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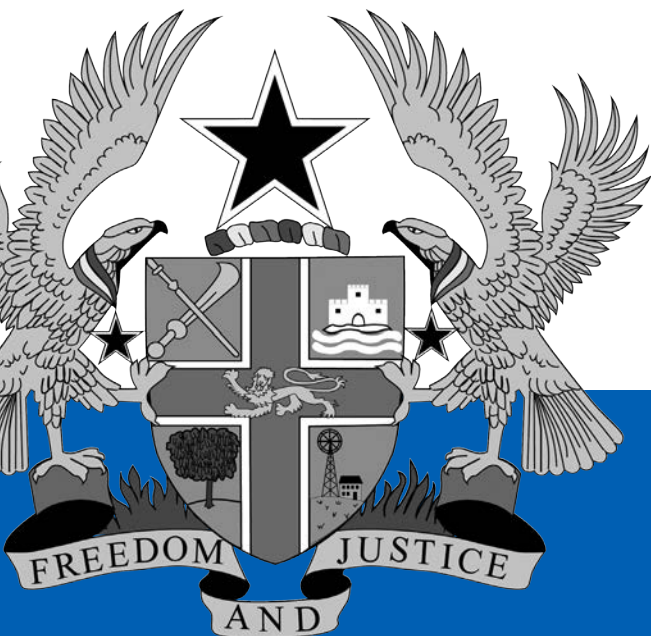


GHANA EDUCATION SERVICE

Differentiated Learning (DL)

*English Language Teachers Guide
for Lower Primary*

Basic 1~3



NOVEMBER, 2020

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ISBN XXX-XXXX-XXXX-X-X

Acknowledgement

The Ministry of Education (MoE) and the Ghana Education Service (GES) gratefully acknowledge the immense contribution of the following people for the successful development of the DL teacher's guide.

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UNICEF for funding the development of the DL Teacher's Guides and readers, and the UNICEF Education Team, especially Agnes Arthur and Kevin Kouami Sery, for technical support.

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ACKNOWLEDGEMENT

This Teachers Guide is a result of the collaborative effort between Ghana Education Service (GES) and its partners. In a special way, GES would like to thank its partners for working tirelessly to support implementation of Ministry of Education priorities. We wish to thank various organizations for their dedicated support to Differentiated Learning initiatives.

Special thanks to the team of content developers for writing and updating this Guide, to UNICEF, IPA and Right to Play for supporting this work. We are grateful to the literacy and numeracy experts from Colleges of Education, Senior High Schools, Non-Governmental Organizations, the staff of Metropolitan, Municipal and District Education offices of the Ghana Education Service for the various roles they played in the successful development of the materials.

Many partners have played critical roles in the Differentiated Learning Intervention programme. The World Bank and UNICEF, in particular, have supported the teacher continuous professional development efforts of GES and this partnership has been indispensable in implementing the DL Programme.

Sincere thanks go to the Schools and Instructions Division of the GES for working around the clock to get this project running within the stipulated time frame. This acknowledgment will not be complete without special recognition for the project team of the Strengthening Teacher Accountability to Reach all Students (STARS) with support from UNICEF and IPA. The Differentiated Learning approach is an up-scale of STARS Targeted Instruction programme.

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:

- ✓ identify the letters of the alphabet by their names and sounds.
- ✓ read words with the target sounds at the initial position.
- ✓ write words with target sounds at the initial position.

Topic:

Revision of the names and sounds of the letters of the alphabets

Teaching Procedure:

1. Review

- Have learners sing an *Alphabet Song*.
- Using the *Letter Sound Game* (Activity 5), revise the names and sounds of the letters of the alphabet.

After the game, ask learners the following questions:

- ✓ How did you feel playing the game?
- ✓ Would you like to play the game again?
- ✓ What new letter sound did you learn?

2. Read

- In groups, have learners pick letter cards, name the letter, make its sound and give a word with the sound at the initial.
- In pairs have learners pick letter cards, give the letter names, their sounds and a word which has the sound at the initial.

3. Write

- In groups have learners write words beginning with **c, p, f, b, d** sounds as in *cat, peg, fan, bag and dog*.
- In pairs have learners write words beginning with **h, g, l, m** sounds and have them read their words to the class.



- Have individual learners write any three of the words written in their groups into their exercise books.



TEACHING LEARNING RESOURCES

- Letter cards for all the letters of the alphabet

Term 1 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

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

Topic:

Blending (sS, aA, tT, pP, nN)

Teaching Procedure:

1. Review

- Use letter cards/strips to revise the names and sounds of letters by showing the target letters to learners at random and having them mention their names and making their sounds.
- Put learners into convenient groups to play the *Here I am game* (Activity 4)

After playing the game, ask the learners the following questions:

- ✓ Did you enjoy playing the game?
- ✓ What new words did you learn?

2. Teach blending

- Have learners play the Learner Blending game.(Activity10)
- Demonstrate blending of sounds taught so far (sS, aA, tT, li, pP, nN) to make two and three letter words.

E.g.: a..... t---at n... ap ---nap s.. at ---sat

Ask learners after the game:

- ✓ how do you find the activity?
- ✓ mention any three words formed today.

Two- letters words	Three- letter words
is, it, as, at,	nap, pan, tip, sit, sat, ant, its, pat, sip, pit



- In groups have learners practice blending sounds to form words (Activity 9 or 10).
- Have learners share the words they have formed with the rest of the class.

4. Write

- Learners complete the words below with the missing letters.
 - Have learners pick word cards corresponding to the words completed.
1. s----t 2. p----t 3. t----p 4. n ----p 5. s ---- p

Reinforce the concepts with pictures.

TEACHING LEARNING RESOURCES

- Letter cards **sS, aA, tT, li, pP, nN**
- Word cards: *is, it, as, at, nap, pan, tip, sit, sat, ant, its, pat, sip, pit*
- Pictures (ant, pan, pit)

pot



jam



bag

Term 1 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ blend target sounds to read syllables and blend syllables to read words.
- ✓ write words with the target sounds.

Topic:

Blending (bB, dD, eE, gG, hH, kK, lL, mM, oO, rR)

Teaching Procedure:

1. Review

- Play the Letter Sound Search (Activity 2) to revise the sounds of the letters

After the game ask learners the following questions:

- ✓ Did you like the game?
- ✓ What did you learn playing the game?
- ✓ Would you like to play the game again?
- ✓ What new words did you learn?

2. Teach Blending

- Learners play the Blend game. (Activity 10)

Demonstrate blending of the following sounds to form words (bB, dD, eE, gG, hH, lL, mM, oO, rR).

Examples of words to be formed from blending of the sounds: God, dog, her, bed, or, red, hem, leg, log,

Ask Learners after the game:

- ✓ How did you find the activity?
- ✓ Was it difficult forming the words?
- ✓ Mention any three words formed from the blending of the letter sounds.



3. Write

- In groups let learners complete the words below with the missing letters.
1. l--g 2. l---g 3. h----m 4. r ---d 5. b ---d
- In pairs, have learners pick and read words on word cards and write them on the board,
- Let learners write any three of the words formed into their exercise books.

TEACHING LEARNING RESOURCES

- Letter cards **bB, cC, dD, eE, gG, hH, kK, mM, oO, rR**
- Word cards: *God, dog, her, bed, or, red, hem, leg, log*
- Pictures: *log, dog, bed, leg*



book



fish



boat

Term 1 - Week Three (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ read five high frequency/sight words
- ✓ read simple sentences which have the high frequency/sight words.
- ✓ write three to five-word sentences having at least one high frequency/sight word.

Topic:

High Frequency /Sight Words (is, are, was, the, to)

Teaching Procedure:

1. Review

- Guide the learners to play the Learner Blending Game (Activity 10) to review the previous lesson.
- In convenient groups have learners form a sentence each with any of the words formed during the game.
- Underline the high frequency words in the sentences formed by the learners.
- Learners read the sentences again taking note of the words you have underlined.

2. Vocabulary Practice

- Explain to the learners that the words you underlined are words they will meet often when they are reading. They may not also be able to pronounce them using the sounds of the letters making up these words.
- Present word cards with the high frequency/sight words (*is, are, was on, to*).
- In pairs, have learners read the high frequency/sight words.
- Guide learners to play the *High Frequency Word Game* (Activity 31).

