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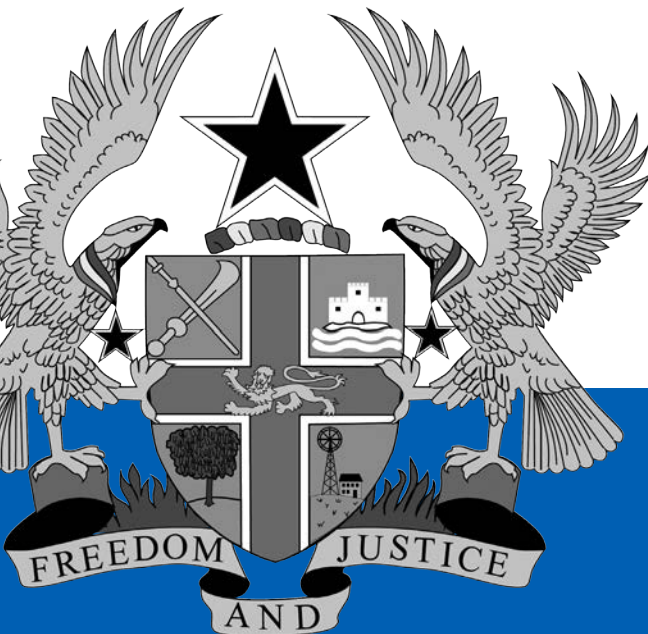


GHANA EDUCATION SERVICE

Differentiated Learning (DL)

*English Language Teachers Guide
for Lower Primary*

Basic 1~3



NOVEMBER, 2020

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One purpose of this programme is to ensure that Ghanaian learners have the required skills to make them useful citizens to the Ghanaian society and the world at large. It is always important to remember that we reach the Ghanaian child through the teacher. So our commitment to support teacher development and the education system should be targeted at the teacher and learner.

FOREWORD

The Differentiated Learning (DL) programme seeks to give remediation to learners in Ghanaian primary schools by embedding teacher-led differentiated learning within the existing government structure. The programme focuses on equipping teachers with the requisite knowledge and skills to be able to support Basic Two to Basic Six learners who are struggling with English Language and Mathematics. It is also to help learners acquire basic skills in these subjects.

This is achieved by developing differentiated learning instructional materials and training teachers to teach learners at their level to reduce the gap between their knowledge and the learning standards of the National Council for Curriculum and Assessment (NaCCA) curriculum for literacy and numeracy.

The Ministry of Education (MoE) and the Ghana Education Service (GES) are grateful to UNICEF and IPA for this innovative approach to equip teachers to teach at the level of the learner. This will help learners in the targeted grades who are performing below their grade levels in English and Mathematics acquire the needed foundational skills to enable them to perform at grade level.

.....

Prof. Kwasi Opoku-Amankwa
(Director-General, Ghana Education Service)

LIST OF ABBREVIATIONS

BED	Basic Education Division
DL	Differentiated Learning
GALOP	Ghana Accountability for Learning Outcomes Programme
GES	Ghana Education Service
IPA	Innovations for Poverty Action
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NASIA	National Schools Inspectorate Authority
NTC	National Teaching Council
RPK	Relevant Previous Knowledge
STARS	Strengthening Teacher Accountability to Reach all Students
UNICEF	United Nations International Children's Emergency Fund

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INTRODUCTION TO DIFFERENTIATED LEARNING (DL)

DL is a programme that seeks to bridge the learning gaps among learners by creating opportunities for learners to learn at their pace. The programme provides remediation for learners who are lagging on their grade level proficiency while giving opportunity to those who are at par with the grade level curriculum to learn at a different pace to improve their literacy and numeracy skills. DL is delivered for English Language and Mathematics. DL is a holistic approach that helps to improve foundational skills.

Implementing DL in schools begins with assessing learners and grouping them into three different learning ability levels and teaching them according to those levels for 1-hour in a day, 2-hours in a week for a subject (English/Mathematics) and 8 weeks in a term.

Learners' proficiency levels are monitored overtime and where they show signs of improvement, they are re-assessed and placed at appropriate levels where necessary. This means that at every point in time, learners are given the opportunity to learn at their own level and not at the grade level.

More information about the classroom methodology, teaching approach/ delivery processes as well as resources that support implementation of DL in schools are provided in the DL Implementation Guide & Resource Packet.

Overview of the DL English Teachers Guide and Activity Book (TG)

The DL Teachers Guide provides the approaches and methods to be used in presenting the DL lessons in English and the corresponding activities that are expected to be performed in a DL class. The English Teachers Guide for each level has 16 lessons for each term (2 lessons per week expected to be taught over 2 days per week and 8 weeks per term). Each lesson lasts for one hour a day.

The teacher has the flexibility to manage the time to cover all aspects of the lesson. At each level, the Teachers Guide is intended to assist the teacher to identify and engage underperforming learners in a variety of ways using the materials so that Learners can improve their literacy skills. The TG also outlines activities for advance learners (learners who are at par with the grade level curriculum).

For each DL class, the lessons must involve ***whole class demonstration activities, pairs/ group activities, and individual activities***. There are instructions for directing teachers to do this. The Activity Book contains a detailed explanation of language games and strategies that have been used in the Teachers Guide.



Term 1

(Lessons 1~16)

Term 1 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **aA** to its corresponding sound.
- ✓ recognise the target sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in upper and lower case.

Topic:

Letter **aA** (its name and sound)



Teaching Procedure:

1. Sound Practice

- Learners listen to a familiar rhyme/song/story that indicates the target sound.
E.g. *Ants on my Arm.*



- Ask individual learners to identify the most common sound they hear in the rhyme/song/story.

2. Teach New Sound

- Say the target sound and have learners listen and say it.
- Write the letter **aA** on the board.
- Point to the letter and ask learners to say its name and make its sound.
- Mention a few names of people and objects that have the target sound in them.
E.g. *Ama, ant, apple, antelope.*
- Have learners mention names of people, objects, and places with the sound at initial, medial and final positions.
E.g.

initial position	medial position	final position
A ba, A ccra, a xe, a nt, a unt	Ca p , Ka r aga, pa n t, Pa t rick	Issa, Ta r kwa, Ti n a

- Mention and show the name cards below.
Have learners put their hands up if they hear the sound /a/ at the beginning of the name, and keep it on the desk if they do not hear it at the beginning.

Abiba	Kuma	Afi	Kwabena	Odum	Issa	Amoako
-------	------	-----	---------	------	------	--------

- Have learners play the *Sound Ball Game* (Activity 6)

Ask Learners:

- ✓ What did you like about the game?
- ✓ Which sound did we practice with?
- ✓ What were some of the words we heard from our friends?
- ✓ Are there more words that have the sound /a/ that you can share?



3. Read Words

- Lead learners to read some more words with the target sound.
e.g. *bat, cat, brat, chat, fad, had, rag, wag, trap*
- Distribute word cards that have the target sounds to learners.
- Have learners pair up to read the words.
- Invite individuals to read out the words to the class.



4. Write

- In groups, learners underline the target sound in the following words displayed on the word cards and written on the board: ***bat, cat, brat, chat, fad, rag, trap, Ama, ant, Aba***
- Ask learners to write down three words that have the target sound in their exercise books.



TEACHING LEARNING RESOURCES

- Word cards *bat, cat, brat, chat, fad, rag, trap, Ama, ant, Aba*
- Alphabet cards (lower and upper cases): **aA**

Term 1 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **sS** to its corresponding sound.
- ✓ recognise the sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in lower and upper cases.

strawberry



Topic:

Letter **sS** (name and sound)

Teaching Procedure:

1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **aA**.

Ask Learners:

- ✓ What is the sound produced for letter **aA**
 - ✓ Identify words that have the sound /a/
 - ✓ Allow learners to group themselves according to the words displayed on the cards that have the sound /a/.
- E.g. (bat, cat, brat, chat, fad, rag, trap, Ama, ant, Aba)



2. Teach New Sound **sS**

- Introduce the letter sound **sS** with a tongue twister.
- Have learners listen to the sentence/tongue twister:
'Sally sent Solomon and Selina to Saltpond.'
- Learners repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- In groups, have learners count the number of words that have the common sound and name the letter which has the sound. (They can work in groups)
- Call individuals to mention the words with the common sound at the initial position.
- Give the groups word cards to underline and present the letter sound.

The Letter sS

initial position	medial position	final position
soup, school	classroom, master	class, pass



3. Read Words/ Letter

- Write the letter in lower and upper cases **sS**. Learners should pick letter cards in turns and say the name and make the sound. Learners play the letter- sound game. (Activity 5).



4. Write

- Learners should write the letter **sS** in upper and lower cases
- Learners should underline letters in given words.
- Learners should read out the words.



TEACHING LEARNING RESOURCES

- Word cards

soup school classroom master class pass

- Alphabet cards

sS (lower and upper case)

- Sentence cards

- She sells sea shells by the seashore of Sukura.
- Someone should show Sylvia some strokes so she shall not sink.

Term 1 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **eE** to its corresponding sound.
- ✓ recognise the sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in lower and upper cases.



elephant

Topic:

Letter **eE** (name and sound)

Teaching Procedure:

1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **sS**.

Ask Learners:

- ✓ What is the sound produced for letter **sS**
- ✓ Identify words that have the sound /s/
- ✓ Let children group themselves according to the words displayed on the cards that have the sound /s/.
(master, class, school, classroom, and pass)

2. Teach New Sound **eE**

- Introduce the letter sound **eE** with a tongue twister.
- Have learners listen to the sentence/tongue twister:
'I met Esther and Edem at the entrance.'
- Learners repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- In groups, have learners count the number of words that have the common sound and name the letter which has the sound. (They can work in groups)
- Call individuals to mention the words with the common sound at the initial position.
- Give the groups word cards to underline and present the letter sound.

The Letter eE

initial position	medial position	final position
egg, elephant	envelope, leg	engine, enter



3. Read Words/ Letter

- Write the letter in lower and upper cases **eE**. Learners should pick letter cards in turns and say the name and make the sound. Learners play the letter- sound game. (Activity 5).



4. Write

- Learners write the letter **eE** in upper and lower cases.
- Learners underline letters in given words.
- Learners read out the words.



TEACHING LEARNING RESOURCES

- Word cards

egg elephant envelope leg engine enter

- Alphabet cards

eE (lower and upper case)

- Sentence cards

- The leg of the hen is bleeding
- Mensa entered the office to get an envelope.

Term 1 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ associate letter names **mM**, to its corresponding sound.
- ✓ blend the sound **m**, with **a**, **s** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper cases correctly.
- ✓ write words having the target sounds.

Topic:

Letters **mM** (names and sound)



Teaching Procedure:

1. Review

- Use letter cards/strips to revise the names and sounds of letters: **aA, sS, eE, mM, tT**. Show the letter cards at random for learners to name the letters and make their corresponding sounds.

Ask Learners after the game:

- ✓ How did you identify the letter sound in the words?
- ✓ Which of the sounds was easy to identify?
- ✓ How would you pronounce these words: *bat, cat, brat, sleep, slap, egg, elbow*





2. Teach New Letter-Sound

- Introduce the new letter names **mM** and the corresponding sound using word cards. Learners should mention each letter and make its corresponding sound.
- Put up the alphabet chart and ask learners to identify the target letters: individuals should pick a letter card, match it with the same letter on the alphabet chart and make its sound.



3. Blending

- Demonstrate blending of sounds taught so far **aA, sS, eE**, to read simple words, *Learner Blend Activity*. (Activity 10)

E.g.

a	s	as
---	---	----

s	e	a	sea
---	---	---	-----

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any three blended words formed today?

Am	At	see
As	As	me
At	ma	sea



- Have learners practice blending using the chart above.

4. Write

- Learners copy words from the chart above.



TEACHING LEARNING RESOURCES

- Letter cards: **a, s, e m**, (both upper and lower cases)
- Word cards: *ma, as, am, Sam*

Term 1 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **tT** to its corresponding sound.
- ✓ recognise the sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target sound in lower and upper cases.

Topic:

Letter **tT** (name and sound)

tomato



Teaching Procedure:

1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **mM**.

Ask Learners after the game:

- ✓ How did you find the game?
- ✓ What is the sound produced for letter **mM**?
- ✓ What other words have the sound m in them?

- Let children group themselves according to the words displayed on the cards that have the sound **m**
- Use letter cards/strips to revise the other letter names and sounds learnt in the previous lessons: **aA, sS, eE, mM**
- Show the letter cards at random for learners to mention the letter names and their corresponding sounds. Put learners into convenient groups to play the "Here I am" game (Activity4)

Ask Learners after the game:

- ✓ How did you identify the letter sound in the words?
- ✓ Which of the sounds was easy to identify?
- ✓ How would you pronounce these words: *bat, cat, brat, sleep, slap, egg, elbow*



2. Teach New Sound tT

- Introduce the letter sound **tT** with a tongue twister.
- Have learners listen to the sentence/tongue twister:
'Tell the tall boy to toll the bell.'
- Have learners identify the letter **tT** in the sentence.
- Learners should repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- Using word cards, have learners mention the letter and make the corresponding sound.

am	bat	set
as	sat	met
at	mat	bet

- Put up the alphabet chart and ask learners to identify the target letters: individuals pick a letter card, match it with the same letter on the alphabet chart and make its sound.

3. Blending

- Demonstrate blending of sounds learnt so far **aA, sS, eE, mM, tT** to read simple words, using *the Learner Blend Activity*. (Activity 10)

E.g.

a t	at
-----	----

a s	as
-----	----

m a t	mat
-------	-----

t a t	tat
-------	-----

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.

- Have learners practice blending using the chart above.

4. Write

- Learners copy the words from the chart above.



TEACHING LEARNING RESOURCES

- Letter Cards: a, s, e, m, t (both upper and lower cases)
- Word Cards: at as sat mat set am bet tat

Term 1 - Week Four (Lesson 6)



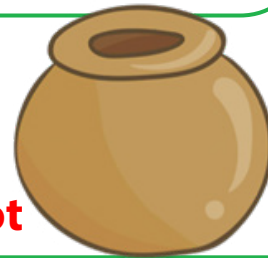
Learning Outcomes

The learner will be able to:

- ✓ associate letter names **pP** with it's corresponding sound.
- ✓ blend sounds **m, t**, with **a, s** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper cases correctly.
- ✓ pronounce words having the target sounds.

Topic:

Letters **pP** (names and sound)



pot

Teaching Procedure:

1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **tT**

After the game ask the following questions:

- ✓ Did you like the game?
- ✓ What is the sound produced for letter **tT**?
- ✓ What other words have the sound **t**?
- ✓ identify words that have the sound **m**?

