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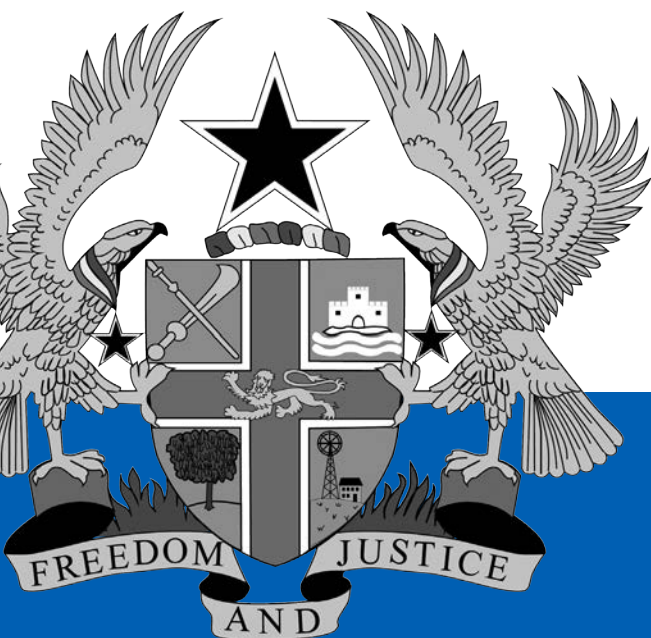


GHANA EDUCATION SERVICE

Differentiated Learning (DL)

*English Language Teachers Guide
for Upper Primary*

Basic 4~6



NOVEMBER, 2020

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

FOREWORD

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

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

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

.....

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

LIST OF ABBREVIATIONS

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

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INTRODUCTION TO DIFFERENTIATED LEARNING (DL)

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

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

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

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

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

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

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

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



Term 1

(Lessons 1~16)



Term 1 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

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

Topic:

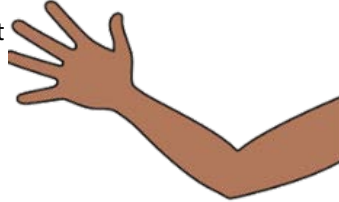
Letter **aA** (its name and sound)



Teaching Procedure:

1. Sound Practice

- Learners listen to a familiar rhyme/song/story that abounds in the target sound. E.g. *Ants on my Arm*.
- Ask individuals to identify the most common sound they hear in the rhyme.



2. Teach New Sound

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



aA

initial position	medial position	final position
A ba	Patrick	Issa
A ccra	Karaga	Tarkwa
a xe	cap	Tina

- Say each name below. Learners put their hand up if they hear the sound /a/ at the beginning of the name, and keep it on the desk if they do not hear it at the beginning.

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

- Learners play the **Sound Ball Game** (Activity 6)

Ask Learners:

- ✓ What did you like about the game?
- ✓ Which sound did we practise?
- ✓ What were some of the words we heard from our friends?

- Are there more words that have the sound /a/ that you can share?

3. Read Words

- Learners read some other words with the target sound.
e.g. *bat, cat, brat, chat, fad, had, rag, wag, trap*
- Learners in pairs read the words that have target sounds on word card. Invite individuals to read out the words to the class.

4. Write

- In groups, learners underline the target sound in the following words displayed:
bat, cat, brat, chat, fad, had, rag, wag, trap
- Learners write five words that have the target sound in to their exercise books.





TEACHING LEARNING RESOURCES

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

Word Cards



Term 1 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ associate the letters **sS, eE** with their corresponding sounds.
- ✓ recognise the target sounds in words.
- ✓ read given words that have the target sounds.
- ✓ write or say the target letters in lower and uppercases.

egg



Topic:

The Letter **sS, eE** (their names and sounds)

sun



Teaching Procedure:

1. Review

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

Ask Learners:

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



2. Teach New Sound

- Using the Alphabet Cards, introduce the letter sound **sS** with a tongue twister.
- Learners listen to the sentence/tongue twister:
'Sally sent Solomon and Selina to Saltpond.'
- Learners repeat the sentence and clap out the number of words in the sentence.
- Learners mention the most common sound in the sentence.
- Learners write the most common sound **sS** in lower and upper cases.
- In convenient groups, Learners count the number of words that have the common sound and name the letter which has the sound.
- Individual learners mention the words with the common sound at the initial position.
- Using sentence cards, learners in groups underline and say the letter sounds identified.



The Letter sS

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



3. Read Words

- Learners pick word cards in turns, say the initial letter name, and make its sound. They play the Letter-Sound Game. (Activity 5)

Ask Learners the following questions after the game:

- ✓ How did you find the game?
- ✓ What new words did you learn?



4. Write

- Learners write five words with the target sound.
- Learners write, five words/ with the target sound at the initial position.
- Learners read out the words they have written with their partners.
- Learners peer edit their work.