After playing the game, ask the learners the following questions:

- ✓ What words did we use in the game?
- ✓ What did you like about the game?

- Write three sentences on the board and have learners underline the high frequency/sight words in them.
- Guide learners to use the words in simple sentences of their own orally.

Examples:

- *This is a cat.*
- *The dog is big.*
- *The pen is on the table.*

3. Write

- In groups have learners form a sentence which has at least one high frequency word and read it to the rest of the class.
- Have learners write a sentence each with any of the high frequency words learnt into their exercise books.
- Have them share their sentences with the class.

TEACHING LEARNING RESOURCES

- High frequency word cards: *is, are, was, the, to*
- High frequency score cards

Term 1 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

Topic:

Decodable Sentences

Teaching Procedure:

1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Have learners form sentences orally using given high frequency words.



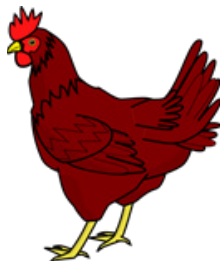
2. Read sentences

- Learners read simple sentences, paragraphs or short stories from story cards. Learners read by tracking and pointing to words.

Example:

The Red Hen

The Red Hen might get wet in the rain.
Ben, the vet puts it in the hencoop.
Meg feeds the hen.
Ben says, "Hen, get well soon".



- Go round to assist struggling learners.

3. Write

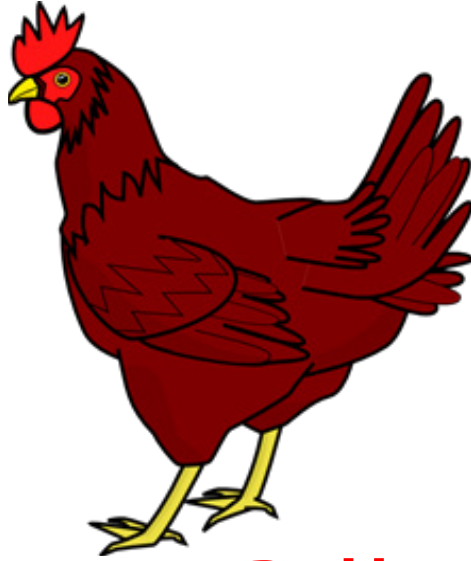
- Learners write two sentences from the story, working in groups.
- Individual learners to write two sentences into their exercise books.





TEACHING LEARNING RESOURCES

- Picture of a red hen, Sentence cards, Paragraph cards
- Story card: The Red Hen.



Red hen

Term 1 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ read words and sentences containing consonant blends.
- ✓ write three to five-word sentences using consonant blends.

Topic:

Consonant blends bl, cl, fl, gl (initial position)

Teaching Procedure:

1. Review

- Learners play the High Frequency Word Game (Activity 31) to revise high frequency words.

Ask the learners these questions at the end of the activity:

- ✓ Which words did we use in the game?
- ✓ Which ones were picked by your group?
- ✓ What sentences were formed during the game?



2. New Letter Sounds

- Show an example of words having **bl** at the initial position. E.g. blue, blow, black.
- As learners listen, pronounce the blend and the words.
- Have learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with other blends.
- Explain to learners that the two sounds blend together and show how the sounds blend.



3. Write

- Put up a consonant chart.
- Using the Blends Floor Game (Activity 20), have learners blend and read the words.

E.g.

bl	Blue	blow	blouse
cl	climb	close	clap
fl	flow	flower	flat
gl	glow	glass	glue

- Have learners write their own examples on the board.
- Put learners into convenient groups and give each group a set of consonant blend sounds.
- Have group members take turns to pick the cards and read the words.
- Move round the groups to monitor learners practice.

4. Write

- Have learners write five words containing the blends learnt.
- Use learners' words to construct a substitution table on the board.



Ben John Comfort Chris He/She	Blue climb	blue glass black clean glittering	bags shoes watches caps pens
They The boy	Have		

- Have learners construct sentences from the substitution table and read them out.
E.g.
 - Comfort has black bags.
 - John has clean shoes.
 - They have glittering watches

TEACHING LEARNING RESOURCES

- Consonant blend cards: bl, cl, fl, gl
- Word cards: black, blue, blade, cloud, class, clap flow, flat, flood, glad, glass.

Term 1 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ read words and sentences containing given consonant blends.
- ✓ write three to five-word sentences using consonant blends.

Topic:

Consonant blends **nk, st, lk, nd** (final position)

Teaching Procedure:

1. Review

- Have learners play the *Blends Floor Game* (Activity 20) to revise consonant blends at initial position.

Ask the learners the following:

- ✓ What makes you happy about the game?
 - ✓ Which consonant blends did we use in the game
 - ✓ What word examples were used?
-
- Give examples of words with the consonant blend.



2. New Letter-Sounds

- Show an example of words having **nk** at the final position. E.g. ink, bank, tank
- As learners listen, pronounce the blend thrice with the corresponding words.
- Have learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with the other blends.





3. Read

- Put up a consonant chart.

Using the Blends Floor Game (Activity 20), have learners blend and read the words.

nk	bank	link	ink	sink
lk	skulk	milk	shilk	bulk
st	fast	best	lost	guest
nd	land	band	lend	send

- Have learners play the Blends Pair Game (Activity 19).
- In convenient groups, have learners create a list of words having the target consonant blends at the final position.
- Have learners show their work and discuss
- Move round the classroom to monitor learners' practice.



4. Write

- Have each group write two/three sentences with words having the target blends.
- Let groups share their sentences with the whole class.

TEACHING LEARNING RESOURCES

- A basket
- Consonant blend cards : **nk, st, lk, nd**



basket

Term 1 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ identify the consonant blends sk, sp, dr in words
- ✓ read words or sentences containing the target consonant blends
- ✓ write at least three / five words with each of these consonant blends **sp, sk, dr**

Topic:

Consonant blends **sk, sp, dr** (initial position)

Teaching Procedure:

1. Review

- Have learners play the Blends Floor Game (Activity 20) to revise the blends: **bl, cl, fl, gl, nk, st, lk**.

Ask the learners:

- ✓ What makes you happy about the game?
- ✓ Which consonant blend did we use in the game?
- ✓ What word examples were used?

- Give examples of words with the consonant blends.

2. New Letter Sound

- Show an example of words with sk at the initial position. E.g. Skip, skate
- As learners listen, pronounce the blend and the word.
- Have learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with the other blends: **sp, dr**.





3. Read

- Put up a consonant chart.

Using the Blends Floor Game (Activity 20), have learners blend and read the words.

sk	skill	skip
sp	spoon	spy
dr	dry	drive

- Learners (in convenient groups) create a list of words having the target consonant blends at the initial position and read the words out.
- Move round the classroom to monitor learners' practice.



4. Write

- Groups write five words containing the blends learnt and read them out to the class.

TEACHING LEARNING RESOURCES

- Blend Cards: showing consonant blends taught **bl, cl, sk, sp**
- Word Cards: showing words with consonant blends taught: skip, skill, skate, spoon, spy, spit
- Dice, performance cards, chalk



Term 1 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

Topic:

Decodable Sentences

Teaching Procedure:

1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Learners form sentences orally using given high frequency words.



2. Read sentences

- Learners read simple sentences, paragraphs and short stories from story cards. Learners read by tracking and pointing to words.

Fred fell and broke his leg

Fred fell and broke his leg. Mother took Fred to the hospital. The nurse gave Fred some medicine and massaged his leg. Stop crying Fred, said the nurse.

Go round to assist struggling learners.

3. Write

- Learners write two sentences from the story, working in groups.
- Individual learners to write two sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Sentence cards, Paragraph cards
- Story card.



Term 1 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ read words or sentences with the consonant blends (bl,cl,fl,gl,nk,st,lk,nd,sp,sk) at the initial, medial and final positions.
- ✓ write three sentences with words having the target consonant blends.

Topic:

Consonant Blends practise

Teaching Procedure:

1. Review

- Have learners play the Blend Pair Game (Activity 19) to revise the blends **sk**, **sp**, **dr**

Ask the learners:

- ✓ Which words did you pair with the blends cl, bl and sp?
- ✓ Did you find new words with the target blends?
- ✓ Which of the words do you usually use?