- Let children group themselves according to the words displayed on the cards that have the sound **m**
- Use letter cards/strips to revise the other letter names and sounds learnt in the previous lessons: **aA, sS, eE, mM, tT**
- Show the letter cards at random for learners to mention the letter names and their corresponding sounds. Put learners into convenient groups to play the *Here I am game* (Activity4)

Ask Learners after the game:

- ✓ How did you identify the letter sound in the words?
- ✓ Which of the sounds was easy to identify?
- ✓ How would you pronounce these words: *bat, cat, brat, sleep, slap, egg, elbow*



2. Teach New Sound pP

- Introduce the letter sound **pP** with a tongue twister.
- Have learners listen to the sentence/tongue twister:
'Peter pulled the pan in the pool or Peter piper picked a peck of pickled pepper.'
- Have learners identify the letter **pP** in the sentence.
- Learners should repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- Using word cards, have learners mention the letter and make the corresponding sound.

am	bat	set
as	sat	met
at	mat	set
ap	pat	pet

- Put up the alphabet chart and ask learners to identify the target letters: individuals pick a letter card, match it with the same letter on the alphabet chart and make its sound.

3. Blending

- Demonstrate blending of sounds taught so far **aA, sS, eE, mM, tT** to read simple words, using *the Learner Blend Activity*. (Activity 10)

E.g.

a	t	at	a	s	as	a	p	ap			
m	a	t	mat	t	a	t	tat	m	a	p	map

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.
- Have learners practice blending using the chart above.

4. Write

- Learners copy the words from the chart above.



TEACHING LEARNING RESOURCES

- Letter Cards: a s e m t p (both upper and lower cases)
- Sentence Card: Peter piper picked a pair of pickled pepper
- Word Cards: at as sat mat set am pet pat

Term 1 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ associate letter names **il** with its corresponding sound.
- ✓ blend sounds **m, t**, with **a, s** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper cases correctly.
- ✓ pronounce words having the target sounds.

Topic:

Letters **il** (names and sound)



Teaching Procedure:

1. Review

- Use letter cards/strips to revise the other letter names and sounds learnt in the previous lessons: **aA, sS, eE, mM, tT, pP**.
- Show the letter cards at random for learners to mention the letter names and their corresponding sounds.
- Put learners into convenient groups to play the *Here I am game* (Activity4)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

2. Teach New Sound **il**

- Introduce the new letter sound **il** and its sound using word cards through observing, signing or writing.
- Have learners mention each letter and make its corresponding sound.
- Show the alphabet chart and ask learners to identify the target letter: individuals pick a letter card, match it with the same letter on the alphabet chart and make its sound.



3. Blending

- Demonstrate blending of sounds taught so far (**aA, sS, eE, mM, tT, pP, il**) to read, sign or braille simple words, using *the Learner Blend Activity*. (Activity 10)

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.

- Mention any word formed by any three blended sounds.

E.g.

p	a	t	pat		p	i	t	pit
---	---	---	-----	--	---	---	---	-----

- Have learners use Activity 9/ 10 to practice blending the sounds to read and pronounce words.



4. Write

- Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read out, and spell.
- Learners complete the words below putting in the missing letters.

p ___ t s ___ p t ___ p p ___ t ___ s a ___



TEACHING LEARNING RESOURCES

- Letter Cards: a s e m t p i
- Word Cards: sip met pet pin map tip sit mat tit

Term 1 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ read target letters and make their corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write three-letter words with the target sounds

Topic:

Blending (aA, sS, eE, mM, tT, pP, il)

monkey



Teaching Procedure:

1. Review

- Use letter cards/strips to revise the names and sounds of letters (aA, sS, eE, mM, tT, pP, il)
- Show the letters at random for learners to name the letters and make their corresponding sounds.
- Put learners into convenient groups to play the *Here I am game* (Activity4)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

2. Teach Blending

- Have learners play the *Learners Blending game* (Activity10)
- Demonstrate the blending of sounds taught so far (aA, sS, eE, mM, tT, pP, il) to make two and three-letter words.

E.g.

a	m	am	a	s	as	a	p	ap
---	---	----	---	---	----	---	---	----

i	t	it	a	t	at	i	s	is			
m	a	t	mat	p	i	t	pit	s	a	t	sat

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.

Two-letters words	Three-letter words	Four-letter words
Is, it	Mat, pat, pit, maa	bend, bled, lend
As, at, am	Eat, sat, sea	bead, bart, easy

- Have learners practice blending sounds into syllables and syllables to words using Activity 9/10. Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read words, spell and write words/ letters on the board.

4. Write

- Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read out, and spell.
- Learners complete the words below putting in the missing letters.
1. s ___ t 2. p ___ t 3. t ___ p 4. m ___ p 5. p ___ t

TEACHING LEARNING RESOURCES

- Letter Cards: aA, sS, eE, mM, tT, pP, li (both upper and lowercases)
- Word Cards: set met pet map pat pit tip As am at is

Term 1 - Week Five (Lesson 9)



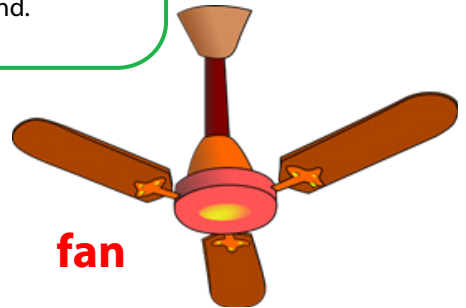
Learning Outcomes

The learner will be able to:

- ✓ read target letter **ff** and make its corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say two/three- letter words with the target sound.

Topic:

Letters **ff** (name and sound)



Teaching Procedure:

1. Review

- Revise the letters **mm, tt, pp, ll** and their sounds using the “Sound Ball” game (Activity 6)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

2. Teach New Sound **ff**

- Use the riddle game “What Am I” (Activity 34) to introduce and teach the letter **ff**
 - (i) What am I? I can be fried, grilled, steamed, or smoked. I live in water. I am enjoyed by many people. What am I? (**Answer: fish**).
 - (ii) What am I? I am round, like a coin. Sometimes I have two eyes, sometimes I have four. But I can’t see. I am used on clothes. What am I? (**Answer: button**).
 - (iii) What am I? I am made of rubber or leather. I am always filled with air. People like kicking me around. What am I? (**Answer: football**).
- Have learners give answers to the riddles.

Ask learners the following after the game:

- ✓ How do you find the riddle?
 - ✓ Was it difficult finding answers to the riddle questions?
 - ✓ What common letter do you find at the beginning of answers to riddles i/ii?
 - ✓ What is the sound of that letter?
- Give more examples of words with the target letter **ff**
E.g.: **f**ood, **f**loat, **f**ive, **riffle**, **f**ire, **f**ish, **f**at, **f**oot, **f**riend
 - Have learners identify the letter **f** in given words and sentences.
E.g.: My friend and I went to the **f**ish **f**arm with a **f**loating **f**ish.
 - Put up the alphabet chart and ask learners to identify the target letters:
individuals should pick a letter card, match it with the same letter on the
alphabet chart and make its sound.



TEACHING LEARNING RESOURCES

- Word Card

tap	set	fit
fat	set	fat
pat	pet	tap
mat	met	tip

- Word Cards: **f**ood, **f**loat, **f**ive, **riffle**, **f**ire, **f**ish, **f**at, **f**oot, **f**riend.

Term 1 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ read target letter **bB** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say two/three- letter words with the target sound.

Topic:

Letters **bB** (name and sound)

banana



Teaching Procedure:

1. Review

- Revise the letters **mM, tT, pP, il, fF** and their sounds using the “Sound Ball” game (Activity 6)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

2. Teach New Sound **bB**

- Use the riddle game “What Am I” (Activity 34) to introduce and teach the letter **bB**
 - (i) What am I? I can be fried, grilled, steamed, or smoked. I live in water. I am enjoyed by many people. What am I? (**Answer: fish**).
 - (ii) What am I? I am round, like a coin. Sometimes I have two eyes, sometimes I have four. But I can’t see. I am used on clothes. What am I? (**Answer: button**).
 - (iii) What am I? I am made of rubber or leather. I am always filled with air. People like kicking me around. What am I? (**Answer: ball**).
- Have learners give answers to the riddles.

Ask learners the following after the game:

- ✓ How do you find the riddle?
- ✓ Was it difficult finding answers to the riddle questions?
- ✓ What common letter do you find at the beginning of answers to riddles i/iii?
- ✓ What is the sound of that letter?

- Give more examples of words with the target letter **bB**

e.g.: **book, boat, bag, bible, bill, big, bat, boot, bet**

- Have learners identify the letter b in given words and sentences.

e.g.: My brother and I travelled **by bus** to **buy** a **balloon**, a **bag**, and a **boat**.

- Put up the alphabet chart and ask learners to identify the target letters: individuals should pick a letter card, match it with the same letter on the alphabet chart and make its sound.

3. Write

- Have learners identify letters to complete the chart below:

t _ _ p	s _ _ t	p _ _ t	f _ _ sh
b _ _ t	_ _ _ p	b _ _ l _	f _ _ t
f _ _ t	_ _ _ s	m _ _ t	b _ _ t



TEACHING LEARNING RESOURCES

- Word Card

tap	set	fit
fat	set	fat
bat	bet	tap
mat	met	tip

- Word Cards: **book, boat, bag, bible, bill, big, bat, boot, be**

Term 1 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ read target letter **oO** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say three- letter words with the target sound.

Topic:

Letters **oO** (name and sound)

orange



Teaching Procedure:

1. Review

- Review the letters learners have learnt in the previous lessons. Use the “Letter Ladder” Game to guide learners to produce the letter sounds.

aA sS eE pP il mM tT ff bB

Have learners answer the following questions after the game:

- ✓ What were the sounds you heard in the game?
- ✓ Which letters produce those sounds?
- ✓ Give some familiar words that have the sounds.

2. Teach the New Letter/Sound **oO**

- Show letter cards of **oO** for learners to identify the name and sound.
- Have them identify letter sounds in given examples. E.g: pot, log, cot.
- Associate the words with pictures to help learners get the meaning. Pictures of a pot, a cot, a log
- Let learners match the letter cards of target letters on the Alphabet Chart.
- Have learners identify letters in given words that have the target sound at the initial, medial, and final positions.
E.g. top, hop, shop, stop, pot, oaf, oak, oat, ago, ado



3. Blending

- Select letters from the box below and demonstrate sounding out and blending them to make words like in the examples below:

aA, sS, eE, pP, il, mM, tT, fF, bB, oO,

E.g. **sss.... aaa.....ttt---** **sat** and **ppp.... ooo...ttt ---** **pot.**

- Learners in groups should select target letters from the box above to practice blending to form words. Draw circles on the board to guide learners.

Answers: mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, etc.

- Learners should use the Elbow Tag game (Activity 10) to separate and blend sounds to read the words.

Ask Learners after the game:

- ✓ What are the separate sounds you identified?
- ✓ Which letters did you blend?

4. Write

- In groups, have learners write/say two/ three-letter words using the letters learnt and to share their words with the class.
- Have learners play the Word Bingo game (Activity 12).



TEACHING LEARNING RESOURCES

- Letter strips [aA, sS, eE, pP, il, mM, tT, fF, bB]
- Alphabet cards – lower and upper cases oO
- Pictures (pot, goat, log, cot)

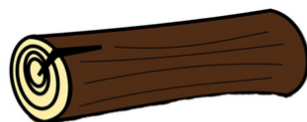
pot



goat



log



Term 1 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ read target letter **gG** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write three- letter words with the target sound.

Topic:

Letters **gG** (name and sound)



Teaching Procedure:

1. Review

- Review the letters learners have learnt in the previous lessons. Use the *Letter Ladder Game* to guide learners to produce the letter sounds.

aA sS eE pP il mM tT ff bB

Have learners answer the following questions after the game:

- ✓ What were the sounds you heard in the game?
- ✓ Which letters produce those sounds?
- ✓ Give some familiar words that have the sounds.

2. Teach the New Letter/Sound **gG**

- Show letter cards of **gG** for learners to identify the name and sound.
- Have them identify sounds in given words. E.g: *go, log, jog, giggle, greet, get, game, gun*
- Associate the words with pictures to help learners get the meaning. Pictures of a log, a goat, a frog, a fog
- Let learners match the letter cards of target letters on the Alphabet Chart.
- Have learners identify letters in given words that have the target sound at the initial, medial, and final positions.
E.g. ago, giggle, grind, gari



3. Blending

- Select letters from the box below and demonstrate sounding out and blending them to make words like in the examples below:

aA, sS, eE, pP, il, mM, tT, fF, bB, oO,

E.g. **sss.... aaa.....ttt---** **sat** and **ppp.... ooo...ttt ---** **pot.**

- Learners in groups should select target letters from the box above to practice blending to form words. Draw circles on the board to guide learners.
Answers: mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, etc.
- Learners should use the Elbow Tag game (Activity 10) to separate and blend sounds to read the words.

Ask Learners after the game:

- ✓ What are the separate sounds you identified?
- ✓ Which sounds did you blend?
- ✓ Which new words did you learn?

4. Write

- In groups, have learners write/say two/ three-letter words using the letters learnt and to share their words with the class.
- Have learners play the Word Bingo game (Activity 12).



TEACHING LEARNING RESOURCES

- Letter strips [aA, sS, eE, pP, il, mM, tT, fF, bB]
- Alphabet cards – lower and upper cases oO
- Pictures (pot, goat, log, cot)
- Word cards- stop, hop, go, mob, rob, sob, mop, pop, top, dog, fog, set, stem jog, log

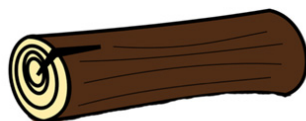
pot



goat



log



Term 1 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ read target letter **jj** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say two/ three letter words with the target sounds.

Topic:

Letters **jj** (name and sound)

Teaching Procedure:

1. Review

- Review the letters learners have learnt in the previous lessons.
Use the Letter Ladder Game (Activity 7) to guide learners to produce the letter sounds.

aA sS eE pP il mM tT ff bB

Ask the following questions after the game:

- ✓ What were the sounds you heard in the game?
- ✓ Which letters produce those sounds?
- ✓ Give some familiar words that have the sounds.

2. Teach the New Letter/Sound **jj**

- Show letter cards of **jj** in turns for learners to identify them by their names and sounds. Have them give examples of words that have the letter sounds. E.g: *jog, job, joke, jacket, jam, jail, jewel*
- Associate the words with pictures to help learners get their meaning. Pictures of a jackal, a jacket, a jail, a bottle of jam.
- Let learners match the letter cards of target letters on the Alphabet Chart.



3. Blending

- Select letters from the box below and demonstrate sounding out and blending them to make words like in the examples below:

aA, sS, eE, pP, il, mM, tT, fF, bB, oO, gG, Jj

E.g. **s..... a..... t --- sat m..... o..... b ---- mob t..... a..... p ----tap**
g..... o..... t----got p..... o..... t ----pot j.....a.....m ---- jam

- Learners in groups select target letters from the box above to practice blending to form words. Draw circles on the board to guide learners.