The Letter eE

- Repeat the procedure for teaching the letter **sS** above to teach the letter **eE**, using familiar names and words. Eg. *Esther, Edem*

Note: Learners give examples of words with the letter name and sound **eE** at initial and medial positions.

E.g:

initial position	medial position
egg elephant envelope engine enter	met get settle medal





TEACHING LEARNING RESOURCES

- Word cards

soup	master	class
school	classroom	pass
egg	met	
elephant	get	

- Alphabet cards; **sS** and **eE** (lower and upper cases)

- Sentence Cards

- | | |
|---|---|
| <ul style="list-style-type: none">• She sells seashells by the seashore of Sukura.• Someone should show Sylvia some strokes so she shall not sink. | <ul style="list-style-type: none">• Fred fed Ted bread and Ted fed Fred bread• <i>Eddie edited Earl's easy music</i> |
|---|---|

Word Cards



Term 1 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

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

Topic:

Letters **mM, tT** (their names and sounds)



Teaching Procedure:

1. Review

- Use letter cards/strips to revise the previous letter names and sounds learnt: **aA, sS, eE**. Show the letter cards at random for learners to mention the letter names and their corresponding sounds.

2. Teach New Letter-Sounds

- Introduce the new letter names **mM, tT** and their sounds, one at a time using word cards. Learners mention each letter and make its corresponding sound.
- Put up the alphabet chart and ask learners to identify the target letters. Individuals pick a letter card, match it with the same letter on the alphabet chart and make its sound.
- Put learners into convenient groups to play *Here I Am game* (Activity 4).

Ask Learners after the game:

- ✓ Did you identify the letter sound **mM** and **tT** in the words?
- ✓ Which of the sounds was easy to identify?
- ✓ Pronounce these words; **mat, sat, at, met, set, as, am, bet**
- ✓ What new words did you learn?

3. Blending

- Demonstrate blending of sounds taught so far **aA, sS, eE, mM, tT** to read simple words, using the *Cover Up* strategy. (Activity 8)



E.g.

a	t	at
m	a	t
mat		

Ask Learners after the game:

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

am	bat	set
as	sat	met
at	mat	bet

- In groups, Learners practise blending.

Note: Use Tapping Out or Pupil Blending strategies to help struggling pupils.
(Activities 9 & 10)



4. Write

- Learners copy words from the chart above into their exercise books.



TEACHING LEARNING RESOURCES

- Letter cards **a, t, m, s, e**
- Word cards: *mat, sat, at, met, set, as, am, bet*



mat

Term 1 - Week Three (Lesson 4)



Learning Outcomes

The learner will be able to:

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

Topic:

Letters **pP, il** (their names and sounds)



Teaching Procedure:

1. Review

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

2. Teach New Letter-Sounds

- Introduce the new letter names **pP, il** and their sounds, one at a time using word cards.
- Learners mention each letter and make its corresponding sound.
- Show the alphabet chart and ask learners to identify the target letters: individuals pick a letter card (aA, sS, eE, mM, tT, pP, il), match it with the same letter on the alphabet chart and make its sound.
- Learners into convenient groups play the **Here I Am game** (Activity 4).

Ask Learners after the game:

1. How did you find the game?
2. Was it difficult finding and blending the sounds?
3. Mention any three blended words formed today.

p	a	t	pat
p	i	t	pit



3. Blending

- Demonstrate blending of sounds taught so far (**aA, sS, eE, mM, tT, pP, iI**) to read simple words, **Pupil Blend Activity**. (Activity 10)
E.g. at, mat, pat, pet, set, tap, tip, pit, pen, etc.
- Using the *Tapping Out* (Activity 9 or 10) Learners practise blending the sounds to read the words.

set	sit	pep
met	pit	sip
pet	tip	tit



4. Write

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

5. Dictation

- Ask learners to complete words with missing letters (**a, s, e, m, t, p, i**)
E.g.

p__t __et m__t pi__ etc.



TEACHING LEARNING RESOURCES

- Letter cards **p, a, i, t**

Term 1 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

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

Topic:

Letters **ff**, **bb** (their name and sounds)



fish

ball



Teaching Procedure:

1. Review

- Revise the letters **mm**, **tt**, **pp**, **il** and their sounds using the *Sound Ball Game*. (Activity 6)

2. Teach New Sound

- Use the riddle **What am I?** (Activity 34) to introduce the letters **ff** and **bb**.

- (i) What am I? I can be fried, grilled, steamed or smoked. I live in water. I am enjoyed by many people. What am I? (**Answer: fish**).
- (ii) What am I? I am round like a coin. Sometimes, I have two eyes, sometimes I have four. But I can't see. I am used on dresses. What am I? (**Answer: button**).
- (iii) What am I? I am made of rubber or leather. I am always filled with air. People like kicking me round. What am I? (**Answer: ball**).

- Learners give answers to the above riddles.