2. Read

- Have learners observe the blends and read out the words.

initial position	medial position	final position
bl as in blue, blink	sk as in basket	nk as in bank
cl as in cloud, clot	sp as in suspect	lk as in silk
fl as in flat, flame		st as in fast
gl as in glass, glad		nd as in land

- In groups, have learners form oral sentences with the words.
Offer support to learners who may be struggling.



3. Write

- Learners write three words containing the target consonant blends and form sentences with them.
- Let learners write their sentences on the board for the whole class to do peer editing.



TEACHING LEARNING RESOURCES

- Blend cards showing consonant blends taught e.g. **sk, sp, dr**
- Word Cards showing words with target consonant blends taught e.g. *basket, glass, walk*

Term 1 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ Read the high frequency words.
- ✓ read simple sentences having the high frequency words.
- ✓ write three to five- word sentences using a number of the high frequency words.

Topic:

The High Frequency / Sight Words (go, for, have, all, come, both)

Teaching Procedure:

1. Review

- Guide learners to play the *High Frequency Word Game* (Activity 31) to revise the high frequency words.

Ask the learners:

- ✓ What words did you pick?
- ✓ Give one of the sentences given by the other groups.

2. Vocabulary Practice

- Write three sentences which have the high frequency/ sight words to be taught in them. Underline the high frequency/sight words.
- Draw the learners' attention to the words you underlined- they are words they meet often when they are reading. They may not also be able to pronounce them using the sounds of the letters making up these words. They are sight words.
- Present word cards with the high frequency/sight words.
- In pairs, have learners read the high frequency/sight words.
- Write three sentences on the board and have learners underline the high frequency/sight words in them.
- Guide learners to use the words in simple sentences of their own orally.
Example: Go for the pot.



3. Write

- In groups have learners form a sentence which has at least one high frequency word and read it to the rest of the class.
- Have learners write a sentence each with any of the high frequency words learnt into their exercise books.
- Have them share their sentences with the class.



TEACHING LEARNING RESOURCES

- High frequency word cards: *is, are, was, the, to, for, both, have, come, all, at, go*

Term 1 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ read given decodable stories and answer questions based on the stories
- ✓ re-tell a given story in their own words.

Topic:

Decodable Stories

Teaching Procedure:

1. Review

- Mount a chart of high frequency words treated in the previous lessons.
- Point randomly at words for individual learners to identify and pronounce.
- Learners form sentences orally using given high frequency words.

2. Before Reading

- Review learner's background knowledge about crows.
- Learners look at the picture of the crow and predict what the passage will be about.

3. During Reading

- Put before reading questions on the board for learners to find answers to while reading.
E.g. What was the crow looking for?
- Model read the text aloud and have learners echo-read the text (if need be).
- Read out words and sentences for learners to identify in the text.
- Let learners read aloud in groups and pairs and as individuals.

4. After Reading

- Have learners answer questions based on the passage orally.



Questions:

1. What animal is the story about?
 2. Mention three things the crow flew over
 3. Why was the crow flying over things?
 4. In what did the crow find water?
- Learners write one sentence from the story into their exercise books.
 - Learners re-tell parts of the story read.

The Thirsty Crow

A crow flew into a village.

It was in search of water.

It flew over houses, fields and trees.

There was no water.

It found a tin which had water. The crow was happy.



TEACHING LEARNING RESOURCES

- Sentence cards, Paragraph cards
- Story card.
- Pictures: *crow, houses, pitcher, trees*

Term 1 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ identify the consonant blends sk, sp, dr in words
- ✓ read words or sentences containing the target consonant blends
- ✓ write at least three / five words with each of these consonant blends sp, sk, dr, ck

Topic:

Consonant blends sk, sp, dr, ck (initial position / final position)

Teaching Procedure:

1. Review

- Have learners play the Sound Circle Game to revise the blends: **bl, cl, fl, gl, nk, st, lk.**

Ask the learners the following:

- ✓ What makes you happy about the game?
- ✓ Which consonant blend did we use in the game?
- ✓ What word examples were used?

- Give examples of words with the consonant blends used in the game.

2. Teach New Letter-Sound

- Show an example of words having **ck** at the medial position. E.g. Skip, skate
- As learners listen, pronounce the blend and the word.
- Learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with the other blends: **sp, dr.**





3. Read

- Put up a consonant chart.
- Using Blends Pair Game (Activity 19), have learners blend and read the words.

Sk	skill	skip
Sp	spoon	spy
Dr	dry	drive
Ck	cock	duck

- Learners in (convenient) groups create a list of words having the target consonant blends at the initial position and read the words out.
- Move round the classroom to monitor learners' practise.



4. Write

- Groups write three words containing the blends learnt and read them out to the class.



TEACHING LEARNING RESOURCES

- *Blend Cards: showing consonant blends taught bl, cl, sk, sp, ck*
- *Word Cards: showing consonant blend words taught :skip, skill, skate, spoon, spy, spit, cock, duck*

Term 1 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

Topic:

Decodable Story

Teaching Procedure:

1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Have learners form sentences orally using given high frequency words.

2. Read Sentences /Story

- Learners read simple sentences, paragraphs and short stories from story cards.
Learners read by tracking and pointing to words.

Tim kept pigs

Tim kept pigs. He was resting in the grass by a rock.

A man crept up to his pigpen and got in, Tim ran at him. The man put one of the runts in a bag and was back on the grass with one big jump. He ran off, and he was fast!

- Go round to assist struggling learners.





3. Write

- Put learners into convenient groups and have them write two sentences from the story.
- Individual learners write two sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Sentence cards, Paragraph cards
- Story card: Tim's Pig
- Pictures: crow, pitcher

Term 1 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ blend sounds to read words
- ✓ identify and read high frequency words in sentences.
- ✓ write words with target consonant blends.
- ✓ read given decodable sentences and stories.

Topic:

Revision

Teaching Procedure:

1. Review

- Play the *Fishing Game* (21) to revise the sounds of the letters studied during the term.
- Learners blend sounds to read words. (Ss, aA, Tt, il, pP, nN)
- Play the *High Frequency Game* (Activity 31).
- Learners identify and read sentences with high frequency/sight words.
- Learners read the decodable story 'The Red Hen' and write two sentences from the story.
- Learners write two sentences having target blends.

TEACHING LEARNING RESOURCES

- Letter Cards: s k t s p l b l
- Word Cards: skill, spill, lost, blue, flat



Term 1 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

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

Topic:

Assessment

1. Areas of assessment

- Blending of sounds to make words
- High frequency words
- Decodable stories
- Consonant blends

2. Sample Assessment Plan

Blending of sounds to make words

- Learners blend any three of the sounds learnt to form words.
- Learners read the words formed.

High Frequency Words

- Learners read sentences with high frequency words.
- Learners write three sentences with at least two high frequency words.

Decodable stories

- Learners read the decodable story 'Tim's Pig'.

Consonant Blends

- Learners form words with target consonant blends.
- Learners write a sentence each having a word with a target consonant blends.



Term 2

(Lessons 1~16)



Term 2 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ blend sounds to read words.
- ✓ read decodable sentences.

Topic:

Revision

Teaching Procedure:

1. Review

- Play the Fishing Game (21) to revise the sounds of the letters studied during the term.
- Learners blend sounds to read words.(Ss, aA, Tt, il, pP, nN, oO, mM, hH)
- Play the High Frequency Game (Activity 31) to revise high frequency words.
- Learners read sentences with high frequency/sight words.
- Learners read the decodable story 'The Red Hen' and write the story in their own words.



TEACHING LEARNING RESOURCES

- Letter Cards: Ss,aA,Tt ,il,pP,nN,oO,mM, hH
- Pictures: red hen
- Bag, non-word cards

Term 2 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ identify spelling pattern **ee** in words.
- ✓ read words containing the target spelling patterns.
- ✓ write words having the target spelling and use it.

Topic:

Long **ee** spelling pattern

Teaching Procedure:

1. Review

- Using the *Fishing Game* (Activity 21) have learners pick word cards and mention the words.
e.g. seed, feet, teeth

Ask the learners the following:

- ✓ What were the words you picked from the bag?
- ✓ What is common with the words you read?