Answers: mob, rob, fit, mop, pop, top, sit, fog, got, set, stem jam, job, etc.

- Learners use *Elbow Tag activity* (Activity 10) to separate and blend sounds to read the words.

Ask Learners:

- ✓ What are the separate sounds you identified?
- ✓ Which letters did you blend?
- ✓ Was it difficult blending the sounds?

4. Write

- In groups, learners form two and three-letter words using the letters learnt and share their words with the class.

Lead learners to play the Word Bingo game (Activity 12).



TEACHING LEARNING RESOURCES

- Letter strips [aA, sS, eE, pP, il, mM, tT, fF, bB]
- Alphabet cards – lower and upper case oO, gG, jJ
- Pictures (pot, goat, jacket, a bottle of jam)
- Word cards- green, game, stop, hop, go, get, mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, jail, jacket, jam, job, jog.

Term 1 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ read target letters and make their corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write two/ three letter words with the target sounds.

Topic:

Blending (**aA, sS, eE, mM, tT, pP, il, Ff, Bb, Oo, gG, jJ**)

Teaching Procedure:

1. Review

- Use letter cards/strips to revise the names and sounds of letters (**aA, sS, eE, mM, tT, pP, il, Ff, Bb, Oo, gG, jJ**)
- Show the letters at random for learners to name the letters and make their corresponding sounds.
- Put learners into convenient groups to play the *Here I am game* (Activity4)

2. Teach Blending

- Have learners play the *Learner Blend Game* (Activity10)
- Demonstrate the blending of sounds taught so far (**aA, sS, eE, mM, tT, pP, il, Ff, Bb, Oo, gG, jJ**) to make two and three-letter words.

E.g.

a	m	am	a	s	as	a	p	ap
i	t	it	a	t	at	i	s	is
m	a	t	p	i	t	s	a	t
		mat			pit			sat

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds.

Two letters words	Three letter words	Four letter words
Is, it, go, to	mat, pat, pit, cot	Jail, mail, fish
As, at, am, of	Eat, sat, sea, job,	Stem, game

- Have learners practise blending sounds into syllables and syllables to words using Activity 9/10. Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read words, spell and write words/ letters on the board.

4. Write

- Learners complete the words below putting in the missing letters.
1. s _ _ t 2. p _ _ t 3. t _ _ p 4. m _ _ p 5. p _ _ t 6. j _ _ m

TEACHING LEARNING RESOURCES

- Letter Cards: aA, sS, eE, mM, tT, pP, il, fF, bB, oO, gG, jJ (both upper and lower cases)
- Word Cards: set, met, pet, map, green, game, stop, hop, go, get, mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, jail, jacket, jam, job, jog, at, pit, tip, as, am, at, is
- Pictures: (pot, goat, jacket, a bottle of jam, cot, bag, boot, fish, boat)



Term 1 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabets by their names and sound,
- ✓ build simple two to four-letter words and read sight words.

Topic:

Revision

Teaching Procedure:

1. Review

- Revise all the sounds /spelling patterns studied during the term, using the **Fishing Game** (Activity 21).
- Guide learners to build vocabulary/form words with the target letters and their sounds.
- Learners write the target letters – upper / lower case

E.g.

aA, sS, eE, pP, il, mM, tT, fF, bB, oO, gG, Jj

am	at	as	of	to	so	me	go
pot	tom	sam	met	pet	tap	jam	fit
seem	foot	meet	seat	peep	feed	meat	jeep

- Dictate sight words for learners to write.
 - Guide learners to do peer editing.
- E.g. **mat, tat, met, the, eat, etc.**

TEACHING LEARNING RESOURCES

- Letter Cards: aA, sS, eE, mM, tT, pP, il, fF, bB, oO, gG, jJ (both upper and lower cases)



Term 1 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabets by their names and sound,
- ✓ build simple two to four-letter words and read sight words.

Topic:

Assessment

Teaching Procedure:

1. Review

- Prepare word cards-two, three, and four-letter words- to assess the reading progress of learners.
- Call learners to read the word cards individually.
- Write words on the board.
- Clean words randomly and ask learners to write the word that has been cleaned.
- Write the words and guide learners to do peer editing of their work.
Set, met, pet, map, green, game, stop, hop, go, get, mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, jail, jacket, jam, job, jog, at, pit, tip, as, am, at, is, pass.
- Mention any word formed by any three blended sounds.



Term 2

(Lessons 1~16)



Term 2 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ associate letter names **nN, hH**, with their corresponding sounds.
- ✓ blend sounds **/d/with/k/, /l/** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper case correctly.
- ✓ write words having the target sounds.

Topic:

Revision of Term 1 (Blending to form words)

Teaching Procedure:



hospital

1. Revise Letter-Sounds

- Letter names: **pP, il** and their sounds one at a time using letter cards.
- Have learners mention, write or sign each letter and make its corresponding sound.
- Show the alphabet chart and ask learners to identify the target letters: learners should pick a letter card, match it with the same letter on the alphabet chart and make the sound.
- Demonstrate blending of sounds taught (**aA, sS, eE, mM, tT, pP, il**) to read simple words using *Learner Blending Game*. (Activity 10)

Ask Learners after the game:

- ✓ How did you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention, write or sign any word formed from any three blended sounds today.

p a t pat p i t pit

Sat	sit	Pep
Net	pit	Sip
Pet	top	Tilt

- Guide learners to use Activity 10 to practice blending the sounds.





4. Write

- Place word cards showing the words learners have learnt in the lesson and ask them to write three words in their exercise book.

1. p ___ t 2. ___ at 3. n ___ t 4. pi ___



TEACHING LEARNING RESOURCES

- Letter cards/ word card

Term 2 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ identify and use sight words in simple sentences.

Topic:

Sight Words

Teaching Procedure:

1. Review

- Learners should revise some of the letter sounds taught by writing, signing or reading (**aA, sS, eE, bB, pP, fF, etc.**)

E.g. bB-broom

pP-pipe

fF-food

eE-set

2. Teach Sight Words

- Have a short passage and read through with learners.

E.g.

Adom is five years old today.

Her father has promised her a cake.

She will share the cake with her brother.

Adom is kind and friendly.

- Learners should observe the sentences and identify the most commonly used words.
- Invite learners to make a circle on some of the words identified.

Is	her	a	she	the
----	-----	---	-----	-----

- Explain sight words to learners. Let them know they are commonly used words in reading and writing.
- Guide learners to mention some of the sight words.

E.g.:

is, after, always, am, an, be, he, both, can, by, does, done, go, goes, it, him, they

- Have learners read, listen or sign the passage again on their own.
- Circle the sight words in the sentences below.

E.g.

Adom is a girl

She has a brother

Adom and the brother will enjoy the cake.

She is a kind girl.

TEACHING LEARNING RESOURCES

- Word cards: is, was, were, have, has, girl



Term 2 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ read given high frequency words/sight words.
- ✓ read given decodable sentences.

Topic:

Decodable sentences

Teaching Procedure:

1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Have learners identify (signing, write) and pronounce words on the chart.
- Guide learners to form sentences orally with sight words.

2. Read a sentence

- Learners read short stories from story cards by tracking and pointing to words.

Kojo lives with his parents in a town called Adeka.
He has a sister and a brother.
Kojo is in class three.
He always helps his mother in the house.
Kojo is very respectful.

- Go around to assist struggling learners.

3. Write

- Have learners write two sentences from the story.



TEACHING LEARNING RESOURCES

- Story cards
- Word card

Term 2 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ identify target letter by its name and make its sound.
- ✓ read three or more letter words having the target sounds.

Topic:

nN (name and sound)

Teaching Procedure:

1. Review

- Use the Sound Ball Game (Activity 6) to revise the names and sounds of the letters already taught.

Ask learners after the game:

- ✓ How did you find the game?
- ✓ What sounds did you mention?
- ✓ Are there other words with the letter sound you can mention?

2. Teach New Letter-Sound

- Introduce the letters in turns using tongue twisters/sentences.
E.g.
nN. Ntow needs new nets now.
- Learners should repeat the tongue twister/sentence and clap out the number of words in it.
- Learners say the sound they heard most in each sentence.
- Learners count the number of words that have the common sound in each sentence and name the letter which has the sound.





3. Write

- Write the sentence on the board
- Learners should identify (read, sign or draw) the letter of the sound in both lower and upper cases on the chart.
- Learners should give examples of words that have the sound at the initial/ medial/final positions. Record learners' answers in a chart. (work on it)



TEACHING LEARNING RESOURCES

- Letter cards: nN
- Word cards: Ntow, needs, new, nets, now.

Term 2 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ read target letters and make their corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write three- letter words with the target sound.

Topic:

Letter hH (name and sound)

Teaching Procedure:

1. Review

- Revise the letters **tT, pP, il**, and their sounds using the *Sound Ball Game*. (Activity 6)

2. Teach New Sound

- Use the riddle *What am I?* (Activity 34) to introduce the letter **hH**.
What am I? People enjoy sleeping in me, I give them rest, and everybody likes to stay in me. Everybody wants to build me. What am I? (**Answer: house**).
- Have learners give answers to the above riddle.

Ask learners after the game:

- ✓ How did you find the riddle?
- ✓ Was it difficult finding the answers to the questions?
- ✓ What common letter do you find at the beginning of the word?
- ✓ What is the sound of the letter in the word?
- ✓ Give more examples of words with the letter sound h.

hH

house	hoe
help	home



TEACHING LEARNING RESOURCES

- Letter cards: tT, pP, il
- Word cards: house, hoe, help, home



Term 2 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ read the target letter and make their corresponding sound.
- ✓ blend sound to read syllables and blend syllables to read words.
- ✓ write three-letter words with the target sound.

Topic:

kK (name and sound)

Teaching Procedure:

1. Review

- Review the previous lesson on blending using letter cards.
- Display the letter cards and ask learners to form words with the letters
- Guide learners to identify their corresponding sounds.



2. Teach New Letter-Sound

- Introduce the letter sound **kK** by writing the sentence below on the board.
Kofi saw the key in Kumah's pocket.
- Guide learners to read the sentence above.
- Have learners identify the most repeated letter sound in the sentence.
(Associate the letter sound with pictures).

Answer: kK

- Learners should repeat the sentence and clap out the number of words in the sentence.
- Guide learners to say the sound repeatedly and form words with it.
E.g: kK-kenkey, kit, kettle, Kweku, Kumasi.



3. Write

- With displayed letter cards, let learners use the target letter sound to form three words each.



TEACHING LEARNING RESOURCES

- Letter cards: kK

Term 2 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ read the target letter and make their corresponding sound.
- ✓ blend sound to read syllables and blend syllables to read words.
- ✓ write three-letter words with the target sound.

Topic:

cC (name and sound)

carrot



Teaching Procedure:

1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **kK**

Ask Learners after the game:

- ✓ What is the sound produced for letter **kK**
- ✓ Identify words that have the sound target sound.
E.g: key, Kofi, talk, take

- Let learners group themselves according to the words displayed on the cards that have the target sound.

2. Teach New Sound

- Introduce the letter sound **cC** with a tongue twister
- Have learners listen to the sentence/tongue twister:
- Call the court to cost the coat.
- In groups have learners count the number of words that have the common sound and name the letter which has the sound.
- Let groups' list words that correspond to the target sound and identify the position of the sound.
E.g.

initial position	medial position	final position
come, cream	account, ace	antic, arc



3. Write

- Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read out the word, and write them on the board.



TEACHING LEARNING RESOURCES

- Letter cards: kK
- Word cards: *come, scream, cream, account*

Term 2 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ associate the letters **IL** with their corresponding sounds.
- ✓ recognise the target sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in upper and lower case.

Topic:

IL (name and sound)

lemon



Teaching Procedure:

1. Review

- Learners revise the previous letter-sound taught using *Sound Ball Game* (Activity 6)
E.g: cC-cot, cat, can't, cash, coat, etc.

Ask Learners after the game:

- ✓ How did you find the game?
- ✓ Which sounds did you identify?
- ✓ What new words did you learn from playing the game?

2. Teach New Sound

- Mount picture chart of the target letter sounds on the board.
- Talk about the pictures and let learners identify the initial letters of the words.

E.g.

lake	lizard	land	long	letter	Ludo
------	--------	------	------	--------	------

(Associate with pictures).

- Say the target sound and let learners repeat after you until it is well produced.
- Let learners read the words in turns.

3. Write

- Learner write words with target sounds on the board and into their exercise books.



TEACHING LEARNING RESOURCES

- Picture Chart (lake, lizard, land, long, letter, Ludo, large, lorry)
- Ball

Term 2 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ associate letter names **kK**, **cC**, and **IL** with their corresponding sounds.
- ✓ blend sounds to form syllables and blend syllables to read words.
- ✓ write words having the target sounds.

Topic:

Blending (**kK**, **cC**, **IL**)

Teaching Procedure:

1. Review

- Revise letter sounds c, i, k, l, p, t, aught and have learners come up with words with the sounds revised using the Sound Ball Game.

Ask learners the following questions after the game

- ✓ What game did we just play?
- ✓ What new words did you learn?

2. Blending

- Demonstrate blending of sounds taught c, i, k, l, p, t using Learner Blend Game (Activity 10).

Ask learners the following questions after the game:

- ✓ What game did we just play?
- ✓ What letter sound did we use to play the game?
- ✓ What new words did you learn from the game?

3. Read

- Learners read blended words.





4. Write

- Learners write three words which have any of the target sounds at the initial position.



TEACHING LEARNING RESOURCES

- Letter cards
- Word cards

Term 2 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in upper and lower case.

Topic:

Letter **rR** (name and sound)

Teaching Procedure:

1. Review

- Revise with learners the letter sounds kK, cC and lL taught
- Have learners say the letters and their corresponding sounds.
- Guide learners to blend and form words with the letter sounds.

E.g:

kK	cC	lL
key	cook	look
kind	cork	lock
Kate	coconut	lack

2. Teach New Sound

- Introduced the new sound with a song: "See my puppy rip the rug."
- Have learner say the sound they hear most in the song.
- Write the letter which makes the sound r on the board and let learners repeat after you.
- Learners mention words with the target sound at the initial position.

E.g:

rod, red, road, Rita,



3. Read

- Guide learners to read more words using word cards.
E.g: rot, raid, risk, broom, room, rat, etc.
- In groups, learners should underline the target sounds in the following words displayed Word cards:

rag	rot	root	ready	risk
-----	-----	------	-------	------

- Ask learners to write down five words that have the target sound into their exercise books.



TEACHING LEARNING RESOURCES

- Letter cards: r

- Word cards:

rag	rot	root	ready	risk
-----	-----	------	-------	------

Term 2 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ read target letter and make their corresponding sound.
- ✓ blend sound to read syllables and blend syllables to read words.
- ✓ write three letter words with the target sound.

Topic:

Letter **vV** (name and sound)

Teaching Procedure:

1. Review

- Have learners play the Sound Ball Game (Activity 6) to review the letter sound rR
- What is the sound produced for letter rR
- Identify words that have the target sound.

