in Lesson 5 of Units 29-32
- use grammatical items that learners found difficult in Lesson 5 of Units 29-32
- write grammatical items that learners found difficult in Lesson 5 of Units 29-32
- read a text fluently as in Lesson 6 of Units 29-32
- give meanings of words
- use the words in exercises
- read the text for comprehension as in Lesson 7 of Units 29-32
- analyse the text
- writing comprehension questions
- talk about any of the listening and speaking activity you have chosen as in Lesson 8 of Units 29-32
- write about any of the listening and speaking activity you have chosen as in Lesson 8 of Units 29-32

Note: Let some learners read any decodable story from lessons 9 of Unit 29-32 as other learners are being assessed individually, in pairs or in group. At the end of the lesson, ask some individual learners to share with the class what they have read about.