2. Teach New Letter-Sounds

- Write words which contain the long ee sound on the board.

E.g:

need	teeth	feed
------	-------	------

- Have learners repeat the words after you.
- In pairs, learners give their own examples each of words having the spelling pattern.

E.g.

feel	sheep	sheet
------	-------	-------

- Write learners' examples on the board and draw their attention to the differences in spelling.





- Let learners spell the words and pronounce them. (Support learners who struggle to pronounce the words).

3. Read

- Write sentences with words that have the target sound.

E.g:

My father has many sheep.

The sheep feed on cassava peel.

I feel happy any time I see the sheep.

- In pairs, let learners study the sentences and identify words with the spelling pattern **ee**.
- Learners read over the sentences.



4. Write

- Ask learners to write the sentences on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards e.g. feel, seed, see, peel, eel, heel, sheet

Term 2 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ identify spelling pattern **ea** in words.
- ✓ read words containing the target spelling patterns.
- ✓ write words having the target spelling and use them in sentences.

Topic:

Long **ea** spelling pattern.

Teaching Procedure:

1. Review

- Write few words which have the long ea spelling pattern on the board.

E.g:

seed	feel	Peel
------	------	------

- Have learners read the words noting the similarities in the sounds made.

2. Teach New Sound

- Display word cards with words which have the long ea spelling pattern

E.g:

tea	sea	eat
-----	-----	-----

- Have learners read the words.
- Have learners compare the major sound they hear in the words with the ee and those with the ea e.g. seed and sea.
- Bring learner's attention to the similarities in the sounds heard though the sound that is being made by different combinations of letters. Indicate that they are alternatives.

E.g.

ee	ea
peel	seal





steel	meal
-------	------

- Let learners practice this in pairs.
- Ask learners to give two examples each of the two spelling patterns.

3. Write

- Learners copy the words on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards

Term 2 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern **or** in words.
- ✓ read words having the target spelling pattern.
- ✓ write words indicating the target spelling pattern.

Topic:

Spelling pattern "or" as in sort, port.

Teaching Procedure:

1. Review

- Revise spelling pattern ea, using *Find My Pair Game* (Activity 23)

Ask the learners the following:

- ✓ was it difficult finding the pairs?
- ✓ Which pair did you find?
- ✓ Was it difficult finding the twins?

- Have learners give more examples of words with the spelling pattern.



2. Teach New Sound

- Write words which have the spelling pattern **or** on the board.

E.g:



sort	Port	abort
------	------	-------

- Have a pronunciation drill on the words,
- Put the words in sentences and have learners read them to get the meaning from context.
- In pairs, learners give their own examples each of words having the spelling pattern.

E.g.

or	ort	horde	bord	cord
----	-----	-------	------	------

- Write learners' examples on the board.
- Let learners spell the words and pronounce them. (support learners who struggle to pronounce the words).



3. Write

- Ask learners to write any four of the words which have the spelling pattern into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards: sort, port, abort, cord
- Spelling pattern cards

Term 2 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns or in words.
- ✓ read words having the target spelling pattern.
- ✓ Write words indicating the target spelling pattern.

Topic:

Spelling pattern or and its alternative spelling aw and au.

Teaching Procedure:

1. Review

- Have learners play the *Find My Pair Game* (Activity 23) to revise the spelling pattern or

sort	abort	cord
------	-------	------

- Learners read the words.
- Draw learners' attention to the **or** sound.

2. Teach New Letter-Sounds

- Display word cards indicating the alternative spelling patterns aw and au
E.g:

aw	au
saw	August
awesome	aural

- Learners compare the "or" spelling pattern to the alternative aw and au by pronouncing them.

E.g.

or	aw	au
horde	awe	audio
sort	saw	audible



- Let learners' practice this in pairs.
- Ask learners to give two examples each of the spelling patterns on the board.

3. Write

- Learners copy the words on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards: saw, aura, August, awesome

Term 2 - Week Three (Lesson 6)

Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern **ar** in words.
- ✓ read words having the target spelling pattern.
- ✓ write words indicating the target spelling pattern.

Topic:

Spelling pattern **ar** as in car.

Teaching Procedure:

1. Review

- Revise the lesson on spelling pattern **aw** and **au**. Play the *Find My Pair Game* (Activity 23). Ask learners to share their experiences playing the game.
- Write the examples of the learners on the board.

e.g:

aw	au
awe	audio
saw	audible

2. Teach New Letter-Sounds

- Write words which contain the spelling pattern **ar** on the board.
- Have a pronunciation drill on the words.
- Form sentences with the words and have learners read them.
- Ask learners to give examples of words having the **ar** spelling pattern.
- Write learners' examples on the board.
- Let learners spell the words and pronounce them.

3. Write

- Ask learners to write five of the words in their exercise books

TEACHING LEARNING RESOURCES

- Special spelling pattern cards

Term 2 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **oo** words.
- ✓ read words with the target spelling pattern.
- ✓ write sentences using words with the target spelling pattern.

Topic:

Spelling pattern oo.

Teaching Procedure:

1. Review

- Guide learners to play the *Bus Game* (Activity 22) to revise the spelling pattern or. *For learners with speech difficulties, allow them to pick whilst another learner reads the word.*

Ask Learners after the game:

- ✓ Did you find a sound to join the bus?
- ✓ What words did you read?
- ✓ Allow multiple means of expressions.

2. Teach New Letter-Sound

- Write words which contain the long oo spelling pattern on the board e.g. too, loose, smooth, spoon, zoo.
- As learners listen, point to the word loose as you pronounce it.
- Learners pronounce the word twice after you (stress the long u sound). Have them say the sound they hear in the middle of the word. Repeat the procedure to teach smooth, spoon, zoo, and too.
- In pairs, let learners give examples of words having the long u sound e.g. pool, root, school,
- Write learners' examples on the board and let them spell and pronounce the words. E.g.

moon	food	booth	boot	book
------	------	-------	------	------





3. Write

- Let learners write two words with the spelling pattern **oo**
- Note: allow learners to express themselves freely by either drawing, touching, observing words with **oo** sounds



TEACHING LEARNING RESOURCES

- Bus Game/ word cards

Term 2 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns ue in words.
- ✓ read words with the target spelling pattern.
- ✓ write sentences using words with the target spelling pattern.

Topic:

Spelling pattern ue.

Teaching Procedure:

1. Review

- Guide learners to play the *Bus Game* (Activity 22) to revise the spelling pattern oo.
For learners with speech difficulties, allow them to pick whilst another learner reads the word.

Ask Learners after the game:

- ✓ Did you find a sound to join the bus?
- ✓ What words did you read?
- ✓ Allow multiple means of expressions.



2. Teach New Sound

- Write words which contain the **ue** spelling pattern on the board
e.g. blue, true, glue.
- Have a pronunciation drill on the words one at a time (stress the long u sound).
- Form three sentences with the words to bring out their meanings in context.
Underline the words blue, true and glue e.g. the pen is blue.
- Learners read the sentences paying particular attention to the words with the **ue** spelling pattern.
- Learners make the common sound they hear in the words underlined.
- In pairs, let learners give examples of words having the pattern,



- Write learners' examples on the board and let them spell and pronounce the words.

E.g.

clue	due	sue
------	-----	-----

- Guide learners to recognise that the spelling patterns oo and ue produce the same sound.

3. Write

- Let learners write two words each from oo and its alternative pattern **ue**.
Note: allow learners to express themselves freely by either drawing, touching, observing words with oo sounds.

TEACHING LEARNING RESOURCES

- Word tickets

Term 2 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **u-e** in words as alternative to **oo**.
- ✓ identify spelling patterns **u-e** in words and sentences.
- ✓ read words with the target spelling patterns.
- ✓ write sentences using words with the target spelling pattern.

Topic:

Spelling pattern u-e as alternative to oo

Teaching Procedure:

1. Review

- Review the spelling pattern oo with learners
- Using word cards, have learners identify the target spelling pattern and the sound it produces.
Note: allow children to create multiple activities with oo sounds.
- Learners give more examples of words with the spelling pattern.