Ask Learners after the game:

1. How did you find the riddle game?
2. Was it difficult finding the answers to the questions?
3. What letter do you find at the beginning of each of the words?
4. What is the sound of the letter at the beginning of each word?



- Give more examples of words “with the letter sound **f** and **b**...

E.g.

f	b
fish	ball
fat	balloon
foot	bag

fish	fat	foot	balloon	bag

3. Blending

- Using the *Cover Up* strategy (Activity 8), learners blend previously learnt letter-sounds to read words.

aA, sS, eE, pP, il, mM, tT, fF, bB		
tap	set	lit
fat	met	fit
pat	bet	lit
bat	pet	pit

- Put the words in a chart of three columns on the board. Invite individuals to read the words, column by column.

E.g.

tap	set	lit
fat	met	fit
pat	bet	lit
bat	pet	pit

4. Write

- In groups, Learners play *Look-Say-Cover-Write-Check Game* (Activity 26) to write the words below:

E.g. *green, egg, elephant, envelope, engine, enter, met, get, settle, meddle.*





TEACHING LEARNING RESOURCES

- Word chart

tap	set	lit
fat	met	fit
pat	bet	kit
bat	pet	pit

- Word cards: *fish, button, ball*

Word Cards



Term 1 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

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

goat



Topic:

Letters **oO, gG, jJ** (their names and sounds)



orange



jacket

Teaching Procedure:

1. Review

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

aA sS eE pP il mM tT fF bB

After the game, ask learners these questions:

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

2. Teach New Letter-Sounds

- Show letter cards of **oO, gG** and **jJ** in turns for learners to identify them by their names and sounds. Have them give examples of words that have the letter sounds. E.g: *pot, goat and jacket*. Associate the words with pictures to help learners get their meaning.
- Learners match the letter cards of target letters on the Alphabet Chart.
- Learners give examples of words that have the target sounds at the **initial**, **medial** and **final** positions.



o - medial position	J - initial position	g - initial position	g - medial position	g - final position
pot	Jacket	green	agreed	bag
stop	Jog	get	age	big
top	Jet	go	cage	ring
hop	Jug	game	rage	dug

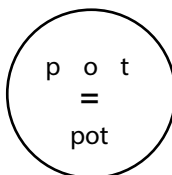
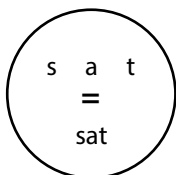
jacket, jail, jam, jog, jewel

3. Blending

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

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

E.g: **sss, aaa, ttt** to make *sat* and **ppp, ooo, ttt** to make *pot*.



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

Ask Learners:

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



4. Write

- In groups, Learners write three-letter words using the letters learnt and share their words with the class.
- Learners to play *Word Bingo* game (Activity 12).



TEACHING LEARNING RESOURCES

- Alphabet cards – lower and upper case **oO, gG, jJ**
- Pictures (pot, goat, jacket)
- Word cards- *green, game, stop, hop, go, get, mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, jail, jacket, jam, job, jog*



pot



goat



jacket

Term 1 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

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

Topic:

Sight Words/High Frequency Words: *a, and, are, the, he, she*

Teaching Procedure:

1. Review

- Learners in groups write several two and three-letter words using the letters learnt.
- Learners form short sentences with the two and three-letter words
- In their groups, ask learners to say and write the sentences on the board.

E.g.

The pigs are in the mud.

This is a pin.

Gingo **is a** pet.

These are the boys.

There are mats in **that** bag.

This book is for Kofi.

- Learners identify and underline words they use or they meet frequently.
- Explain to learners that these are the words we meet frequently when reading, speaking, listening and writing.

the	are	for	and
this	is	a	his
these	that	in	



2. Read sentences

- Learners read the words as a whole class, in small groups, in pairs and individually.
- Learners make sentences with the sight words and the decodable words learnt so far. Write some of learners' examples on the board.

This is a pot.
These are pots.
Those are pots.
This mat is for Pat
That is his mat.



- Learners read out these sentences independently.
- In groups, lead learners to play **Pick-Read-Act** (Activity 15) to read the decodable sentences.



3. Write

- Learners copy three of the sentences on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Pictures of three pots, a picture of a mat.
- Word cards (sight words): *the, are, for, this, is, a, and, his, in, these, that.*
- Sentence strips of sentences in step 2.

Term 1 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

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

Topic:

Decodable Sentences

Teaching Procedure:

1. Review

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

2. Read sentences

- Show a picture of a red hen to learners.

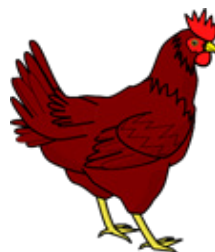
Ask learners the following questions:

- ✓ What is the name of the bird in the picture?
 - ✓ Where does it sleep at night?
 - ✓ Who takes care of it when it becomes sick?
 - ✓ What things do we get from it?
 - ✓ What experiences do you have with this bird?
-
- Share story cards on the learners and have them read the story.
 - Learners read simple stories from story cards. They read by tracking and pointing at words.