E.g:



rich	room	rot	read	ready
------	------	-----	------	-------



- Learners group themselves according to the words displayed on the cards with the target sound.

2. Teach New Sound

- Introduce the new sound / v/ using the sound ladder game.

After the game asks learners to share their experiences:

- ✓ Was it difficult playing the play?
- ✓ Which words did your friends respond to?
- ✓ How would you pronounce these words: vim, vote, volley...?
- ✓ Which sound do you hear at the beginning of the words?

- Display words and lead learners to read more words with particular attention to the target sound..

E.g: visit, victor, volume, volt, vent, veto, vibe, volta



3. Write

- From the word card, ask learners to write at least three words in their exercise books.



TEACHING LEARNING RESOURCES

- Word cards: visit, victor, volume, volt, vent, veto, vibe, volta
- Sound ladder game

Term 2 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ Recognize the target sound in words.
- ✓ Read given words that have the target sound.
- ✓ Write the target letters in upper and lower case.

Topic:

Letter **yY** (name and sound)

Teaching Procedure:

1. Review

- Learners should revise the previous letter-sound **vV** taught using *Sound Ball Game* (Activity 6)

E.g:



vim	vote	volta	valley	volume
-----	------	-------	--------	--------



- Have learners read, write or sign out the words after you repeatedly.
- Let learners identify the target sound **v**.

2. Teach New Sound

- Say the target sound and have learners listen and say it after you.
- Write the letter **yY** on the board.
- Point to the letter and ask learners to say its name and make its sound.
- Mention a few names of people and objects that have the target sound in them.
E.g: yam, yoke, york, yours, yellow, yell

3. Read

- Guide learners to read more words using word cards.
E.g: yawn, yes
- In groups, learners should underline the target sounds in the following words displayed.

Word cards:

Yaw	you	year	yet	yield
-----	-----	------	-----	-------

4. Write

- Ask learners to write down five words that have the target sound into their exercise books.

TEACHING LEARNING RESOURCES

- Word cards : Yaw, year, you, yet., yield

Term 2 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ Identify the target letter by name and make its sound.
- ✓ Read words with the target sound.
- ✓ Write words with the target sound.

Topic:

The letter **vV** (its name and sound)

Teaching Procedure:

1. Review

- Play the “*Sound Ball Game*” (Activity 6) to review the previous lesson.

After the game, asks learners the following questions:

- ✓ What game did we play?
- ✓ What is the sound of the letter **rR**?
- ✓ Which words have the sound **r** at the beginning?

2. Teach New Sound

- Introduce the new sound using the “*Sound Ball Game*” (Activity 6).

After the game, asks learners the following questions:

- ✓ What game did we play?
- ✓ What words did you come up with?
- ✓ Are there other words with the **v** sound at the beginning?
- Show pictures of objects with **v** sounds at the initial position. Guide learners to mention the names of the objects taking note of the initial sound. eg. visit, volume, victor, volta, veto.
- Learners mention other words with the sound at the initial position.

3. Read

- Learners in groups read words with the target sound at the beginning.



4. Write

- Learners in groups write three words with the target sound.

TEACHING LEARNING RESOURCES

- Word cards : volta, visitor, victor, veto, van



Term 2 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ Recognize the target sound in words.
- ✓ Read given words with the target sound.
- ✓ Write the target letters in lower and upper cases.
- ✓ Write words with the target sound at various positions.

Topic:

Letter **yY** (name and sound)

Teaching Procedure:

1. Review

- Play the “Here I am Game” (Activity 4) to review the **v** sound.

Ask questions to debrief the game:

- ✓ Did you like the game??
- ✓ Which aspect did you enjoy the most?
- ✓ How were you able to identify your sound?

2. Teach New Sound

- Say the target sound and let learners repeat after you.
- Write letter **yY** on the board and elicit its name. Make the sound again and have learners repeat the sound.

3. Read

- Show pictures of things with the sound **y** at the initial position.
- Learners mention names of objects with the sound at the various positions. e.g. yoke, yam, yellow, you, yoyo.



4. Write

- Guide learners to write the letter in lower and upper cases.
- Learners in groups write four words with the sound at the various position.
Group read their words.

TEACHING LEARNING RESOURCES

- Word cards : yellow, you, yarn, yoke , yoyo



Term 2 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ identify and read words with the sounds of the letters learnt at the various positions.
- ✓ write words having the target sounds.
- ✓ read given decodable sentences.
- ✓ Read sight words

Topic:

Revision

Teaching Procedure:

1. Review

- Revise all the sounds taught in the term, using the fishing game (Activity 21)

Debrief the game:

- ✓ What game did we play?
- ✓ What sounds did we consider?
- ✓ What new words did you learn?

E.g:

nN	hH	dD	kK	cC	lL	rR	vV	yY
no	he	do	key	cot	laugh	rod	vote	yam
not	her	dog	lock	cost	look	road	valley	yoke
neat	hot	day	Kofi	account	kill	read	volume	yield

- Let learners read some of the words they have written.
- Mention sight words for learners to write. Guide learners to do peer editing.

E.g:

he	was	are	and
can	she	we	a
is	it	the	in

Term 2 - Week Eight *(Lesson 16)*

Topic:

Assessment

Teaching Procedure:

- Prepare two, three and four-letter word cards to assess the reading progress of learners. Call learners to read the word cards.
- Write words on the board. Wipe words randomly and ask learners to write the word that has been wiped.

Term 3

(Lessons 1~16)

Term 3 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **wW** to its corresponding sound,
- ✓ recognize the target sound in words,
- ✓ read given words that have the target sound,
- ✓ write the target letters in upper and lower case.

Topic:

Revision of Term 2 lessons



Teaching Procedure:

1. Before Reading

- Have learners sing the following songs to revise the previous lessons (Activity 1, Activity Book)
 - Kites are flying
 - We are clicking caster nets
 - See my puppy rig the rag
 - Hear the airplane

Ask learners questions about the songs they just sung:

- ✓ Did you like the songs?
- ✓ Which of the songs did you enjoy the most?
- ✓ What have they learnt from the singing of the songs?
- ✓ Which sounds were most common in the songs you sang?
- ✓ What other words have any of the sounds in the songs sung?

2. Further Practice

- Play the Sound Ball Game (Activity 6, Activity Book)
- Learners talk about how they felt playing the game.
- Have a discussion with learners on the lessons they have learnt while playing the game.



3. Read Words

- Lead learners to read some more words with the target sounds learnt in the previous term.



4. Write

- Present word cards with words having the target sounds.
- In convenient groups, have learners underline the target sounds in the words given



TEACHING LEARNING RESOURCES

- Letter cards
- Word cards

Term 3 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ identify target letters by their names and make their sounds.
- ✓ read words with the target sound
- ✓ write short words with target sounds.

Topic:

The Letter **wW** (its name and sound).



Teaching Procedure:

1. Review

- Use the Learner Blending Game (Activity 10, Activity Book) to revise some of the sounds of the letters learnt so far.
- Have three learners hold three letters- two consonants and a vowel.
E.g. **aA, sS, eE, mM, tT, pP, il, oO**

2. Teach New Letter Sound

- Present a letter card of the target sound and make its sound for the learners to listen and repeat.
- Learners identify the lower and the upper cases of the target sound and match them to the ones on the sound chart.
- Learners give words with the target sound and have them written on the board.

3. Read Words

- Have learners read the words with the target sounds on the board.





4. Write

- In convenient groups, have learners underline the target sound in the words on the board
- Have learners write the words with the sounds underlined in the exercise books.



TEACHING LEARNING RESOURCES

- Word cards: wet, win, web,
- Picture: web



Term 3 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read words with the target sound
- ✓ write short words with the target sound.

Topic:

The Letter **qQ** (its name and sound).

queen



Teaching Procedure:

1. Review

- Use the Learner Blending Game (Activity 10, Activity Book) to revise some of the sounds of the letters learnt so far.
- Have three learners hold three letters- two consonants and a vowel.
E.g. **oO, gG, nN, hH, dD, kK, cC, lL, rR, vV, yY**

2. Teach New Letter Sound

- Present a letter card of the target sound and make its sound for the learners to listen and repeat.
- Have learners identify the lower and the upper cases of the target sound and match them to the ones on the sound chart.
- Have learners give words with the target sound and have them written on the board.

3. Read Words

- Have learners read the words with the target sounds on the board.



4. Write

- In convenient groups, have learners underline the target sound in the words on the board.
- Have learners write the words with the sounds underlined in their exercise books.



TEACHING LEARNING RESOURCES

- Word cards: queen, question, quail, quest
- Picture:

Term 3 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read given words with the target sound.
- ✓ identify the target sound in words.

Topic:

The Letters **zz** and its sound

Teaching Procedure:

1. Review

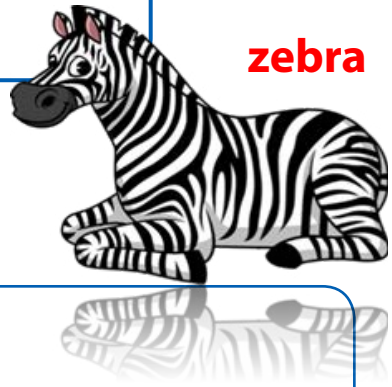
- Guide learners to play the Letter Bingo game (Activity 12) to revise the work already done. **n, h, d, k, c, l, r, v** and **y**
- Ask learners to talk about their experiences about the game. Ask them whether they would like to play again.
- Ask learners to talk about what they learnt playing the game.

2. Teach New Letter Sound

- Introduce the target sound and have learners repeat the sound after you.
- Do further drills for a whole class, groups, and individuals to help consolidate the sound.
- Provide examples of words with the target sound.
- Have learners give examples of words with the target sound and have learners write them on the board.

3. Read

- Have learners read words with the target sounds written on the board.





4. Write

- Ask learners to underline the target sounds in the words on the board.
- Have learners copy any three of the words on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

Term 3 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read given words with the target sound.
- ✓ identify the target sound in words.

Topic:

The Letters **xX** and its sound

xylophone



Teaching Procedure:

1. Review

- Guide learners to play the Letter Bingo game (Activity 12) to revise the work already done. **n, h, d, k, c, l, r, v** and **y**
- Ask learners to talk about their experiences about the game and whether they would like to play again.
- Ask learners to talk about what they learnt about the game.

2. Teach New Letter Sound

- Introduce the target sound and have learners repeat the sound after you.
- Do further drills for the whole class, groups, and individuals to help consolidate the sound.
- Provide examples of words with the target sound.
- Have learners give examples of words with the target sound and write them on the board.

3. Read

- Have learners read words with the target sounds written on the board.





4. Write

- Ask learners to underline the target sounds in the words on the board.
- Have learners copy any three of the words on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

Term 3 - Week Three (Lesson 6)



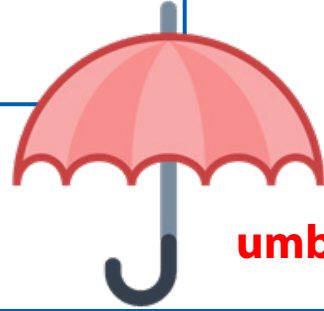
Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read given words with the target sound
- ✓ identify the target sound in words

Topic:

The Letters **uU** and its sound



umbrella

Teaching Procedure:

1. Review

- Guide learners to play the Letter Bingo game (Activity 12) to revise the work already done. **n, h, d, k, c, l, r, v** and **y**
- Ask learners to talk about their experiences about the game and whether they would like to play it again.
- Ask learners to talk about what they learnt playing the game.

2. Teach New Letter Sound

- Introduce the target sound and have learners repeat the sound after you.
- Do further drills for the whole class, groups, and individuals to help consolidate the sound.
- Provide examples of words with the target sound.
- Have learners give examples of words with the target sound and learners should write them on the board.

3. Read

- Have learners read words with the target sounds written on the board.





4. Write

- Ask learners to underline the target sounds in the words on the board.
- Have learners copy any three of the words on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

Term 3 - Week Four (Lesson 7)



Learning Outcomes

By the end of the lesson, learners will be able to:

- ✓ write at least three decodable words from target sounds learnt
- ✓ read given decodable sentences

Topic:

Decodable Sentences

Teaching Procedure:

1. Review

- Revise high frequency/sight words.
- Have learners play the High-Frequency Word Game focusing on the words and not sentences.
- Discuss the game with the learners and ask them to mention the words used in the game.
- Have learners talk about how often they use the words.

2. Read Decodable sentences

- Introduce ten of the target sounds already learnt.
- Have learners mention the target sounds and give examples of words with the target sounds.
- Play the Sound Ball Game (Activity 6) to aid the consolidation of the sounds learnt.
- Encourage the learners to form simple sentences with three-letter words and high-frequency words.
- Have learners read the decodable sentences they have written.
e.g.
 - A cat on a mat.
 - A man and a dog.
 - A fat pet.





3. Reflections

- Lead the learners to reflect on the lesson for the day talking about how they felt playing the games, writing words and reading sentences.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

Term 3 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ identify target letters by their names and make their sounds.
- ✓ read given decodable sentences.
- ✓ identify words in relation to sentences.

Topic:

Vocabulary

Teaching Procedure:

1. Review

- Play the Letter / Word Bingo Games (Activity 12) to revise the names and sounds of the following letters:

a, t, m, w, h, d, n, o, s, g

After the game has been played, ask the following questions:

- ✓ Ask learners to share their experiences about the game and the lessons they have learnt .
- ✓ Will you like to play the game again the next time?
- ✓ Which part of the game interests you the most?
- ✓ Was a section of the game too difficult for you and why?
- ✓ Guide the learners to blend the sounds to make two or three-letter words.
- ✓ Write the learners' words on the board
Sat, mat. Sod, saw, man, god,

2. Teach the New Sound

- Put learners into convenient groups and have them put more sounds together to form more three-letter words.

3. Read

- In convenient groups, have learners read the words written on the board.





4. Write

- In convenient groups, let learners write two sentences per group.
- Let learners copy one of the sentences that their group wrote.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

Term 3 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

Topic:

Consonant Clusters **bl, gl**

Teaching Procedure:

1. Review

- Play the Sound Ball Game to revise the letter sounds **w, q, z, x, u** already learnt.

After the game is played, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play the game again?
- ✓ Mention one word that your friend mentioned.



2. Teach the Letter Sound

- Show a picture of the blade. Pronounce it and have learners repeat after you.
- Write the cluster **bl** on the board and the word *blade*.
- Pronounce the word blade again and have learners repeat the same *word*.
- Have learners form sentences with the word *blade*.



3. Blending

- Blend the two sounds b and l as learners listen and repeat the blended sounds.

b	l	bl	blade
---	---	----	-------

- Introduce the other cluster gl in the same manner as you did for the cluster bl.

g	l	gl	glad
---	---	----	------

- In groups of two, have learners give words in which they hear the bl and the gl blends. Form a chart with the words of learners.

bl	blade, blast, blue, blow,
gl	glass, glad, glow, gland,



4. Read

- Have learners read the words in the chart.