E.g.

cool	pool	food	boot	moon
------	------	------	------	------



2. Teach alternative sound

- Write words which contain the **u-e** spelling pattern on the board
e.g. flute, Luke, produce
- A pronunciation drill on the words one at a time (stress the long u sound).
- Form three sentences with the words to bring out their meanings in context.
Underline the words blue, true and glue e.g. He plays a flute.
- Learners read the sentences paying particular attention to the words with the u-e spelling pattern.
- Learners make the common sound they hear in the words underlined.
- In pairs, let learners give examples of words having the pattern.



- Write learners' examples on the board and let them spell and pronounce the words them.

e.g:

flute	Luke	produce
-------	------	---------

3. Write

- Learners write two sentences each with words having the u-e pattern.
Note: attend to learners who need extra help as others are writing.

TEACHING LEARNING RESOURCES

- Word tickets

Term 2 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **ir** in words.
- ✓ read words containing the target spelling pattern.
- ✓ write words having the target spelling and use them in sentences.

Topic:

Spelling Pattern **ir**

Teaching Procedure:

1. Review

- Write **oo** and **u-e** spelling pattern words on the board and take learners through their pronunciations.
- Clean the words one at a time and ask learners to spell the words that were cleaned.

2. Teach New Sound

- Write words which contain the long **e** sound on the board
e.g.

girl	bird	first
------	------	-------

- Learners repeat the words after you.
- In pairs, learners give their own examples each of words having the spelling pattern.

E.g.

birth	shirt	firm	dirt	skirt
-------	-------	------	------	-------

- Write learners' examples on the board and draw their attention to the differences in spelling.
- Let learners spell the words and pronounce them.





3. Read

- Write sentences with words that have the target sound. E.g. *dirt, first, girl, shirt*.
- In pairs, let learners study the sentences and identify words having the spelling pattern **ir**.



4. Write

- Dictate the words *dirt, first, girl, shirt* to learners to write into their exercise books.

Note: Make room for oral answers.

TEACHING LEARNING RESOURCES

- Word cards e.g. *dirt, first, girl, shirt*



Term 2 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ identify the target spelling pattern **er** in words.
- ✓ read words having the target spelling patterns.
- ✓ read sentences with words having the target spelling pattern.

Topic:

Spelling pattern **er**

Teaching Procedure:

1. Review

- Revise the spelling pattern **ir**, using the Fishing Game (Activity 21).
- Learners give examples of words having the spelling pattern **ir**. E.g. *dirt, first, girl, shirt*.

Ask Learners after the game:

- ✓ What were the words you picked from the bag?
- ✓ What is the spelling pattern for the words you mentioned?
- ✓ Are there other words you can identify that has the spelling pattern for **ir**?



2. Teach New Sound

- Write words which contain the long e sound on the board
- Say words which contain the long e sound on the board.

e.g.

her	herd	fern
-----	------	------

- Guide learners to pronounce the words; have learners repeat the words after you.
- In groups, learners give their own examples of words having the spelling pattern.
e.g. *herb, herd, her, herm*
- Write learners' examples on the board.
- Let learners spell the words and pronounce them.





3. Write

- In pairs, learners write/say three words using their own examples of words having the spelling pattern er.
- Have them write their words on the board for the whole class to edit.
- Learners say their word for the whole to hear and correct.
- Dictate words for learners to write in their exercise books.

Note: allow multiple tasks for all learners.

herb	fern	herd	her	heard
------	------	------	-----	-------

TEACHING LEARNING RESOURCES

- Word cards e.g. herb, herd her, herm,

Term 2 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **ir** and **er** alternatives
- ✓ read words containing the target spelling patterns.
- ✓ write words having the target spelling patterns and use them in sentences.

Topic:

Spelling Pattern Review

Teaching Procedure:

1. Review

- Review the spelling pattern **er** with learners. Have learners play the Bus Game (Activity 22).

After the game ask the following questions:

- ✓ How many new words have you learnt from playing the game?
- ✓ How was it like boarding the bus with your ticket?
- ✓ What was the most common sound you heard in all the words?

- Have learners form more sentences with words used in game.

Address any difficulties that learners may still have playing the game.

- Have learners play the Fishing Game (Activity)

2. Compare sounds

- Write words which have the spelling pattern **ir** and **er**.
- Learners read the words paying particular attention to the similarities in the sound of the words from A and those from B though spelt differently.

e.g:

A	B
bird	herd
shirt	herb
girl	her
dirt	germ



- In pairs, learners give their own examples of words having the spelling patterns.
- Write learners' examples on the board and draw their attention to the differences in spelling.
- Learners spell the words and pronounce them.

3. Write

- Learners write any five of the words learnt.
- Allow for oral answers for learners who may have difficulties with writing.

TEACHING LEARNING RESOURCES

- A bag, cards with target sounds, distracters, tickets

Term 2 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **ur** in words as alternative to **ir**.
- ✓ identify spelling patterns **ir**, and **ur** in words and sentences.
- ✓ read words with the target spelling patterns.
- ✓ write words with the target spelling pattern.

Topic:

Spelling Patterns

Teaching Procedure:

1. Review

- Revise the spelling pattern **ir**, using the *Fishing Game* (Activity 21).
- Learners give examples of words having the spelling pattern **ir**.
E.g. *dirt, first, girl, shirt*.

Ask the pupil:

- ✓ What were the words you picked from the bag?
- ✓ What is the spelling pattern for the words you mentioned?
- ✓ Are there other words you can identify that has the spelling pattern for **ir**?



2. Teach New Sound

- Write words which have the target pattern e.g. *church, curl, curve, fur, and curfew*.
- Guide learners to pronounce the words; have learners repeat the words after you.
- In groups, learners give their own examples of words having the spelling pattern.
E.g. *curse, purse, curb, purple*.
- Write learners' examples on the board and draw their attention to the differences in spelling.
- Let learners spell the words and pronounce them.



3. Sound Practice

- Practice pronunciation using learners' examples: learners pick and read from word cards bearing words having the spelling pattern.
- Learners form words using the following examples: *church, curl, curve, fur*.
- Learners read through the words and identify the words with the long e sound in pairs.
- Dictate words for learners to write in their exercise books.

TEACHING LEARNING RESOURCES

- Spelling pattern chart



Term 2 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern **sh** in words.
- ✓ read words having the target spelling pattern.
- ✓ Write words indicating the target spelling pattern.

Topic:

Spelling pattern **sh**

Teaching Procedure:

1. Review

- Put up a spelling pattern chart for words with the **ir** pattern.
- Learners read the words on the chart mounted.

e.g:

ir	
girl	shirt
bird	dirt

N.B. Guide learners to set rules governing the lesson to ensure class management

- Learners identify the common sound they hear in all the words.



2. Teach New Sound

- Write words which contain the **sh** spelling pattern on the board
- e.g. ship, shirt, sheet
- Have a pronunciation drill on the words one at a time. Reinforce the concepts with pictures of the words.
- Form three sentences with the words to bring out their meanings in context.
- Learners read the sentences paying particular attention to the words with the **sh** spelling pattern.
- Learners make the common sound they hear in the words underlined.



- In pairs, let learners give examples of words having the pattern.
- Write learners' examples on the board and let them spell and pronounce the words them.

e.g.:

Shoe, show, shore, shoal, shell, shovel

- Write learners' examples on the board.
- Let learners spell the words and pronounce them.

3. Write

- Ask learners to write five of the words in their exercise books
- Ask oral responses from learners who are unable to write.



TEACHING LEARNING RESOURCES

- Spelling pattern chart



Term 2 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ read words with target spelling patterns learnt in term two.
- ✓ read decodable sentences or stories.
- ✓ construct sentences with words with target spelling patterns learnt.

Topic:

Revision

Teaching Procedure:

1. Review

- Play the *Sound Ball Game* (Activity 6) to revise the spelling patterns **sh** and **ir**.
- Ask learners to talk about their experiences playing the game now and when they first played it.
- Let learners give new words they have learnt playing the game.
- Write the new words learnt on the board.
- Encourage the class to form sentences with the new words orally.
- Put learners into convenient groups and let them play *Find My Pair Game* (Activity 23) to revise the spelling patterns **ur** and **ar**.
- Learners discuss their experiences working as a group in playing the game.
- Let learners give new words they have learnt playing the game.

2. Read

- Play the *Bus Game* (Activity 22) to encourage the learners to read the new words that have emerged during the playing of the two previous games. Have learners form oral sentences with the words.