The Red Hen

The red hen gets wet in the rain.
Ben, the vet, puts it in the hen coop.
Meg feeds the hen.
Ben says, "Hen get well soon."



- Go round to assist struggling learners.

3. Write

- In groups, Learners write two sentences from the story.
- Learners write two sentences into their exercise books.



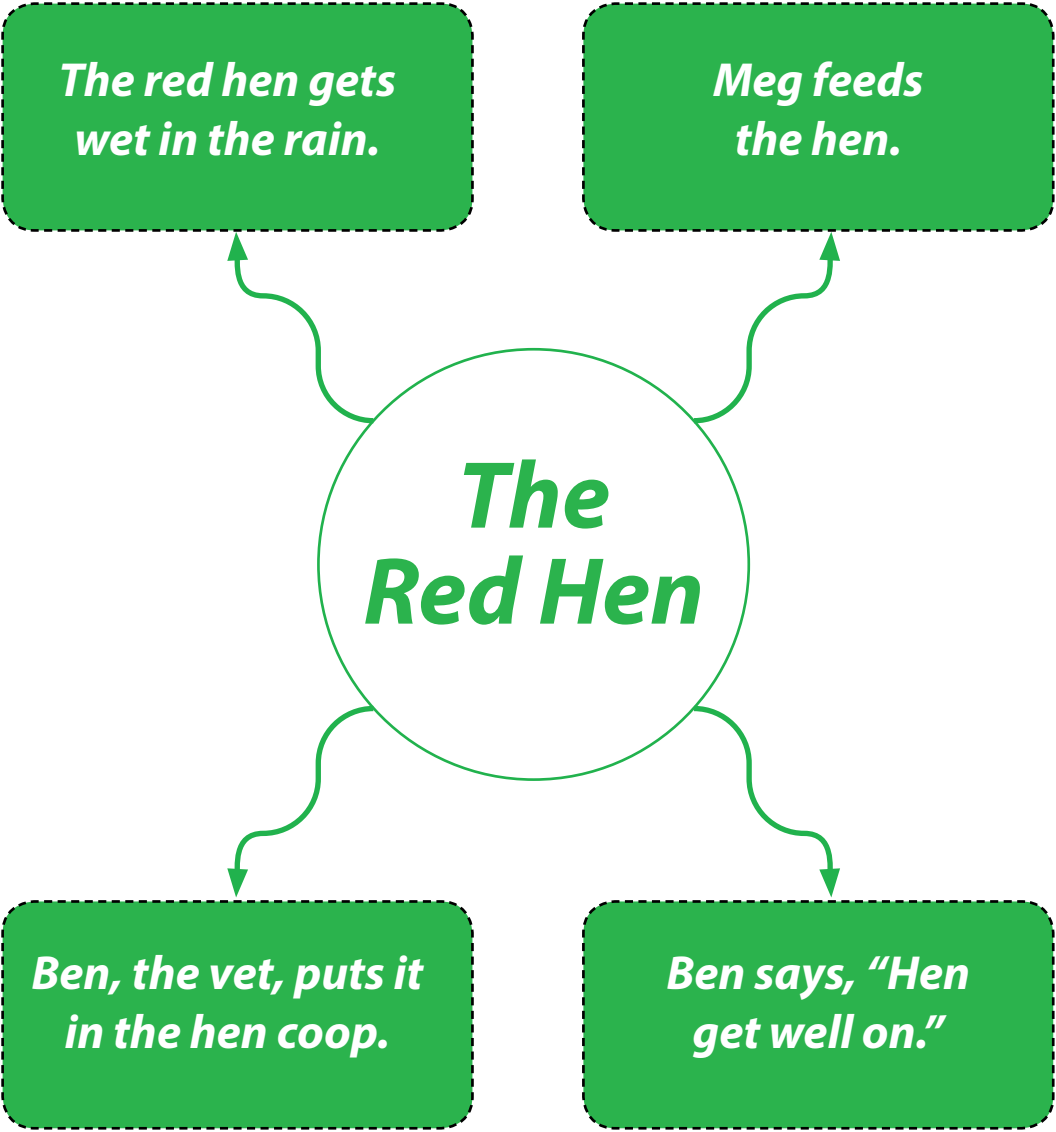
TEACHING LEARNING RESOURCES

- A picture of a red hen
- Story card showing the story below:

The Red Hen

The red hen gets wet in the rain.
Ben, the vet, puts it in the hen coop.
Meg feeds the hen.
Ben says, "Hen get well soon."





Term 1 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ identify given letters by their names and make their sounds.
- ✓ read given decodable sentences.
- ✓ write three or more letter words having the target sounds.

Topic:

Letters **nN**, **hH**, **dD** (their names and sounds)

Teaching Procedure:

1. Review

- Use the *Sound Ball Game* (Activity 6) to revise the names and sounds of the letters already taught.
- Ask learners these questions after the game: 'What are the sounds you and your friends mentioned today?'