5. Write

- In convenient groups, have learners write three words with the bl and gl blends at the initial position.
- Have learners write any two of the three words written into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture: blade, glue,

Term 3 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

Topic:

Consonant Clusters **cl**, **pl**

Teaching Procedure:

1. Review

- Play the *Lucky Dip Game* to revise the consonant clusters **bl** and **gl**.

After the game is played, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play the game again?
- ✓ Mention two new words that you learnt playing the game.

2. Teach New Letter Sound

- Write the cluster **cl** and the word **clock** on the board. Pronounce the word and have learners do the same after you.
- Show a picture of a clock and pronounce the word again to consolidate the concept.
- Have learners form sentences with the word clock.

3. Blending

- Blend the two sounds **c** and **l** as learners listen and repeat the blended sounds.

c	l	cl	clock
---	---	----	-------



- Introduce the other clusters **pl** and **fl** in the same manner as you did for the cluster **bl**.

p	l	pl	plate
f	l	fl	flag

- In groups of two, have learners give words in which they hear the cl, pl and the fl blends. Form a chart with the words of learners.

cl	Class, clock, clap, clan, close
pl	Plate, plan, plain, plantain,
fl	Flat, flow, flew, flip, flag

4. Read

- Have learners read the words in the chart.

5. Write

- In convenient groups, have learners write three words with the cl, pl and the fl blends at the initial position.
- Have learners write any two of the three words written into their exercise books.

TEACHING LEARNING RESOURCES

- Word cards:
- Picture: flag, plate, plantain, clock,

Term 3 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

Topic:

Consonant Clusters **br**, **cr**

Teaching Procedure:

1. Review

- Play the *Consonant Blends Game* (Activity 18) to revise the consonant clusters **cl**, **pl** and **fl**.

After the game is played, ask the following questions:

- ✓ How did you like playing the game?
- ✓ Were you able to work as a team?
- ✓ If you were to play the game again, would you choose the same team members?
- ✓ Mention two new words that you learnt from the game.

2. Teach New Letter Sound

- Write the cluster **br** and the word **bread** on the board. Pronounce the word and have learners do the same after you.
- Show a picture of a loaf of bread and pronounce the word again to consolidate the concept. Have learners form sentences with the word bread.

3. Blending

- Blend the two sounds **b** and **r** as learners listen and repeat the blended sounds.

b	r	br	bread
---	---	----	-------

- Introduce the other cluster **cr** in the same manner as you did for the clusters.

c	r	cr	crow
---	---	----	------

- In groups of two, have learners give words in which they hear the **br** and **cr** blends. Form a chart with the words of learners.

br	bread, breed, brood, brew, bring, brush,
cr	cry, crew, crowd, cross, crest,



4. Read

- Have learners read the words in the chart.

5. Write

- In convenient groups, have learners write three words with the br and cr blends at the initial position.
- Have learners write any two of the three words written into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture: crow



Term 3 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

Topic:

Consonant Clusters **cr**, **pr**

Teaching Procedure:

1. Review

- Play the *Consonant Blends Game* (Activity 18) to revise the consonant clusters **cl**, **pl** and **fl**.

After the game, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play with the same team again?
- ✓ Mention two new words that you learnt playing the game.

2. Teach New Letter Sound

- Write the cluster **cr** and the word **crop** on the board. Pronounce the word and have learners do the same after you.
- Show a picture of a crop and pronounce the word again to consolidate the concept.
- Have learners form sentences with the word crop.

3. Blending

- Blend the two sounds **c** and **r** as learners listen and repeat the blended sounds.

c	r	cr	crop
---	---	----	------



- Introduce the other cluster **pr** in the same manner as you did for the cluster **cl**.

p	r	pr	pray
---	---	----	------

- In groups of two, have learners give words in which they hear the **cr** and **pr** blends. Form a chart with the words of learners.

cr	crop, crayon, cry
pr	pray, prey, pretty



4. Read

- Have learners read the words in the chart.



5. Write

- In convenient groups, have learners write three words with the cr and pr blends at the initial position.
- Have learners write any two of the three words written into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture: crayons, crop,

Term 3 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

Topic:

Consonant Clusters **fr**



Teaching Procedure:

1. Review

- Play the *Consonant Floor Game* (Activity 20) to revise the previous blends taught.

After the game, ask the following questions:

- ✓ Was it difficult playing the game?
- ✓ Did you like how your group members played the game?
- ✓ What new words have you learnt playing the game?

2. Teach New Letter Sound

- Show a picture of a frog in the class. Have children identify it.
- Write the cluster **fr** on the board and the word frog
- Pronounce the word frog again and have learners repeat it.
- Have learners form sentences with the word frog.

3. Blending

- Blend the two sounds **f** and **r** as learners listen and repeat the blended sounds.

f	r	fr	frog
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- In convenient groups, have learners give words in which they hear the **fr** blend.
Form a chart with the words of learners.

fr	front, free, frog, free, freeze, frank, friend,
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4. Read

- Have learners read the words in the chart.



5. Write

- Have learners play the Lucky Dip Game to consolidate the concept.
- Have learners write the words they picked during the game into their exercise books.



TEACHING LEARNING RESOURCES

- Pictures: Chalk, Dice, board, 20 performance cards, Letter cards, Sentence cards, Word cards showing target consonant blends, Consonant blends chart

Term 3 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the final position.
- ✓ read given words having the target clusters.

Topic:

Consonant Clusters **ld**

Teaching Procedure:

1. Review

- Play the *Blends Pair Game* (Activity 19) to revise the consonant clusters **cr** and **pr**.

After the game is played, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play with the same team again?
- ✓ Mention two new words that you learnt playing the game.

2. Teach New Letter Sound

- Write the cluster **-ld** and the word **bold** on the board. Pronounce the word and have learners do the same after you.
- Show a word card and have learners pronounce the word with the target sound.
- Have learners provide more examples and write them on the board.
- Have learners form sentences with the word crop.

3. Blending

- Blend the two sounds **l** and **d** as learners listen and repeat the blended sounds.

l	d	-ld	bold
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- In groups of two, have learners give words in which they hear the **-ld** blends. Form a chart with the words of learners.

ld	World, bold, cold, sold
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4. Read

- Learners read the words in the chart.

5. Write

- In convenient groups, have learners write three words with the -ld the final position.
- Learners write any two of the three words into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

Term 3 - Week Eight (Lesson 15)



Learning Outcomes

By the end of the lesson, the learners will be able to:

- ✓ Read words with the w, q, z, x, u sounds at the initial position,
- ✓ Read words with the bl, gl, cl, pl, fl, br, gr, cr, pr, fr consonant blends at the initial position.
- ✓ Read words with consonant blend ld at the final position.

Topic:

Revision

Teaching Procedure:

1. Review

- Play the *Sound Ball Game* (Activity 6) to revise the sounds learnt i.e. w, q, z, x, u
- Discuss the experiences of the learners playing the game and the new words learnt.
- Play the *Consonant Blends Game* (Activity 18) to revise words with the consonant blends bl, gl, cl, pl, fl, br, gr, cr, pr, fr at the initial position.
- Guide learners to form simple sentences with the words having the target blends.
- In groups, have learners play the *Blends Floor Game* (Activity 20) to consolidate the new words learnt.
- Do a general review of the games played. Ask learners to make suggestions as to the changes they wish to see made to the games.

2. Write

- Have learners complete the table below:
- An example has been done for you.

bl	black, blow
gl	
cl	
fl	
cr	
gr	
fr	



TEACHING LEARNING RESOURCES

- Word cards showing target consonant blends
- Consonant blends chart, Ball
- Chalk
- Dice
- Dice board
- 20 performance cards

Term 3 - Week Eight (Lesson 16)



Learning Outcomes

By the end of the lesson, the learners will be able to:

- ✓ Read words with the target letter sounds and consonant blend learnt within the term,
- ✓ Construct sentences with the words having the target sounds and consonant blends.

Topic:

Assessment

Teaching Procedure:

1. Assessment Plan

- Reading words with the target letter sounds learnt during the term
- Reading words with target consonant blends learnt in the term.
Construction of sentences with words form.
- Formation of oral sentences with words having the target letter sounds and consonant blends.

2. Assessment Plan

- Test learners' ability to read by asking them to read a group of words with the target letter sounds and consonant blends learnt during the term.
- Test learners' sentence formation skills by asking them to form sentences with words that have the target letter sound or consonant clusters.

Activity Book

(English Language)

Introduction to Sounds

NQ	Name	Description	Materials
1	Jolly Phonics songs and stories	Jolly Phonics	• CDs or soft copies of Jolly Phonics songs • Pictures: ants on the arm, bat, castanet, drum, egg, ink, plate, drain, kite, meal, aeroplane, pink, pig, cakes

Sound Recognition Activities

NQ	Name	Description	Materials
2	Letter/ Word Sound Search	1. Put letter/word cards at different places in the classroom. 2. Put learners into two teams. 3. Mention a sound/word and one learner searches for the letter/the word which has that sound at the beginning, shows the letter/word card and says the sound. If s/he gets it correctly, s/he wins points for his/her team. If it is wrong, the other team is given the chance to pronounce the sound of the letter.	• Letter Cards • word Cards

3	Sound Game	1. Put letter cards on a table or any good surface face down. 2. Have Learners take turns to pick a card and mention the sound of the letter picked. 3. If the learner gets the sound correct, a performance card is given to him/her. 4. The Learners with the highest number of performance wins the game. <i>Variation: may be used to teach words/ spelling depending on the class/level.</i>	• Letter Cards • Performance cards
4	Here Am I (letters)	1. Have learners form a circle. 2. Teacher stands in the middle of the circle. 3. Teacher gives out letter cards to individuals. 4. Call out a sound. 5. The learner with the corresponding letter says "Here am I". 6. S/he says the letter name and sound as s/he runs to the teacher in the middle of the circle. The learner gives a word that has the sound (be it initial/medial/final depending on the teacher's	• Letter cards • Word cards • Sentence cards

		instruction). If the learner gives a correct word, s/he receives a praise from the teacher and takes his/her seat. 7. The whole group repeats the letter name and sound and the word as the learner takes his/her seat. <i>Variation: this game can be used to teach words and sentences.</i>	
5	Here Am I (words and sentences)	1. Have learners form a circle. 2. Teacher stands in the middle of the circle. 3. Teacher gives out word or sentence cards to individuals. 4. Teacher mentions a word or reads a sentence aloud. 5. The learner with the corresponding word or sentence says "Here I am". 6. S/he reads the word or sentence as s/he runs to the teacher in the middle of the circle. 7. If the learner reads the word or the sentence correctly, s/he receives praise from the teacher and takes his/her seat.	• Letter cards • Word cards • Sentence cards

		1. The whole group reads the word or the sentence as the learner takes his/her seat.	
5	Letter-Sound Game	1. Put learners into convenient groups. 2. Pick a learner from each group. 3. Let representatives from the groups take turns to throw a dice and move a ludo card according to the number thrown. 4. A member of the group which threw the dice gives the sound of the letter on which the ludo card lands. 5. If the correct sound is given, the group receives a performance card. 6. When all the performance cards are exhausted, the group with the highest number wins the game.	• Dice • 20 Performance cards • 4 Ludo cards • Ludo board
6	Sound Ball Game	1. The teacher calls out the target sound, shows the letter which makes that sound, and says a word that has the sound at the initial position. 2. The teacher tosses a ball to a child. 3. The child catches the ball, and calls out the target	• Ball

		sound and throws the ball to another child. 4. When the child catches the ball, s/he mentions the sound and a word which has that sound at the initial position. 5. When the child catches the ball, s/he mentions the sound and an appropriate word and throws the ball to another child. This continues till every child has had a turn. To add a little more challenge: You can create a rule that the same word cannot be repeated. Variation: this can be used for any sound. The letter and word cards should correspond with the target sound.	
7	Word/Sound Ladder	1. Draw a ladder on the floor. 2. Write each target word in one box. 3. Put learners into two teams: A & B. 4. Read a word and have a team member from team A hop onto the box that has the word and read it. If a learner reads the word correctly, the team gets 5	• Pieces of chalk • Neat floor

		1. points. If the team member is not able to read the word, the opportunity is given to the other team. They get 2 points if the word is read correctly. Team B goes on to have their turn. 2. Continue with the rest of the words (randomly). Variation: You can draw the grid on the board, and give learners long sticks for them to point to the box that has the word read it out.	
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Blending Games

No	Name	Description	Materials
8	Cover Up	1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask learners to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by learners. 4. Run your finger under the word for learners to blend the sounds to read the word. 5. Game can be used to teach Spelling, Pronunciation.	• Sheets of paper * use a picture to demonstrate.
9	Tapping out	“Tapping out” is about using the fingers to teach decoding and blending the sounds of the letters. Write a word on the board. 1. Each finger represents a letter sound of the target word, the index represents the first letter sound, the middle finger represents the second letter sound, etc. 2. Turn your back to the class and raise your right hand.	

		1. Raise the index straight as learners watch. 2. Bring the index down to meet the thumb as you make the sound of the letter. 3. Raise the middle finger, then, bring it down to meet the thumb as you make the sound of the second letter. Make the rest of the sounds in like manner. 4. Move the thumb under the fingers to demonstrate blending.	
10	Learner blending	1. Choose two or more learners in the class. Give each a letter card (that makes up the word). 2. Ask the one with the first letter to go to your right-hand side and the other to your left-hand side. They should be as far away from each other as possible. 3. Ask them to start walking slowly towards each other. As they walk, each should be saying the sound of his/her letter out loud (for example one says 'aaa' and the other says 'ssss'). 4. When the learners meet, ask them to sound out the letter on their cards one after the other in order to form a word.	• Letter cards

		<table border="1"><tr><td>aaaa</td><td>ssss</td><td>as</td></tr></table> 5. Then, ask them to repeat the blended sound together.	aaaa	ssss	as	
aaaa	ssss	as				

Word Recognition Games

№	Name	Description	Materials
11	I Am Searching for My Friend	1. Get 5 learners to hold word cards having special spelling patterns. 2. Have another set of 5 learners, each holding an alternative spelling pattern card. 3. Those holding the alternative spelling pattern cards take turns to go and search for those with words which have the spelling pattern.	• Word cards
12	Letter/Word Bingo 1	1. Draw a chart of 10 words consisting of letters learnt so far on the board. 2. Ask learners to write any three words in their exercise books. 3. Mention the words at random. Whoever hears all three words lifts up the right hand and shouts Bingo! Note: If it is letter bingo, use letter cards.	• Word chart

13	Letter/Word Bingo 2	1. Write the target abbreviations on small cards Sr Mr Km Dr Kph PM etc 2. Put them in a box. A child comes and picks one of the cards. 3. The learner shows the card to the class. 4. Another learner picks a card that bears the full word(s) of that abbreviation. 5. The game can be played in groups or sections. The group that gets the most attempts correct, wins. <i>N.B</i> Variation: Using the whole class. The child who picks the abbreviation should mention it and find the full word.	• Word cards
14	Onset and Rime	1. Write onsets and rimes of ink words on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A learner picks a card. If she/he picks an onset, s/he searches for a card with a rime and vice versa. She/he then puts the two cards together and blends the sounds to read the word	• Word cards. • Letter cards.