3. Write

- Learners construct two sentences with any two of the words learnt into their exercise books.
- Allow learners who have difficulties with writing give oral responses.



Term 2 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- ✓ identify the spelling patterns studied.
- ✓ recognise and read words containing the target spelling patterns.
- ✓ read simple decodable stories and answer questions based on them.

Topic:

Assessment

1. Areas of assessment

- Spelling patterns

2. Sample Assessment Plan

Get learners relaxed before the examination. Have them know that this is aimed at finding out what they can do best.

- Let learners write two words under each of the spelling patterns below:

ur	ir	ue	sh	or

- Learners read their words to their friends.
- Learners write two sentences with any of the words they have written.



Term 3

(Lessons 1~16)



Term 3 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling patterns **sh**, **ir**, **ur** and **ar** in words
- ✓ read words having the target spelling pattern
- ✓ write words having the target spelling

Topic:

Revision lesson

Teaching Procedure:

1. Review

- Play the *Sound Ball Game* (Activity 6) to revise the spelling patterns **sh** and **ir**.
- Ask learners to talk about their experiences playing the game now and when they first played it.
- Let learners give new words they have learnt playing the game.
- Write the new words learnt on the board.
- Encourage the class to form sentences with the new words orally.
- Put learners into convenient groups and let them play Find My Pair Game (Activity 23) to revise the spelling patterns **ur** and **ar**.
- Have them discuss their experiences working as a group in playing the game.
- Let learners give new words they have learnt playing the game.

2. Read

- Play the *Bus Game* (Activity 22) to encourage the learners to read the new words that have emerged during the playing of the two previous games.

3. Write

- Have learners write or say any five of the new words learnt into their exercise books.



Term 3 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ recognize spelling pattern **ng** in words
- ✓ read words having the target spelling pattern
- ✓ write words having the target spelling

Topic:

Special Spelling Pattern **ng** as *sing, ring, king, ring*

Teaching Procedure:

1. Review

- Use the *Word Search Game* (Activity 28) to revise the **sh** sound

After the game, ask the following questions:

- ✓ How did you find the game?
- ✓ Which new word have you learnt playing the game?

2. New Spelling

- Show pictures of a ring, a king and a swing and have learners identify the pictures by name.

3. Practice Sound

- Write the words *king, sing, ring*, on the board.
- Learners read the words and identify the common sound in the words.
- Learners give more examples of words that contain the **ng** sound.
- Form sentences with the words and guide learners give the meaning of the words as used in the sentences.

e.g.

- i. This is a king
- ii. Draw a long line
- iii. He speaks many languages
- iv. Your answer is not wrong





4. Read sentences

- In groups, have learners do a Pick and Read Activity (Activity 16)



5. Read sentences

- Learners copy the words into their exercise books
- Learners move into their groups to write sentences with the words. Move round the groups to help struggling learners.
- Invite groups to write two of their sentences on the board
- Guide learners to do peer editing of sentences presented by the groups



TEACHING LEARNING RESOURCES

- Pictures of a king, ring, and a swing
- Word card, letter cards



king



ring



swing

Term 3 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ recognize spelling pattern **nk** in words
- ✓ read given words with the target spelling pattern
- ✓ write words having the target spelling
- ✓ read decodable sentences containing words that have the spelling patterns
- ✓ write words with the target spelling pattern

Topic:

Special Spelling Pattern **nk** as ink, sink,

Teaching Procedure:

1. Review

- Use the Word Search Game (Activity 28) to revise the **ng** sound

After the game, ask the following questions:

- ✓ How easy did you find the game?
- ✓ Which new word have you learnt playing the game?
- ✓ If you were to play the game again, would you have loved to maintain your teammates?

2. Teaching New Spelling

- Introduce the spelling pattern **nk** as in ink, sink, in given words.
- Learners listen to words with the nk spelling pattern and let them identify the target sound. Ask learners to pronounce the words. Allow them provide their own examples.

3. Read Words

- post a chart with the words on the board and have the class, groups, pairs and individuals read the words.
- Let learners play the Pick and Read Game (Activity 16) to read the words.



4. Read Sentences

- Pair up learners to form sentences with the words orally.
- Write some of the sentences on the board. Learners echo-read the sentences.
- Working in pairs, learners read the sentences aloud to each other.
- Learners copy the sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Word chart, word cards, sentence cards



Term 3 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

Topic:

Decodable Stories

Teaching Procedure:

1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Learners form sentences orally using given high frequency words.

2. Read Sentences

- Learners read simple sentences, paragraphs and short stories from story cards. Learners read by tracking and pointing to words.

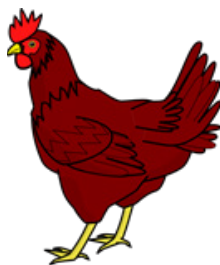
The Red Hen

The Red Hen might get wet in the rain.

Ben, the vet puts it in the hencoop.

Meg feeds the hen.

Ben says, "Hen, get well soon".



- Go round to assist struggling learners.

3. Write

- Learners write two sentences from the story, working in groups.
- Individual learners write two sentences into their exercise books.





TEACHING LEARNING RESOURCES

- Picture of a red hen, Sentence cards, Paragraph cards
- Story card: The Red Hen.

Term 3 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ recognize the variant sounds for c as in can't and centre
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sound
- ✓ read decodable sentences containing words that have the spelling patterns
- ✓ write words with the target spelling pattern

Topic:

Special Spelling Pattern **c** as *cat, cup, cut*; and **c** as in *center, cease*

Teaching Procedure:

1. Review

- Revise the ng and nk spelling patterns. Have learners underline words with the patterns in sentences on sentence cards.



2. Teach New Letter Sound

- Show pictures of objects having the target sound. e.g. cup, cat, circle
- Learners identify the objects by their names. Write the names of the objects on the board.
- Learners identify the beginning letters and their sounds
- Learners give more examples with the two sounds



3. Read Words

- Build a T-Chart with the learners' examples
- Read the words as learners listen. Learners echo-read the words
- Teach the meaning of the words in context



4. Read Sentences

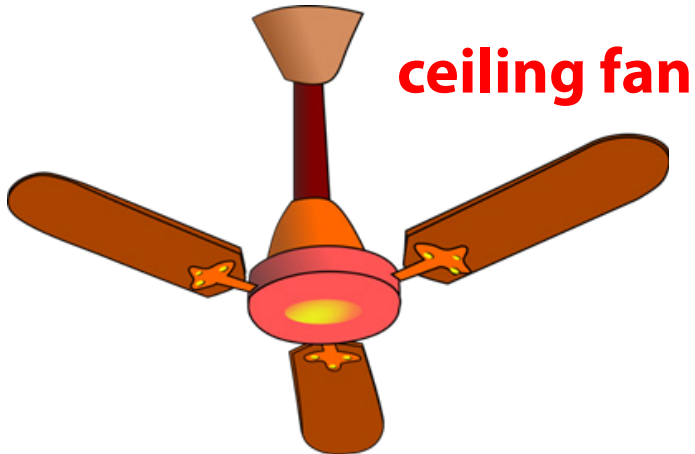
- Pair up learners to form sentences with the words orally.
- Write some of the sentences on the board. Learners echo-read the sentences.
- Working in pairs, learners read the sentences aloud to each other.
- Learners copy the sentences into their exercise books.





TEACHING LEARNING RESOURCES

- Pictures showing cup, cat, ceiling fan
- Sentence cards



ceiling fan



cat



cup

Term 3 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ recognize the variant sounds for g as in goat, girl, and g as in giraffe
- ✓ read given words with the target sounds
- ✓ write words having the target sound
- ✓ read decodable sentences containing words that have the spelling patterns

Topic:

Special Spelling Pattern g as goat, girl, leg; and g as in giraffe

Teaching Procedure:

1. Review

- Use the *Sound Ball Game* (Activity 6) to review words that begin with the variant sounds of c as in *cup* and *cease*.

Ask the learners these questions after the game:

- ✓ What were the sounds mentioned by those who threw the ball?
- ✓ What is the difference in the pronunciation?