'Are there other words with the letter sounds you can mention?'

2. Teach New Letter-Sounds

- Introduce the letters in turns using tongue twisters/sentences.

E.g.

nN- *Nana needs a new neck tie.*

hH- *He has a hammer and a helmet.*

dD- *Dede drops the dirty dinner napkin.*

- Learners repeat the tongue twister/sentence and clap out the number of words in it.
- Learners say the sound they heard most in each sentence.
- Learners to identify and mention words with the common sound at the initial position.



- Learners give examples of words that have the sound at the initial/medial/final positions.
- Record learners' answers in a chart.

nN

initial position	medial position	final position
name	mango	bean
nail	banner	men
neat	nanny	pen
net	Nana	pin
new	final	win

hH

initial position	medial position
hop head	beehive
hanger hard	pothole
horn health	forehead

dD

initial position	medial position	final position
dad	medicine	kid
dark	ladder	loud
day	radio	mad
dime	reading	read
dust	wedding	wood
dot		sad
dive		
dance		
desk		
dish		
dog		
doll		
duck		
door		
dentist		
doctor		
dinner		



3. Write

- Jumble up the words in the chart. In groups, have learners pair up to categorize the words into three: those with the target sound at the initial, medial and final positions
- Learners read the words.
- Learners write two sentences with the words and read them in class.
- Copy these sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards e.g. *nail, neat, net, day, dime, dust, dot, dive, dance, desk, dish, dog, hop, horn, hunger, hanger, health*



Term 1 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ identify given letters by their names and make their sounds.
- ✓ read given decodable sentences.
- ✓ write or say three or more letter words having the target sounds.

leaf



kitten



Topic:

Letters **kK, cC, IL** (their names and sounds)

cockerel



Teaching Procedure:

1. Review

- Use the *Sound Ball Game* (Activity 6) to revise the letter sounds previously learnt.
- How did you find the game?
- What sounds did you identify in the game you played?
- Give example of words that have the letter sounds.

2. Teach New Letter-Sounds

- Teach the new letter names and their sounds (**kK, cC, IL**) in different positions, one at a time, using word cards. Learners mention each letter name and its corresponding sound.

kK

initial position	medial position	final position
kettle	basket	kick
kind	jacket	cock
kick	packet	milk
kitten	cooker	silk
keep	cockerel	meek

- Mount an alphabet chart and ask learners to identify the target letters: a pupil picks a letter card and matches same on the alphabet chart, and makes its sound. Learners provide words that have the sounds being taught.

- Repeat the procedure for teaching the letter sound **kK** above to teach the letters **cC, IL** and their sounds.

cC

initial position	medial position	final position
cat cow corn cot cock carrot corn cold cool cop cake car	uncle second jacket pocket helicopter	sick check lick neck snack stick truck arc public acrobatic picnic

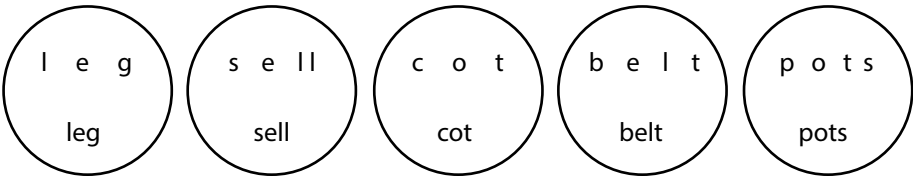
IL

initial position	medial position	final position
leg land leaf lamp light	milk silk bolt police polio	ball call bell jell sell

3. Blending

- Demonstrate blending of sounds taught so far **aA, sS, eE, mM, tT, pP, il, oO, gG, nN, hH, dD, kK, cC, IL** to read simple words, using **Cover Up game**. (Activity 8)

E.g.



- Learners practice blending.

Note: Use *Tapping Out* or *Pupil Blending strategies* (Activities 9 or 10) to help struggling learners.

- Learners read the decodable sentences in the chart below independently.
- Go round to help struggling learners.

He picks carrots.	Aba has a lamp.
The cat is fast.	This is a big ball.
Ama sells cows.	Those are big balls.
She is a kid.	These are balls and bells.

- Read out some of the sentences/words. In groups, have learners identify them on sentence/word cards.
- Use pictures/gestures to explain the sentences.



4. Write

- Learners rearrange jumbled words to form correct sentences:

picks carrots he	
a big is ball this	
Aba lamp a has	
kid is a she	
fast the cat is	

- Learners share their work with the class.