		1. and writes the word on the board. That particular onset is put aside. Example: s ink sink Note: Learners can be put into teams to play the game. The team that is able to read and write more words becomes the winner. “onset” is the initial phonological unit of any word (e.g. c in cat) “rime” refers to the string of letters that follow, usually a vowel and final consonants (e.g. 'at' in cat). Not all words have onsets. Note: Teaching Learners about onsets and rimes helps them recognize common chunks within words. This can help them decode new words when reading and spell words when writing.	
15	Pick-Read-Act	1. Write numbers (1-6 or according to the number of sentences) on pieces of paper. 2. Have learners ballot for the numbers of the sentences. 3. Each learner reads the sentence that corresponds with the number picked.	• Pieces of paper

		4. She/he reads out the sentence and demonstrates its meaning with gestures.	
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Decodable Sentences

NO	Name	Description	Materials
16	Pick and Read	- Put word cards in a bowl on a table. - A learner picks a word card, call out individual letters, blends to read the word and claps out the number of syllables.	Word cards
17	Lucky Dip	- Words/sentences already taught are written on flash cards. - They are put in a polythene bag/ basket/ carton/box. - Learners are called one after the other to pick a card, show it up to the class, and pronounce a word/ read a sentence. - A correctly read word or sentence wins an agreed number of points. Note: This can be a competition between/among teams. Learners are put into teams and representatives are made to pick cards in turns and read the words/sentences.	- Letter cards - Sentence cards

Consonant Blends

No	Name	Description	Materials
18	Consonant Blend Game	1. Write consonant blends on pieces of paper and put them in a bowl/bag/ box. 2. Put learners into two teams. 3. A learner from one team picks a piece of paper, shows the consonant blend to the class and says the individual letter names and sounds. 4. She/he then points to any of the words with the consonant blend (on the chart) she/he has picked and reads out the word. 5. She/he gets 5 points and a clap of appreciation from the class if the word is read correctly. If she/he is unable to read the word correctly, a learner from the other team is given the chance to read it for 2 points.	• Word cards showing target consonant blends • Consonant blends chart
19	Blends Pair Game	1. Present four consonant blend cards on one table. 2. Put 12 words containing the target consonant blend on another table.	• 4 consonant blend cards • 12 word cards • performance cards

		1. Let learners take turns to pick and mention a consonant blend. 2. Let learners move on to pick a word containing the target blend. 3. Hand a performance card to the learner if this is done properly.	
20	Blends Floor Game	Let's collaborate! 1. Draw two parallel lines on the floor. 2. Write six consonant blends along the first line and number them 1-6. 3. Write words with target blends along the second line and number them 1-6. 4. Put learners into groups of three. 5. Invite a group to play: One group member stands by the blends, the other stands by the words with the blends and a third member throws a dice. 6. When she/he throws the dice, the member standing by the blends moves to the blend with that number. The group sounds the blend.	• Chalk • Dice • Dice board • 20 performance cards

		7. The group helps the second member identify a word with the target blend. 8. When it is done well, the group receives a performance card. 9. The group with the largest number of performance cards wins the game.	
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Special Spelling Pattern

No	Name	Description	Materials
21	Fishing Game	- Put cards with the target sounds and words in a bag. - Add distracters(non-fish) cards into the bag. - Learners take turns to go fishing for target words by dipping their hand into the bag. - If a target sound or word is caught, it is pronounced and a mark awarded. - If a distracter is caught, it is thrown back into the sea! - The learner with the highest number of cards wins. Note: Put in picture demonstrations of a fisherman with fishes caught.	- A bag - Cards with target sounds and target words on fish — cut outs 6 distracters (non-target sounds) - Picture of a fish — draw 
22	Bus Game	There is a bus to be boarded! Your ticket is with the teacher. - Learners line up to pick a word 'ticket' from the teacher's table. - The learner reads the word on the ticket.	Word cards

		3. If the word is read correctly by the learner, the ticket is kept and he or she boards the bus! Variation: use to teach vocabulary building. n.b. 	
23	Find My Pair Game	Twins are missing, let's go find them! 1. Put 2 special spelling pattern cards and 12 word cards with the spelling pattern on a table. 2. In groups or individuals learners pick a special spelling card and finds a word with the target special spelling pattern. 3. The word is then pronounced by the learner. 4. Marks are awarded for correct paring and pronunciation.	• Special spelling pattern cards • 12 word cards

Spelling And Writing Activities

NO	Name	Description	Materials
24	Pick and Spell	1. Teacher writes familiar words on flashcards. 2. The flashcards are put in a polythene or any carrier bag. 3. Learners are called to pick a flashcard. 4. The card is given to the teacher. 5. The teacher shows the flashcard to learners. 6. The learner who picked the flashcard spells the word. 7. A mark is awarded to the learner/group/row/pair if the word is spelt correctly.	• Flashcards
25	Colour coding game	1. Mix target sound cards coded red and green and put them on a table. 2. Mix word cards coded red and green and put them on another table. 3. Learners take turns to pick a card by colour and find a word with the same colour. 4. Learners read the word and gains a point.	• Target sound card coded red • Target sound card coded green • Word cards for target sound coded red

		5. The learner with the largest number of points wins. N.B. The word selected will have the target sound.	Word card for target sound coded green.
26	Look-Say-Cover-Write-Check Game	- This is a spelling game. - Words are written on flashcards. - The words are shown to the learners to observe for some time. - Later, the teacher removes the word and the learners write the word from memory. - The teacher brings back the flashcards with the word for learners to check and see whether they had the word right card. Look – Teacher shows flashcard with a word. Learners look at the word. Cover – Teacher removes the word (i.e. the flashcard). Write – Learners write the word from memory. Check – Teacher shows the word again. Learners check what they have written to see whether they got the spelling right or wrong.	Word cards

		An alternative is: 1. Put word cards on the table/floor/in a bowl. 2. A learner picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. She/he then picks the card and shows it to the class. 4. The class checks to see if the learner's word is correct. 5. The learner with the correct number of words wins the game.			
27	Mother and Learners	1. This is a spelling game. 2. Learners are put into groups to form as many words as possible from a mother word. E.g. <i>Understanding</i> <table><tr><td>Teachers</td><td>at, as, tea, eat, ate, rat, tar, sat, are, see, sea, each, here, hear, tear, rate, seat, the, she, cheat, cheer, hare, search, cheer, teach, seer, etc.</td></tr></table>	Teachers	at, as, tea, eat, ate, rat, tar, sat, are, see, sea, each, here, hear, tear, rate, seat, the, she, cheat, cheer, hare, search, cheer, teach, seer, etc.	
Teachers	at, as, tea, eat, ate, rat, tar, sat, are, see, sea, each, here, hear, tear, rate, seat, the, she, cheat, cheer, hare, search, cheer, teach, seer, etc.				

		3. Let learners use the motherword understanding to form as many words as they can. 4. The group/ pair/individual with the largest number of words is the winner. 5. Activity should be time bound.																																																																																																																																													
28	Word Search Game	1. This is a spelling game. 2. Teacher writes letters in squares and adds other letters to hide the correct spelling of the words. 3. Learners in groups/pairs/ individuals search for the hidden words. 4. A group/a pair/ an individual who finds the most words is the winner. The words are written horizontally. (Left to right) <table><tr><td>A</td><td>b</td><td>v</td><td>e</td><td>h</td><td>i</td><td>c</td><td>l</td><td>e</td><td>c</td><td>d</td><td>f</td><td>e</td><td>x</td></tr><tr><td>k</td><td>m</td><td>q</td><td>j</td><td>s</td><td>t</td><td>u</td><td>b</td><td>b</td><td>o</td><td>r</td><td>n</td><td>p</td><td>r</td></tr><tr><td>y</td><td>c</td><td>r</td><td>o</td><td>c</td><td>o</td><td>d</td><td>i</td><td>l</td><td>e</td><td>x</td><td>w</td><td>f</td><td>r</td></tr><tr><td>A</td><td>u</td><td>h</td><td>e</td><td>r</td><td>b</td><td>a</td><td>l</td><td>l</td><td>s</td><td>t</td><td>f</td><td>o</td><td>q</td></tr><tr><td>A</td><td>f</td><td>t</td><td>m</td><td>r</td><td>e</td><td>c</td><td>e</td><td>l</td><td>v</td><td>e</td><td>n</td><td>y</td><td>z</td></tr><tr><td>z</td><td>c</td><td>v</td><td>e</td><td>r</td><td>a</td><td>n</td><td>d</td><td>a</td><td>h</td><td>l</td><td>t</td><td>b</td><td>d</td></tr><tr><td>k</td><td>w</td><td>e</td><td>f</td><td>t</td><td>y</td><td>u</td><td>r</td><td>i</td><td>n</td><td>a</td><td>l</td><td>l</td><td>b</td></tr><tr><td>w</td><td>t</td><td>e</td><td>l</td><td>e</td><td>v</td><td>i</td><td>s</td><td>i</td><td>o</td><td>n</td><td>q</td><td>m</td><td>k</td></tr><tr><td>a</td><td>d</td><td>r</td><td>c</td><td>h</td><td>i</td><td>l</td><td>d</td><td>r</td><td>e</td><td>n</td><td>x</td><td>w</td><td>l</td></tr><tr><td>k</td><td>u</td><td>h</td><td>e</td><td>a</td><td>d</td><td>t</td><td>e</td><td>a</td><td>c</td><td>h</td><td>e</td><td>r</td><td>m</td></tr></table>	A	b	v	e	h	i	c	l	e	c	d	f	e	x	k	m	q	j	s	t	u	b	b	o	r	n	p	r	y	c	r	o	c	o	d	i	l	e	x	w	f	r	A	u	h	e	r	b	a	l	l	s	t	f	o	q	A	f	t	m	r	e	c	e	l	v	e	n	y	z	z	c	v	e	r	a	n	d	a	h	l	t	b	d	k	w	e	f	t	y	u	r	i	n	a	l	l	b	w	t	e	l	e	v	i	s	i	o	n	q	m	k	a	d	r	c	h	i	l	d	r	e	n	x	w	l	k	u	h	e	a	d	t	e	a	c	h	e	r	m	• Letter cards
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29	Letter Strings	- Words are made up of letters. - Sometimes one can write a series of words beginning with certain letters. E.g. 'str' - street, strong, strength, strive, straight, strain, strange etc. 'str' is at the initial stage. The strings can be at the medial stage. E.g. "tt" - little, bottle, settle, butter, battle, batter etc. The strings can be at the final stage i.e., the ending of the words. Many words ending "ly" - e.g. rally, faithfully, really, only, duly, daily, weekly, monthly, actively, etc. a.Initial i) gr__ ii) bl__ iii) dr__ iv) pr__ b.Medial i) _u_ ii) _dd_ ii) _rr_ iv) _bb_ c.Final i) __le ii) __ty iii) __ve iv) __ce	Letter cards
30	Letter Cards Spelling game	- Treat the pronunciation and meaning of target words. - Put learners into groups of five. - Cut the words into letter cards and share them among the groups, e.g. c o n t e n t e d	Letter cards

		Note: The letter cards for each word must be enough to cover the number of groups involved. 4. At a go, the groups compete in forming the words as quickly as possible. 5. The group that is able to finish before time and also gets all the words correct, wins. Variation The same activity could be adapted for Syllable Puzzle Game. In which case, the words are cut into syllable cards instead of letter cards.	
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High Frequency Words

NO	Name	Description	Materials
31	High Frequency Word Game	1. Teacher presents five high frequency word cards and puts same on a table. 2. Put learners into convenient groups. 3. Let members from each group take turns to pick a card. 4. When the card is picked, the word is pronounced by a member of the group. 5. A group member forms a sentence with the word and the rest repeat the sentence. 6. One score card is given to the group if the word is properly pronounced and a correct sentence is formed. 7. Groups take turns until each has had the opportunity to read and form sentences with the word. 8. The group with the most score cards at the end of the game wins.	• Five high frequency word cards • High frequency score cards

32	High Frequency Hide and Seek game	1. High frequency words are written on the board. 2. Teacher guides learners to pick a high frequency word card from the high frequency bag. 3. If a learner is able to read the word, the card is kept by the learner. 4. At the end of the game, the child with the highest number of cards wins the game.	• High frequency word cards • High frequency word distracters • High frequency word bag
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Vocabulary Games

NO	Name	Description	Materials
33	Back to Board	1. Send a learner to sit in front of the class with his/her back to the board. 2. Write a word on the board which everybody can see. The class must then define the word, describe it, give examples of what it is – without saying the actual word itself. The learner with the back to the board must guess it. For example you write the word “concrete” on the board and the class may say things like: • It is something we build houses with. • It is made with sand and cement. • It dries quickly. • It is usually grey. • You can shape it easily etc. Note: You can make this a competition by dividing the class into 2 or more teams and by giving strict time limits. Variation: You can also use word cards.	• Word cards
34	What Am I?	1. Give clues beginning with “What am I? I can be, I like..., I do not like... etc, what am I?” to help learners guess words that begin with the target sound(s)	• Word cards showing words with the target sounds at the initial position.