- Mention two words that have the variant sounds of c

2. Teach New Letter Sound

- Show pictures of objects having the target sound .e. g. goat, girl, giraffe
- Learners identify the objects by their names. Write the names of the objects on the board.
- Learners identify the beginning letters and their sounds.
- Learners give more examples having the two sounds.

4. Read Words

- Build a T-Chart with the learners' examples
- Read the words as learners listen. Learners echo-read the words
- Teach the meaning of the words in context





5. Read Sentence

- Pair up learners to form sentences with the words orally.
- Write some of the sentences on the board. Learners echo-read the sentences.
- Working in pairs, learners read the sentences aloud to each other.
- Learners copy the sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Pictures showing; girl, goat, giraffe



girl



giraffe



goat

Term 3 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling pattern **gh** as in laugh, rough and **ph** as in phone, photo
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sounds
- ✓ read decodable sentences containing words that have the spelling patterns
- ✓ write words with the target spelling pattern

Topic:

Special Spelling Pattern gh-f as laugh, rough; and ph as in photo, phone

Teaching Procedure:

1. Review

- Play the Sound/Word Ladder Game (Activity 7) to review the variant sounds of **gG**

Ask learners these questions after the game:

- ✓ How easy did you find the game?
- ✓ What is the difference in the pronunciation?

- Mention two words that have the variant sounds of **g**

2. Teach New Letter Sound

- Show the letter card ff. Have learners identify the name and sound and give example of words beginning and ending with the sound.
- Present real objects-phone, photograph. Have learners mention names of objects and identify the initial sound of the words.
- Write learners' examples on the board.
- Learners give more examples of words with the spelling pattern ph. E.g. nephew, elephant, orphan, phone, autograph, pharmacy
- Teach the meaning of the words with pictures/ in context
- Follow the same steps to teach the gh words





3. Read Words

- Let learners take turns to read sentences involving words with the target spelling pattern on sentence cards.

Ask learners the following questions:

- i. Mary took a photograph**ph**
- ii. My father has a new **ph**one
- iii. I bought medicine from the **ph**armacy
- iv. There are ele**ph**ants at the zoo



4. Write

- In pairs, learners write sentences with words with the two spelling patterns **ph** and **gh**
- Have learners peer edit their sentences



TEACHING LEARNING RESOURCES

- Word cards showing ph and gh words.
- Sentences cards showing sentences in the read sentences section

Term 3 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling pattern **ch** as in chorus, Christmas in words
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sounds
- ✓ read decodable sentences containing words that have the spelling patterns

Topic:

Special Spelling Pattern ch-k as in Christ, chorus

Teaching Procedure:



1. Before Reading

- Play the My Pair Game (Activity23) to review the variant sounds of **gh-f**.

Ask learners these questions after the game:

- ✓ What are the words with the spelling pattern gh that you found?
- ✓ Was it easy identifying the spelling pattern?

- Mention two words that have the variant sounds of **gh-f**.



2. Teach New Letter Sound

- Introduce the spelling pattern **ch-k** as in chorus, Christ, Christmas through words.
- Learners listen to words from an audio. Let them identify the common sound **ch-k**.
- Ask learners to pronounce the words from the audio. Have them provide their own examples.
- Write learners' examples on the board.
- Learners give more examples of words with the spelling pattern **ch-k**. E.g. Christ, Christmas, chorus.
- Guide learners get the meaning of the words in context.





3. Read Sentences

- Let learners take turns to read sentences involving words with the target spelling pattern on sentence cards.
 - i. My **teacher** writes on the board with a **chalk**.
 - ii. We celebrate **Christmas** in December.
 - iii. Mensah is a member of the school **choir**.



4. Write

- In pairs, learners write sentences with the words involving the two spelling patterns ch-k.
- Have learners peer edit their sentences.



TEACHING LEARNING RESOURCES

- Word cards showing ch-k words.
- Sentences cards showing sentences in the read sentences section.

Term 3 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ associate the spelling pattern **ch** (j) as in chef, chalk, Chicago
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sounds

Topic:

Special Spelling Pattern **ch** (j) as in Chicago, chicken, cheese

Teaching Procedure:

1. Review

- Use the *Sound Ball Game* (Activity 6) to review pronunciation of words having the spelling pattern ch as in *chorus*.



2. Teaching new spelling

- Introduce the spelling pattern ch-(j) as in chalk, through words.
- Learners listen to several words with the target sound and identify the common sound (j).
- Ask learners to pronounce the words.
- Learners give more examples having the sound.



3. Read Words

- Write learners' examples on the board.
- Learners say the words; church, chicken, cheese, Chicago and make the initial sound in groups.
- Write learners example on the board
- In groups, have learners form two sentences with any two of their examples on the board.
- Invite groups to read out their sentences to the class.



TEACHING LEARNING RESOURCES

- Word cards, ball



Term 3 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling pattern **o** as in *okro*, *open*, and **u** as in *union*.
- ✓ read given words having the target sounds
- ✓ read sentences with the target spelling patterns
- ✓ write words having the target sounds

Topic:

Special Spelling Pattern **o** as in *okro*, *open*, *onion* and **u** as in *universe*, *union*

Teaching Procedure:

1. Review

- Revise the spelling pattern **ch-(j)** using the *Fishing Game* (Activity 6)

Ask these questions after the activity:

- ✓ What are some of the words we read out?
- ✓ What is the common running sound in the words you found?
- ✓ How easy was it working with your team mates?

2. Teaching new spelling

- Let learners read out sentences below for learners to listen.
- Read a second time and have learners repeat after you.
 - i. The windows are opened.
 - ii. There are five oceans in the world.
 - iii. My mother prepared banku with okra stew yesterday.
- Guide learners to explain the words as they used in the sentences.
- Learners identify the common sound in the underlined words.
- In convenient groups, elicit more examples from learners
- Build a T-Chart with learners' examples.

3. Read Words

- Write learners' examples on the board.
- In convenient groups, have learners read words with the target sound



4. Write

- In convenient groups, have learners pick three words to form sentences.
- Invite groups to read out their sentences to the class.
- Learners copy the sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Sentence cards
- Non-fish words. Word cards

Term 3 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

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

Topic:

Sight Words/ High Frequency Words: is, are, was, the, to

Teaching Procedure:

1. Review

- Play the *High Frequency Word Game* (Activity 31) to revise the high frequency words is, are was, the, to, go.
- Learners construct sentences with the words.

2. Vocabulary Practice

- Introduce the high frequency words off, make, made, now, have, done.
- Learners read the words. Assist learners who may have difficulty reading the words.
- Learners form sentences with the words read orally.

e.g.

- ✓ The light is off.
- ✓ They have a bag.
- ✓ Have you done the work?

3. Read sentences

- Guide learners to form sentences with the sight words and the decodable words learnt so far.
- Make learners read words as a whole class, in convenient groups, in pairs and individually.
- Write some of learners' examples on the board.





4. Write

- Learners write five simple sentences into their exercise books.
- Learners peer edit their work.



TEACHING LEARNING RESOURCES

- Word cards (sight words)

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 final position.
- ✓ read given words having the target clusters.

Topic:

Consonant Clusters nk, st, lk (final position)

Teaching Procedure:

1. Review

- Play the *High Frequency Word Game* (Activity 18) to revise high frequency words.

After the game is played, ask the following questions:

- ✓ How easy did you find the game?
- ✓ Mention some high frequency words each team picked?

- Form two sentences with the high frequency words.

2. Teach New Letter Sound

- Write examples of words with the cluster nk at the final position e.g. ink, sink.
- Pronounce the word and have learners do same after you.
- Learners form sentences with the word.
- Repeat the procedure with the other blends.

3. Read

- Put up a consonant chart. Using the *Blends Floor Game* (Activity 20), have learners blend and read the words.

4. Blending

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

n	k	nk	ink, sink, pink,
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- Introduce the other clusters **st**, **lk** in the same manner as you did for the cluster **nk**

s	t	st	fast, chest, boost
---	---	----	--------------------

l	k	lk	chalk, folk, bulk
---	---	----	-------------------

- Read the words to learners. Have learners echo read the words in small groups, in pairs and individually.

st	boost ,list, best
lk	chalk, bulk, folk

5. Read

- Have learners read the words in the chart.

6. Write

- In convenient groups, have learners write three words with the **nk**, **st**, and **lk** blends at the final position.
- Learners write any two of the three words in their exercise books.