TEACHING LEARNING RESOURCES

- Word cards e.g. *kettle, kind, kick, kitten, keep, leg, land, leaf, lamp, light, cow, cock, crow.*
- Sentence cards : sentences in the chart in step 4 above



Term 1 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ identify target letters by their names and make their sounds.
- ✓ read given decodable stories.
- ✓ write or say short words with targeted sounds.



violin

Topic:

The Letters **rR, vV, yY** (their names and sounds).



robot



yam

Teaching Procedure:

1. Review

- Use *Letter Sound Game* (Activity 5) to revise letter names and sounds learnt so far.
- Ask the learners to give three words they have learnt during the game.



2. Teach New Letter-Sounds

- Show the letter cards of the letters **rR, vV, yY**, one at a time, and make their sounds for learners to repeat.
- Guide learners to identify the lower and upper case of the target letters and match them with their counterparts on the Alphabet Chart.
- Practice the new sounds with learners: make the sounds one at a time, and have learners repeat after you.

rR	vV	yY
read	violin	yam
ran	van	yoghourt
rain	valley	yellow
robot	violet	yes
		mayor

- Use pictures and gestures to explain keys: e.g. “violin” and “robot”.
- Learners give examples of words in which the sounds occur.





3. Read Sentences

- Learners in pairs read the decodable sentences (on sentence cards/strips) below to each other. Go round to support learners who may be struggling.

E.g.

Aku ran to the river.

The river is in the valley.

She met Dan. Dan was wet



4. Write

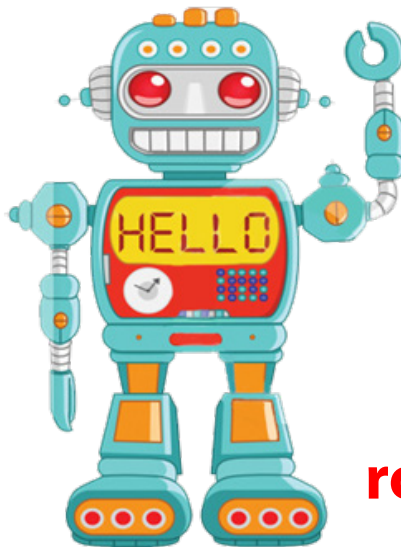
- Learners copy the decodable sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards e.g. *rain, ran, read, violin, van, valley, violet,*
- A picture of a violin and robot

violin



robot

Term 1 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ identify target letters by their names and make their sounds.
- ✓ read given decodable stories.
- ✓ write or say short words with targeted sounds.

Watch



Topic:

The Letters **wW**, **qQ** (their names and their sounds).

Queen



Teaching Procedure:

1. Review

- Use the *Pupil Blending game* (Activity 10) to revise the sounds of the letters learnt in the previous lessons, but this time with three learners representing letters, i.e. two consonants and a vowel ($c+a+r=car$).

aA, sS, eE, mM, tT, pP, il, oO, gG, nN, hH, dD, kK, cC, IL, rR, vV, yY



2. Teach New Letter-Sounds

- Introduce and teach the new target sounds, following the procedure in Lesson 11. You may use the following and other similar words:

wW	qQ
win, wet watch, wall, wasp	queen, queue, question, quay

- In groups, Learners use the words in the chart in sentences. Write their examples on the board.



3. Read Sentences

- Learners in groups read the sentences on the board.





4. Write

- Learners write simple sentences written on the board into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards e.g. *win, wet watch, wall, wasp queen, queue, question, quay*

Word Cards



Term 1 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

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

umbrella



Topic:

The Letters **zZ, xX, uU** and their sounds



xylophone

Teaching Procedure:

1. Review

- Learners to play the **Letter/Word Bingo game** (Activity 12) to revise the letters and sound and the words they occur in.

n, h, d, k, c, l, r, v and y



2. Teach New Letter-Sounds

- Now introduce the target sounds one at a time using the procedure below.
- Provide listening practice: produce/ make the sounds a number of times as learners listen. Drill the sound. The whole class, groups and individuals repeat the sounds several times.
- Provide examples of words and names of people having the sound and invite learners to provide their own examples.

zebra, zoo	six, wax, tax	up, under, uncle
Zechariah, Zenabu	fix, mix, box	mud, luck



- Lead learners with examples to form sentences with the words. Write some of the sentences on the board.



3. Read Sentences

- The class, groups and individuals read the sentences on the board aloud.



TEACHING LEARNING RESOURCES

- Letter cards e.g. **n, h, d, k, c, l, r, v** and **y**
- Word cards e.g. *zebra, zoo, six, wax, tax, up, under, uncle*

Word Cards



Term 1 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

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

Topic:

Vocabulary

Teaching Procedure:

1. Review

- Use **Letter/Word Bingo game** (Activity 12) to revise these letters and their sounds as they occur in given words.

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

- Learners blend sounds to make two-letter words. Write learners' examples on the board.

<i>at</i>	<i>we</i>	<i>hi</i>
<i>am</i>	<i>me</i>	<i>do</i>
<i>as</i>	<i>it</i>	<i>go</i>
<i>an</i>	<i>is</i>	<i>so</i>

2. Teach New Letter-Sounds

- Guide learners to add letters to the words above to form three letter words.
E.g.