		Eg. Letter-sound ff f as in What am I? I live in water. I can be fried, smoked, grilled or steamed. I am enjoyed by many people. What am I? (answer: fish) Note: This game can either be used to introduce or revise letter sounds.	
35	Market Buying	Let's go to the market to buy! Learners take turns to say what they went to the market to buy. e.g. Learner one says: 1. I went to the market to buy a hoe. Second learner continues by saying: 2. I went to the market to buy a hoe and a bone. Third learner says: 3. I went to the market to buy ahoe, a bone and a cone. N.B. There should be a maximum of five learners taking turns at a time. Add a demonstration picture of a market scene.	Word cards for spelling patterns (oe) and (o-e)

36	Vocabulary/ Word Power Game	1. Prepare word cards for all the words to be used. 2. Write 2 sets of meaning cards for the words. 3. Put the word cards into a box or place them on the Vocabulary table upside down. 4. Put learners into two groups and let group leaders toss for who to start. 5. Invite a learner from the group that is to kick start. 6. The learner dips his/her hand into the fill box for a word card. She/he shows the word to the class and writes it on the board. 7. The other group has 30 seconds from the time she/he starts writing on the board to search for their word meaning card. 8. Learner picks and raises the right meaning card to the word on the board. 9. The one who finds the meaning card shouts out "POWER!" and is given the chance to read the meaning.	• Word cards • Meaning cards
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		10.If it is correct, the group scores 5 points and they are allowed to write it on the board against the word. 11.If it is not correct, the first group has 5 seconds to give the meaning for a bonus of 3 points. 12.The second group now sends a member forward to pick a word.	
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Grammar Games

NO	Name	Description	Materials
37	Comparison Game – How Far Can You Go?	1. Divide the class into two teams (A and B). 2. One learner from each team comes to the front of the class. 3. The two learners are given two things (the things are written on a noun card) to compare, e.g. a car and a bus. 4. One learner starts and makes a comparative sentence about the two things, e.g. 'A car is faster than a bus'. Then, the other learner makes a comparative sentence using a different comparative adjective, e.g. 'A bus is bigger than a car'. 5. This continues back and forth until one learner makes a grammar mistake, repeats a comparative adjective, cannot think of anything to say or is too slow to answer. The winning learner gets a point for his/her team. 6. Then, a new pair comes up and have their turn. The team with the most points at the end of the game wins.	• Word cards

38	Adverb Scavenger Hunt	1. Hand learners sentences that contain adverbs (depending on the type taught). 2. Tell your learners the exact number of adverbs found on the worksheet and allow them to begin reviewing the sentences to find adverbs. 3. The first learner who correctly identifies all of the adverbs is the winner of the contest.	• Sentence strips
39	Comparative Animal game	1. The learners are divided into convenient teams. 2. The class names as many adjectives as they can and their answers are written on the board. 3. Next, they name ten animals. 4. Names of the animals are also written on the board. 5. The teams then have ten minutes to make as many comparative and superlative sentences as they can, using the adjectives and names of animals listed on the board, e.g. 'cats are wilder than dogs'.	• Chalk • Dice • Dice board • 20 performance cards

		1. After the ten-minutes each team appoints a secretary to read out their sentences to the class. 2. Teams score one point for each grammatically correct sentence. 3. Further rounds can be played by asking the learners to name other categories such as food, occupations, countries, etc.	
40	Make a Sentence Challenge	1. Write simple sentences on sentence cards. 2. Cut out the sentences into subject and predicates. 3. Display the cut – out pieces on your table in a jumbled manner. 4. Invite learners to the table in turns. Give each learner 30 seconds to pick a subject and match it with its predicate to make a full sentence.	• Sentence cards

41	Find My Plural Game	Plurals are missing, let's go find them! 1. Put singular word cards on one side of a table. 2. Put plural word cards on the other side of the table. 3. In groups or individuals, learners pick a singular word card and looks for its plural word card and pronounce both starting from the singular noun. 4. The learner receives a performance card for correct identification and pronunciation.	• Singular word cards • Plural word cards • Performance cards
42	Syllable puzzle Game	1. Prepare word cards of the following words and put them into their various syllables. 2. Mix them up and give a set of six words to two different groups. 3. Learners are to make complete words from the syllables in groups. 4. Time learners. 5. The group which gets all its words correct and finishes first is the winner.	• Word cards

43	Prepositional Game	1. Draw pictures to depict the target prepositions. 2. Hang or put the card up on the board. 3. Go through the pictures with learners. 4. Drill the pronunciation and recognition of the five prepositions. 5. Blindfold a learner and give him a pointer. 6. Lead the learner to the board. 7. Tell him or her to point to the preposition you mention.s 8. He puts it on the picture and asks, L: Is it 'into'? (Let's take for instance, the teacher mentioned the preposition 'into') Class: No it isn't. (if it is not the picture that depicts into). The learner continues to point to the pictures until finally points to the picture which indicates 'into' L: Is it into? Class: Yes, it is. Continue till all the pictures have been pointed at. Call different learners to do the game of blindfolding.	
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ALL DOLCH SIGHT WORDS IN ALPHABETICAL ORDER

back	day	good	look	open	it	apple	game
ball	did	goodbye	made	or	its	are	garden
be	do	got	make	our	jump	around	gave
bear	does	grass	man	out	just	as	get
because	dog	green	many	over	keep	ask	girl
bed	doll	ground	may	own	kind	at	give
been	done	grow	me	paper	kitty	ate	go
before	don't	had	men	party	know	away	goes
bell	door	hand	milk	pick	flower	baby	going
best	down	has	money	picture	fly	Christmas	laugh
better	draw	have	morning	pig	for	clean	leg
big	drink	he	mother	play	found	coat	let
bird	duck	head	much	please	four	cold	letter
birthday	eat	help	must	pretty	from	come	light
black	egg	her	my	pull	full	corn	like
blue	eight	here	myself	put	funny	could	little
boat	every	hill	name	rabbit	came	cow	live
both	eye	him	nest	rain	can	cut	long
box	fall	his	never	cake	car	again	first
boy	far	hold	new	call	carry	all	fish
bread	farm	home	night	five	cat	always	on
bring	farmer	horse	no	floor	chair	am	once
brother	fast	hot	not		chicken	an	if
brown	father	house	now	into	children	and	in
but	feet	how	of	is	a	any	on
buy	find	hurt	off		about		
by	fire	I	old	one	after		

Homophones

These are words which are pronounced the same but have different meaning. Examples are heel – heal, rode – road.

Pair learners to select the appropriate word to fill the blank spaces.

- The ball hit the _____ of the girl. (I/eye)
- River Densu enters the _____ in Accra. (see / sea)
- The number on _____ in P4 is forty. (roll / role)
- The sub-chief will _____ before the chief. (bow / bough)
- There was a big _____ on his left leg. (sore / saw)
- The woman had a _____ and two daughters. (sun / son)
- _____ have already done the work. (Eye / I)
- He has gone to _____ the headteacher. (see / sea)
- She played a _____ in the work. (roll / role)

- j. The monkey jumped from the ____ of the big tree. (bough / bow)
- k. We ____ the girls playing football. (saw / sore)
- l. The ____ rises in the east. (son / sun)

Regular Verbs

These are verbs which form their past by adding 'd' or 'ed'. Here are examples of verbs which add 'd' to form the past – die, lie, remove, bake, rake, store, damage, arrange, receive, fence, advise, promise, handle, produce, divide, trouble, receive.

Here are examples of verbs which add 'ed' to form the past – add, attend, hatch, check, press, push, limit, cook, walk, work, subtract, fast, wish, wash, laugh, turn, reach, jump, import, export.

To make sure that learners get the spelling right, write sentences, leave out blanks for learners to supply the appropriate word.

- a. The Oldman _____ last week. (die)
- b. The boy _____ the girl into the gutter. (push)
- c. Comfort _____ Dempe Primary School. (attend)
- d. My mother _____ to buy me a new dress. (promise)
- e. Kwame _____ a book from his bag. (remove)
- f. He _____ the ball over the ball. (kick)
- g. Our teacher _____ and smiled at the little girl. (turn)
- h. Kingsley _____ a parcel from his aunt. (receive)
- i. His parents _____ her to be a good girl. (advise)
- j. The learners _____ their school uniform yesterday. (wash)

Regular Nouns

These are nouns that form their plurals by adding 's' or 'es'.

These are examples of nouns that form their past by adding 's' – e.g. book, road, apple, toffee, group, boy, girl, goat, hen, cock, egg, pair, eye, ear, nose, mouth, crocodile, lion, tiger, insect, grasshopper, finger, leg, hand.

Here are some regular nouns which form their plural by adding 'es' – mango, box, cargo, rich, church, glass, grass, class, bus, fox, hero, match, cockroach.

This is an exercise to let learners use the correct spelling i.e. whether to add 's' or 'es'.

- a. Our teacher put us into six _____. (group)
- b. The _____ have destroyed the fence. (goat)
- c. _____ are harmful insects. (cockroach)
- d. There are five _____ along the main road. (street)
- e. Learners from _____ five and six swept the room. (class)
- f. The two _____ caught and ate the antelope. (crocodile)
- g. The girls filled the _____ with water. (glass)
- h. The Black Satellites played only four _____. (match)
- i. Bad _____ cause accidents in Ghana. (road)
- j. The _____ crow at dawn. (cock)

Fiction Text Structure Retelling Organiser

This is used to summarises a story told or read by the learners. The teacher should explain the following:

- a. Characters: People or animals in the story
- b. Problem: What was wrong? What was the problem in the story?
- c. Setting: When and where did the story take place?
 - a. When: The time the event takes place.
 - b. Where: The place of the event.
- d. Solution: How did the story end? Was the problem solved?

Story Map Strategy

SETTING (PLACES)			CHARACTERS
PROBLEM			SOLUTION

Wow! Word Sheet		Name:
Word from the text	Word meaning	

Usage of Wow! Word Sheet

After learners have learnt new vocabulary, each of them records any word that s/he wishes to add to his or her vocabulary stock on this sheet. The first column is for the new word while the second is for the meaning of the word. Create time for learners to use words from their 'Wow! Word' sheets to construct sentences.

<i>Adjectives from other words</i>	
Word	Adjective form
ice	icy
noise	noisy
juice	juicy
grease	greasy
oil	oily
mess	messy

rain	rainy
dirt	dirty
fluff	fluffy
filth	filthy
itch	itchy
stick	sticky
chill	chilly
bump	bumpy
spot	spotty
star	starry
wit	witty
fun	funny

ADJECTIVES FOR COMPARATIVES & SUPERLATIVES

Adjective (general)	One syllable ending with 'e'	One syllable	Two syllables ending with 'y'	Two syllables not ending with 'y'	Irregular Adjectives
strong	pale	Wet	bumpy	delicious	good
sweet	late	hot	empty	nutritious	bad
weak	large	fit	heavy	famous	much
fresh	nice	thin	chilly	generous	many
cold	brave		greasy	numerous	far
cool	fine		dirty	beautify	little
damp	simple		mummy	honourable	
warm	Strange		dusty	memorable	
few	cute		filthy	naughty	
quick	huge		pretty	elegant	
broad	fierce		lazy	comfortable	

What is my Nationality?

COUNTRY	PEOPLE
1. Ghana	Ghanaian
2. Nigeria	Nigerian
3. Togo	Togolese
4. India	Indian
5. Germany	German
6. America	American
7. England	English
8. Senegal	Senegalese
9. Sierra Leone	Sierra Leonean
10. Zambia	Zambian
11. Zimbabwe	Zimbabwean
12. Israel	Israeli
13. Poland	Polish
14. Scotland	Scottish
15. Cameroon	Cameroonian
16. Canada	Canadian
17. Chile	Chilean
18. China	Chinese
19. Afghanistan	Afghan
20. Belgium	Belgian
21. Argentina	Argentine /Argentinean
22. Finland	Finnish
23. France	French
24. Greece	Greek
25. Ireland	Irish
26. New Zealand	New Zealander
27. Saudi Arabian	Saudi
28. Sweden	Swedish
29. Thailand	Thai
30. United Kingdom (UK)	British
31. Switzerland	Swiss

Find out the names for nationals of the following countries:

COUNTRY	PEOPLE
1. Argentina	
2. Finland	
3. France	
4. Greece	
5. Ireland	
6. New Zealand	
7. Saudi Arabia	
8. Sweden	
9. Thailand	
10. Britain	
11. Switzerland	
12. Holland	
13. Niger	
14. Egypt	
15. Norway	
16. Comoros	
17. Lebanon	
18. Turkey	
19. Chad	
20. Korea	
21. Algeria	
22. Bolivia	
23. Cuba	
24. Denmark	
25. El Salvador	
26. Fiji	
27. Haiti	
28. Jordan	
29. Madagascar	
30. Nepal	
31. Peru	

PREDICTION FORM		
NAME/GROUP:		
DATE/TOPIIC	MY PREDICTION	REASON FOR MY PREDICTION

HOW TO USE THE PREDICTION SHEETS

This form is meant to help learners develop analytical minds. They are supposed to predict what a lesson, especially reading lesson, is about before going through the lesson. They give reasons for their predictions to prevent them from making baseless guesses.

The first column is for stating the date and topic of the lesson. The second column is where the learners write the prediction and briefly state his/her reason in the last column. After the lesson learners should be given opportunity to state whether their predictions came through or not. The sheet can be used for both individual and team works.

KWL SHEET		
What you already KNOW About-----	What you WANT to know	What you have LEARNED

HOW TO USE KWL SHEET

This is a NALAP strategy which is meant to help learners state what they already know about a lesson topic, what they want to know about it and what they have actually learnt at the end of the lesson. **KWL** is intended to make learners active participants in lessons.

Learners must record what they already know about a topic, as well as the topic, in the first column. In the second column should be what they want to know about the topic. At the end of the lesson, learners should be made to fill the last column of the sheet with what they have actually learnt about the topic.

Riddles

Riddles can be modified and used as a language game. In the classroom situation, the riddle must be such that the only learner who will get the answer wrong is the one who is not listening.

The teacher can use words they have learnt in the reading passage as riddles. For example the following words are from the passage:

“My House” – afraid, vehicle, children, parents, replies, Saturday

Here is a riddle:

1. I am a six-letter word. My first letter is **“a”** and my last letter is **“d”**.
Who am I?
Answer: afraid
2. My name begins with the letter **“v”**. I carry both passengers and goods. I used a driver to drive me. Who am I?
Answer: vehicle
3. We are young people. We play a lot. We go to school. Our name ends in the letter **“n”**. Who are we?
Answer: children

Word endings (ers)

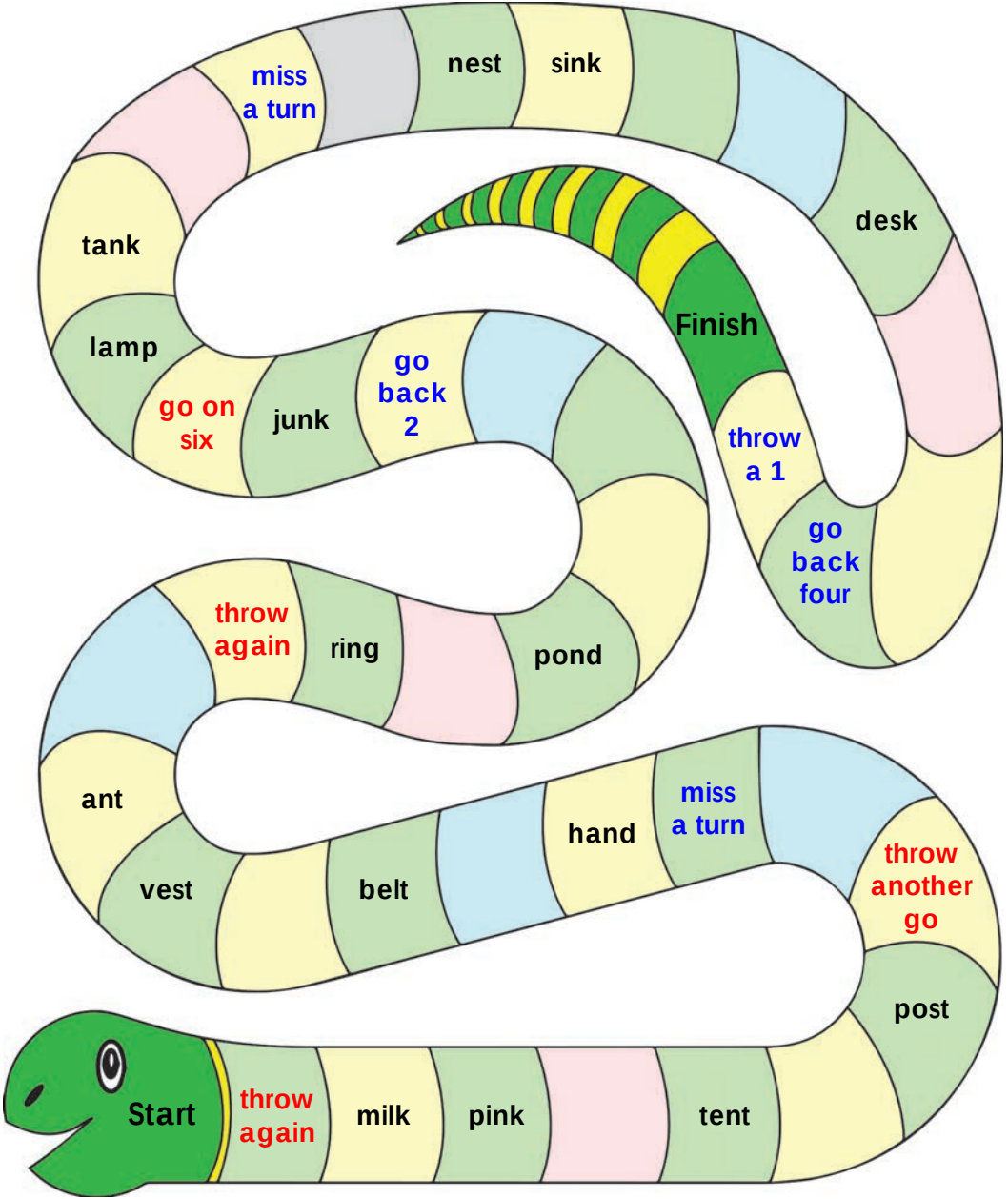
Add **‘er’** or **‘ers’** to the following words.