TEACHING LEARNING RESOURCES

- Word cards, consonant blends chart

s	t	st	fast, chest, boost
L	k	lk	chalk, folk, bulk

Term 3 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant blends **sk, sp, dr** at medial position in given words.
- ✓ identify words having the target clusters.
- ✓ read given words having the target clusters.
- ✓ write sentences with the target sound.

Topic:

Consonant Clusters sk, sp, dr (medial position)

Teaching Procedure:

1. Review

- Learners play the consonant blend game (Activity 18) to revise the blends **nk, st, lk**

Ask learners the following questions:

- ✓ Which consonant blend did we use in the game?
- ✓ What word examples were used?

- Give examples of words with the consonant blend

2. Teach New Letter Sound

- Write examples of words with the cluster sk at the medial position
e.g. basket, casket
- Pronounce the examples of words given and have learners do same after you.
- Learners repeat the blend as a whole class, groups, pairs and individually.
- Repeat the procedure with the other blends **sp, dr**

3. Read

- Put up a consonant chart. Using the Blends Pair Game (Activity 19), have learners blend and read the words.

sk	basketball	casket
sp	inspection	hospital
dr	withdraw	drop

- In convenient groups, have learners give words in which they hear the sk, sp and dr blends at the medial position. Move round the classroom to monitor learners' practice
- In convenient groups, have learners write three words with the nk, st, and lk blends at the medial position and read them out to the class.
- Learners write any two of the three words in their exercise books.



TEACHING LEARNING RESOURCES

- Word cards, consonant blends chart

Term 3 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant blends **sk, sp, dr** in given words.
- ✓ identify words having the target clusters.
- ✓ read given words having the target clusters.
- ✓ write at least three words with the consonant blends **sk, sp, dr**

Topic:

Consonant Blend Practice

Teaching Procedure:

1. Review

- Learners play the consonant blend game (Activity 18) to revise the blends **nk, st, lk**

Ask the learners:

- ✓ What word did you pick?
- ✓ What is the consonant blend in the word?
- ✓ Which other words have the **sk, sp, dr** blends?

2. Read

- Post a consonant chart let learners observe the blends and read out the words.

Initial position.	medial position	final position
bl as in blouse cl as in class fl as in flow gl as in glass	sk as in basket sp as in suspect dr as in children	nk as in ink lk as in chalk st as in first

- Working in pairs, have learners pick word cards and read the words to each other.
- Move round to monitor learners' practice and assist learners who need extra care.





3. Write

- Learners write three words containing the consonant blends and form sentences with them.
- Learners write their sentences on the board for the whole class to edit.



TEACHING LEARNING RESOURCES

- Word cards, consonant blends chart.
- Consonant blend chart

Term 3 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ identify and read words and sentences containing consonant blends.
- ✓ recognize and read words with the target clusters spelling pattern.
- ✓ read simple stories and answer questions bases on them

Topic:

Revision

Teaching Procedure:

1. Review

- Review all the spelling patterns/ sounds studied during the term, using the Fishing Game (Activity 21) and the Consonant Blends Game (Activity 18).
- Discuss the experiences of the learners after each game.
- Learners form oral sentences with the words learnt.
- Learners read simple decodable sentences.
- Learners write a sentence each into their exercise books.

TEACHING LEARNING RESOURCES

- Word cards, sentence cards, consonant blends chart
- A bag, distract



Term 3 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- identify and read words and sentences containing consonant blends
- recognize and read words containing the target spelling patterns.
- read decodable stories and answer simple questions based on the stories.

Topic:

Revision

Teaching Model:

1. Assessment

- Probe learners to tell you what they have learnt in the term.
- Explain to the learners the objective for the day's work and assure them it is to help you find out how each pupil is faring.
- Tell learners this exercise is for continuous assessment
- Explain the rubrics of the exercise
- Build the table for the exercise on the board

gh	nk	ng	g	sk
photo	sink	song	girl	basket

- Task learners to complete the table by using appropriate word for each column
- Have them use the words in simple sentences orally.

2. Decodable stories

- Learners read a short level appropriate text and answer questions based on it.

Activity Book

(English Language)

Introduction to Sounds

NO	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

NO	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

No	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. Understanding <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

[illegible]

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.

Adjectives from other words	
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/TOPIC	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)

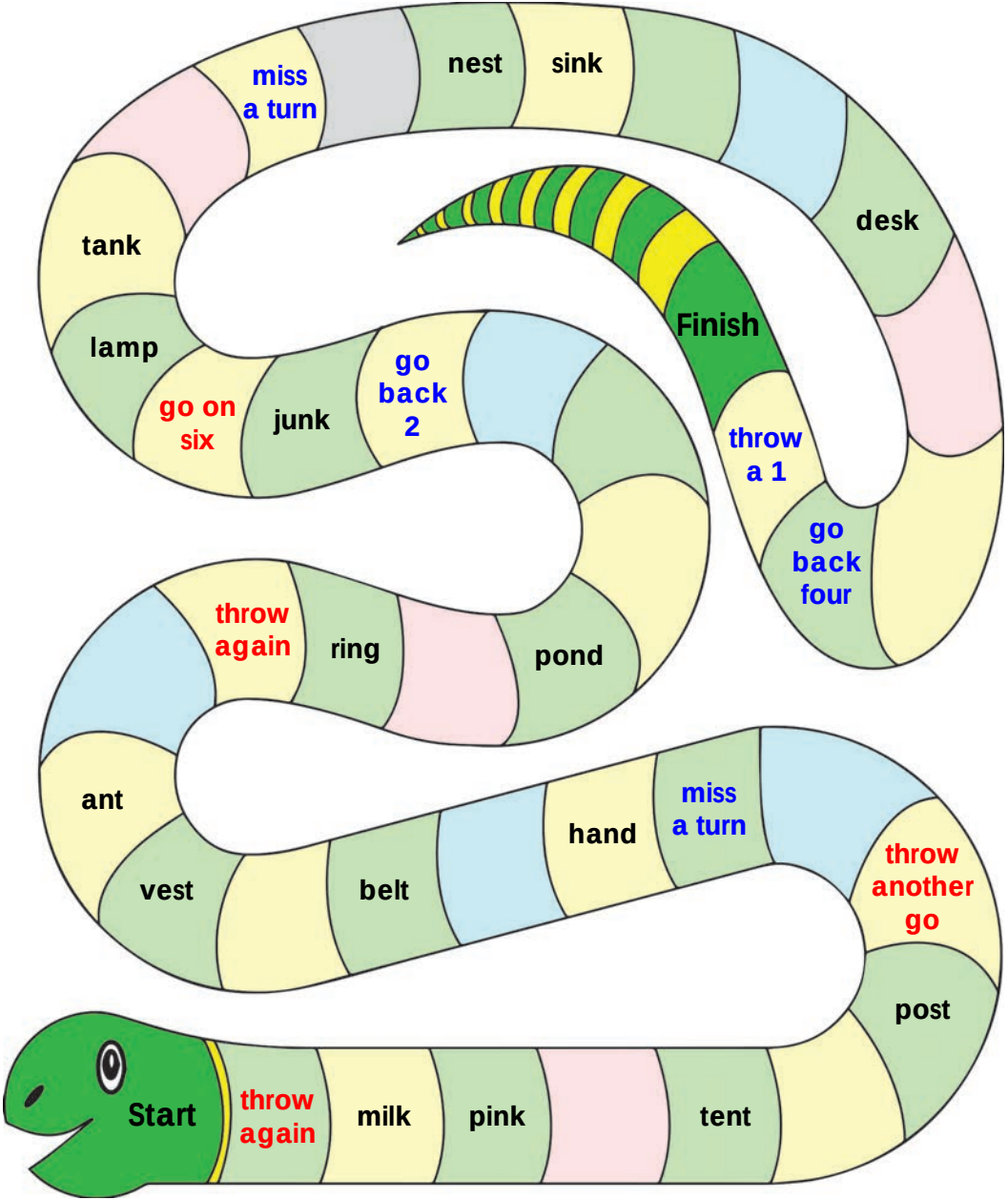
Add **‘er’** or **‘ers’** to the following words.

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
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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
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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				
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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.