Pat, sat, cat, bat, hat
Sam, mom
dot, got, hit, his
wet, met, set, get





- Learners into convenient groups form additional three to four-letter words. Write the words on the board for the class, groups and individuals to read aloud.

3. Read sentences

- Ask learners to form sentences with the words, write them on the board and ask them (the learners) to read them aloud.

E.g.

- i. *My uncle works in the zoo.*
- ii. *Sam saw a zebra.*
- iii. *The van is at the gate*
- iv. *I am going to sit in.*



4. Write

- Learners copy some of the words to be read at home.



TEACHING LEARNING RESOURCES

- Letter cards e.g. **w, h, d, n, o, s, g**
- Word cards e.g. *Pat, sat, cat, bat, hat, Sam, mom*
- Sentence cards e.g.
 - i. *My uncle works in the zoo.*
 - ii. *Sam saw a zebra.*
- Word-bingo chart.



Word Cards

Term 1 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

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

Topic:

Revision

Teaching Procedure:

1. Review

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

E.g.

at	am	an	et
Pat	pam	pan	pet

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

E.g.

can	this	girl	that	the
their	they	them	are	ate

TEACHING LEARNING RESOURCES

- Word cards e.g. *dentist, tooth, favourite, injection, tomorrow, removed*



dentist



tooth



injection



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

Teaching Procedure:

1. Review

- Prepare word cards-two, three and four letter words- to assess the reading progress of learners. Learners read the word cards individually.
- Write words on the board. Clean words randomly and ask pupils to write the word that has been cleaned.
- Write the words and guide pupils to do peer editing of their work.

van	mix	desk	has
set	zebra	get	are
banana	sat	pass	pin
cock	pen	for	luck

cock



zebra





Term 2

(Lessons 1~16)



Term 2 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

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



glass

Topic:

Revision of Term One lessons and Consonant Clusters **bl, gl, cl, pl, fl**



plant

Teaching Procedure:

1. Review

- Mount an alphabet chart. Point to the letters at random for learners to identify them by their names and sounds. Have learners play the game '**What Am I?**' (Activity 34) to give them further practice.

2. Teach New Letter-Sounds

- Write the cluster **bl** on the board with an example '*blouse*'. Show a picture of a blouse to learners to help them grasp the meaning of the word. Have them use the word in simple sentences.

3. Blending

- Blend the two sounds as learners listen and repeat.

E.g.

b	l	bl	blouse
---	---	----	--------

- In pairs, Learners generate a list of words in which they hear the blend **bl**.
E.g. **bled, black, bleed, blue.**
- Introduce the other blends: **gl, cl, pl** and **fl** one at a time. Use word cards.

E.g.

gl	g lass, gl ad
cl	cl ass, cl ap
pl	p lan, p lant
fl	f ly, f lat



- Learners read the words in the chart above.
- Learners in convenient groups write words which have the clusters at the initial position. Groups read their examples to the class.
- Learners write the new words in the chart.

E.g.

pl	plan, play, place, plus, plain, plug, plastic
bl	bleed, bless, blend, blast, black, blow
gl	glad, glue, globe, glass, glow, glide, gloss
fl	flee, fly, floor, flow, floss, flew, flu



- Learners play the **Lucky Dip Game** (Activity 17) to read the words.

4. Write

- Learners in convenient groups select one word from each set of words in the above table and make sentences with them.
- Go round to support the groups.

TEACHING LEARNING RESOURCES

- Alphabet cards
- Word cards
- Alphabet chart
- A picture of a blouse



blouse

Term 2 - Week Two (Lesson 2)



Learning Outcomes

The learner will be able to:

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

Topic:

The Consonant Clusters **br, gr, cr, pr, fr** at the initial position.

Teaching Procedure:

1. Review

Play a **Consonant Blend Game** (Activity 18) to review **pl, fl, cl** and **gl**, clusters using words such as **glass, fly, clean, plan, etc.**

2. Teach New Letter-Sounds

- Use the tongue twister: **Brefo, bring me brown bread**, to introduce the cluster **br**. Repeat it three times as learners listen and repeat after you. Ask learners to say the common sound they heard in the twister.
- Write the tongue twister on the board for learners to identify the words with the common beginning sound: **Brefo, bring, brown, bread**. Ask them to identify what the words have in common. (answer: **br**)
- Learners give other examples of **br** words
- Write the clusters **br** on the board with an example- *bread*. Show a picture of bread to help learners grasp the meaning of the word. In pairs, have them use the word in simple sentences.

3. Blending

- Blend the two letters as learners listen and repeat.

E.g.

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

- Learners pair up to search for and provide other examples of words having the **br** cluster.