Words	Singular	Plural
Preach	Preacher	Preachers
Teach		
Call		
speak		
sweep		
play		
dance		
learn		

VOCABULARY POWER SHEET	
WRITE THE WORD HERE	
Write what it means	Draw a picture of what the word means
Write a sentence with the word	Write another sentence with the word

Beginning Blends			
bl	cl	fl	gl
black blocks	clock clown	fly flame	globe gloves
pl	sl	br	cr
plum plug	sled slide	brick broom	crab crayon
dr	fr	gr	pr
dress drum	frog fruit	grape grass	president princess
tr	sk	sm	sn
tree tractor	sky skirt	smoke smell	snail sneeze
sp	st	sw	tw
spider spoon	star statue	swim sweater	twig twine

Final consonant blends



Consonant blends (2 letter)-Beginning of Words			
Beginning Blends			
<u>bl</u> black	<u>cl</u> club	<u>fl</u> flap	<u>gl</u> glad
<u>pl</u> plan	<u>sl</u> slip	<u>br</u> brick	<u>cr</u> crab
<u>dr</u> drop	<u>fr</u> frog	<u>gr</u> grab	<u>pr</u> pram
<u>tr</u> train	<u>sk</u> skate	<u>sm</u> smile	<u>sn</u> snake
<u>sc</u> scales	<u>st</u> step	<u>sw</u> swam	<u>tw</u> twin

Long Vowel sounds-i

Word List

i

pilot	item	ivory	idea	idol	iris	iron	ice cream
-------	------	-------	------	------	------	------	-----------

i_e

ice	bike	bite	dice	dime	dive	file	file	fine
fire	five	hide	hike	hire	hive	item	kite	lice
life	like	lime	line	live	mice	nice	nine	pike
pile	pine	pipe	rice	ride	ripe	rise	side	size
tide	tile	time	tire	vine	wide	wife	wipe	wire
wise	alike	arise	bride	chime	crime	drive	glide	knife
price	pride	prize	shine	slice	slide	smile	spike	white

igh

high	sigh	fight	light	might	night	right	sight	tight
bright	flight	knight	delight	tonight	lightening			

ie

die	lie	pie	tie	cried	tried	dried	fried	tied
-----	-----	-----	-----	-------	-------	-------	-------	------

-y

by	my	cry	dry	fry	fly	sly	spy	shy
why	apply	comply	supply	rely	reply	July	rhyme	cycle

Long Vowel sounds-a

Word List

a

acorn	apron	alien	agent	basic	data	baby	lady	cable
radio	shaky	paper	label	potato	hazy	maple	table	tomato

a_e

bake	base	cage	cake	came	cane	cape	case	cave
date	face	fade	fake	fame	fame	gate	gave	hate
lace	lake	lane	late	made	make	male	mane	maze
name	pace	page	rake	rate	safe	take	tale	tape
vane	wade	wage	wake	agent	blade	blame	brace	brake
brave	chase	crane	crate	drape	erase	flake	flame	frame
grade	grape	place	plane	plate	scale	skate	snake	space
stage	trade	whale						

ai

aid	aim	bail	bait	fail	gain	hail	jail	mail
main	paid	pain	raid	rail	rain	sail	tail	vain
wait	await	braid	brain	chain	claim	daisy	drain	faint
frail	grain	paint	plain	quail	raise	snail	stain	trail
train	waist	afraid	praise	raisin	sprain	strain		

-ay

bay	day	hay	jay	lay	pay	ray	say	away
clay	play	pray	stay	tray	relay	today		

Long Vowel sounds-o

Word List

o

go	so	no	bonus	focus	hotel	robot	total	omit
tomato	potato	banjo	piano					

o_e

bone	code	cone	cope	dome	dose	hole	home	hope
hose	joke	lobe	mole	mope	nose	note	pole	poke
robe	rode	rope	rose	tone	vote	woke	wove	zone
alone	awoke	broke	choke	chose	close	drove	froze	globe
grove	phone	scope	slope	smoke	spoke	stole	stone	stove

oa

oak	oat	boat	coal	coat	foam	goal	goat	load
loaf	loan	oat	road	roam	soak	soap	toad	bloat
cloak	coach	coast	float	toast	throat			

ow

bow	row	low	mow	own	tow	blow	bowl	crow
flow	glow	grow	know	show	slow	snow	arrow	below
fellow	follow	hollow	pillow	window	yellow			

oe

toe	foe	hoe	doe					
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Long Vowel sounds-u

Word List

the Long "u" has 2 sounds- yoo and oo

u

unicorn	bugle	cupid	human	music	duty	unit	uniform	student
---------	-------	-------	-------	-------	------	------	---------	---------

u_e

use	cube	cute	dude	duke	fuse	huge	June	mule
mute	rude	rule	tube	tune	chute	fluke	flume	flute

ew

dew	few	mew	new	blew	brew	chew	crew	drew
flew	grew	knew	news	stew	screw	threw	jewel	

oo

too	pool	room	moon	soon	food	mood	roost	proof
scoop	bloom	school	smooth	tooth	igloo	gloomy	goose	noodle
loose	spook							

ue

due	Sue	glue	clue	blue				
-----	-----	------	------	------	--	--	--	--

Long Vowel sounds-e

Word List

e

even	evil	ego	Egypt	equal	evening		
------	------	-----	-------	-------	---------	--	--

e_e

here	these	theme	gene	concede	precede	concrete	compete
delete	severe	sincere	complete				

ea

eat	pea	sea	tea	bead	beak	beam	bean	beat
deal	each	easy	flea	heal	heap	heat	lead	leaf
leak	lean	leap	meal	mean	meat	neat	peak	read
seal	seam	seat	team	weak	beach	cheap	cheat	clean
dream	eager	eagle	feast	jeans	knead	leash	least	leave
peace	peach	reach	sneak	speak	steal	steam	teach	tease
treat	weave	wheat	beacon	beagle	beaver	grease	please	wreath

ee

bee	see	beef	beep	deep	feed	feel	feet	free
glee	heed	heel	jeep	keep	knee	meet	need	peek
peel	peep	reef	reel	seed	seek	seem	seen	teen
tree	weed	week	weep	agree	bleed	cheek	creek	geese
green	greet	kneel	queen	sheep	sheet	sleep	speed	
steep	sweep	sweet	teeth	three	tweet	wheel	asleep	breeze
chesse	coffee	fleece	freeze	needle	sneeze	speech	street	

Long (u) spelling patterns (u-e,ue)

- Is your blue book due on Tuesday?
- Give me a clue regarding the rules.
- Will Sule hide inside a hollow tube?
- Follow the rules and do not be rude.
- We rescued the mule on the cliff.
- Do not argue about the rules.
- Do you like to use perfume?
- Luke plays a cute tune on a steel tube.
- Do you pursue your work with a good attitude?
- If you are mute, are you speechless?
- Can June mute her flute?
- June is cute and follows the rules.
- It is rude to pass crude notes.

Long (u) spelling pattern: (ew) and (ui)

Remember: Long (u) has two sounds (u) and (oo)

Long (u) has four spelling patterns: u-e, ue, ew, ui.
Long (u) has two sounds, u as in mule
and long double sound oo as in moon.

- The crew made stew.
- Duke said “Phew, I smell a skunk!”
- Just a few of our seeds grew.
- Dad laid his new suit in the suitcase.
- The wind blew our cruise ship.
- I threw some fruits to the sea gull.
- I have a good view of the cruiser.
- I drew a picture of a few crewmen.
- The fruit is covered with dewdrops.
- I need a suitable suit for the cruise.
- Lewis wants a few pieces of fruit.
- I grew two inches on the cruise.
- I will brew a few cups of coffee and bring some fresh fruit for the crew.
- I want a few pieces of fruit and some stew in my new bowl.

Long (o) sound: (o-e) and (oe)

- Did you hoe those roses?
- Did Moe poke a hole in the note?
- I do not like to be at home alone.
- Will the doe go home if we leave it alone?
- I rode my bike and fell in a hole.
- I fell and poked my nose on a stone.
- My dad drove home from his work.
- Mom tiptoed to the stove to check the smoked ham.
- The stovepipe helped the smoke go up the chimney.
- I have an aloe plant at my home.
- Joe broke a bone in his big toe.
- I played tic-tac-toe with Joe.
- Woe is me. The smoke chokes me.
- I stepped in a hole and broke a bone.
- He tied his robe with a rose rope.
- I hope my home will not slide down the slope.

Long (o) sound spelling pattern (oa) and (-o)

- Is Joe taking a nap in his boat?
- Did you go home after lunch?
- Did the goat eat the soap?
- I had a sore throat so I stayed home.
- Did you see the toad on the road?
- No, I did not reach the goal.
- I will slice this loaf and make toast.
- I left my coat on the boat.
- Can you hear the toad croak?
- The coach likes oatmeal and toast.
- An armload of charcoal fell on my toe.
- The coach gave us pot roast on toast.
- I hope to see an oak tree when I go up the coast.
- Did the oil-soaked dolphins float to the coast?
- They were unloading the load of coal on the railroad.
- The toad on the road puffed its throat at the goat.
- The pot roast on toast made my stomach bloat.

Spelling Pattern (ow)

The combination (**ow**) has two sounds.
This lesson concentrates on (**ow**) as in row.

- Do you bend your elbow when you throw things?
- You owe me a dime if you want to see the show.
- Why did you throw the pillow?
- I will put the snow in a bowl.
- How low can a crow fly?
- Can you follow the shadow of the crow?
- I see a yellow bow on the snowman.
- I sat in the shadow of a willow tree.
- The tow truck towed my car home.
- Do you see the glow in the window?
- The stowaway on the ship was a mellow fellow.
- I laid my pillow in the shadow of the yellow bungalow.
- I will sow these seeds in a row and hope they grow.
- That bowler was a show-off until he hurt his elbow.
- A crow walked slowly in the shadow of my snowman.

The spelling pattern “**ir**” is usually pronounced “**ur**” (bird = burd), except when followed by final “**e**” (fire).

Admiral	first	skirt	third
Birch	flirt	smirch	thirsty
Bird	girdle	smirk	thirty
Birth	girl	squir	twirl
Birthday	irk	squirrel	T-shirt
Chirp	quirk	squirt	virtue
Dirt	shirk	stir	whirr
Fir	shirt	stirrup	whirl
Firm	sir	swirl	zircon

- Kirk heard the bird chirp.
- Do not squirt the thirsty squirrel.
- The girl exercises to firm her muscles.
- The girl has thirty skirts and ten shirts.
- I like the first and third verse of the song.

- Can you make thirty pinwheels whirr?
- My birthday is on the first day of the third month.
- The bird ate a squirmy worm.
- May I be the first to quench my thirst?
- Is the girl's skirt dirty?
- The bird chirped at the squirmy squirrel.
- How long will the pinwheel whirl and swirl?

Spelling pattern (**aw**, **au**, **al**, **all**)

The letters (**aw**, **au**) have the same sound as short (**o**).

The sound of (**al**) varies. It has either the short (**o**) sound as in talk or may include the sound of "l" as in salt.

(**all**) has a short (**o**) sound plus "l" as in ball.

Read the words in the columns (**aw**, **au**, **al**, **all**)

awful	Applause	Almost	all
Claw	August	Alright	ball
Crawl	Austin	Also	call
Draw	Author	Always	fall
Jaw	Because	Chalk	hall
Law	Fault	Malt	mall
Lawn	Haul	Salt	small
Paw	Paul	Stalk	stall
Raw	Sauce	Talk	tall
Yawn	Sausage	Walk	wall

- Did the ball hit your jaw?
- Are you as tall as Austin?
- I like to walk and talk to Austin.
- Please walk down the hallway.
- Did you haul the old stall away?
- The tall, bald man paused to pet a fawn.
- Paul took a walk and saw a falling rock.
- It was your fault that I added too much salt.
- Claude used the chalk to draw on the wall.

- Last August, I saw the author of this neat book, “How to Draw”.
All of us liked it.
- There is no need to put sauce on the sausage.
- We almost always applaud a good show.
- We could also go to the mall for a malt.
- I was surprised to see a stalk of corn growing on the lawn.
- His jaw was so raw he could hardly talk.
- The law was awful because of all the pain it caused.

GLOSSARY

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

DRA Directed Reading Activity.

K-W-L (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they know about a topic. This information is recorded in the K column of a K-W-L chart.

The KWL chart or table was developed within this methodology and is a form of instructional reading strategy that is used to guide students taking them through the idea and the text. A KWL table is typically divided into three columns. What do you know, want to know and have learnt.

K	-	what do you K now,
W	-	what do you W ant to know
L	-	what have you L earnt

A story map is a strategy that uses a graphic organiser to help learners learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, learners read carefully to learn the details. There are many different types of story map graphic organisers.