E.g.

br	bring, brown, brim, break, brain, breathe, brush
-----------	---



4. Read Words

- Learners play the **Lucky Dip game** (Activity 17) to read words having the **br** cluster. Introduce other consonant clusters one at a time. Guide learners to make the sounds and give examples of words that have the blend.
- Build a table with learner's examples as shown below:

br	gr	cr	pr	fr
bring	grass	cream	pray	fry
brim	grab	crack	prove	free
brown	grey	crush	pry	fresh
break	green	crawl	price	frown
brain	great	cross	prize	frog
breathe	ground	cry	proud	frame
brush	grow	crop	prang	fruit

- Learners in convenient groups to write simple sentences with some of the words in the table.
- Learners read their sentences to the class.



5. Write

- Jumble up the letters of some of the words in the table above (on the board). Learners rearrange the letters to form the words correctly.

E.g.

1. r i n b g - bring
2. c r w l a - crawl



TEACHING LEARNING RESOURCES

- Consonant Blends Chart
- Word cards of the consonant clusters to be learnt in the lesson and those learnt in the previous lesson

Term 2 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in words.
- ✓ identify words having the target consonant clusters at the final position.
- ✓ read given sight words.
- ✓ write or say few sentences on any topic of his/her choice.

Topic:

The Consonant Cluster **ld** at the final position.



Teaching Procedure:

1. Review

- Play the *Lucky Dip* game to revise the consonant clusters learnt in the previous lessons **bl, gl, cl, pl, fl, br, gr, cr, pr, fr**
- Learners read words having the clusters on word cards and from a consonant cluster chart.

2. Teach New Letter-Sounds

- Show the chart below to learners. Ask them to identify what is common about the words on the chart.

Answer: They all end in the consonant cluster **ld**

E.g.

gold
gild
guild
bald
weld



- Teach the new consonant cluster, **ld** by modeling the consonant blend sound. Read few words that contain the blend at final positions, e.g. *bold, scold, fold*, while learners listen.
- In pairs, learners repeat each word three times focusing on the end consonant clusters.

- Learners give more examples of words having the **ld** cluster at the end (Allow them to pick examples from the class readers). Write their examples on the board.

3. Sound Practice

- Learners practice correct pronunciation of the words focusing on the end consonant clusters.

4. Read

- Learners play the **Word Ladder Game** (Activity 7).
- Learners in their groups form sentences with the words. Groups read out their sentences to the class.
- Write the sentences on the board.

5. Write

- Dictate words/sentences for learners to write into their books.



TEACHING LEARNING RESOURCES

- Word cards- **ld** words: gold, bald, weld
- Consonant cluster chart- **ld** words

Word Cards



Term 2 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in words.
- ✓ identify words having the target consonant clusters at the final position.
- ✓ read given sight words.
- ✓ write or say few sentences on any topic of his/her choice.

Topic:

Sight Words



frog

Teaching Procedure:

1. Review

- Play **Word Ladder game** (Activity 7) to revise previously learnt consonant cluster words (initial position) containing **l** and **r** as in the words *play* and *pray*. Put a minimal pair drill table on the board.

E.g.

play	pray	clay	crave
plant	prank	bloom	broom
fly	fry	gloom	groom
blight	bright	clown	crown
glass	grass	clash	crash
glue	grew	bleed	breed
blade	braid	flee	free
bled	bread	flog	frog
blink	brink		
blue	brew		



clown

- In pairs, learners take turns to read the pairs of words to each other.

2. Teach New Words

- Put learners into groups of four and ask them to write sentences on any of these topics : visits, home games, favourite, food.
- Write learners' sentences on the board.

E.g.

- (a) We eat rice.
- (b) They are going to eat.
- (c) These are the boys.
- (d) The girl is in the room.

- Learners observe the sentences and identify most commonly used words. Invite individuals to make a ring around the words identified.
- Explain that in reading and writing, these are words that are commonly used.
- Lead the class to add to the list of the ringed words.

about, after, always, am, an, be, been, both, can, by, could, does, done, go, goes, going, he, her, him, I, if, is, it, the, this, they



3. Write and Read Sentences

- Learners get into groups and write sentences with the words
- Groups read out their sentences to the class.
- Write sentences and leave out sight words for learners to fill in.

- a. _____ girl is in _____ room.
- b. These _____ the boys.
- c. _____ are going to eat.



TEACHING LEARNING RESOURCES

- Minimal pair drill chart (refer to chart in the lesson)
- Word cards (consonant clusters – play, pray, etc.)

Term 2 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ pronounce the target vowel sounds correctly.
- ✓ read given words having the long **ee** spelling patterns.
- ✓ differentiate between the long **i** and the short **i** sounds.
- ✓ write or says words with the target spelling patterns.

Topic:

Long **ee** Spelling Pattern **ee**, as in *feet*, *seed*

Teaching Procedure:

1. Review

- Lead learners to play the game **What Am I?** (Activity 34) to revise the short **i** sound.
- Learners repeat words having the short **i** sound such as: *pin*, *tin*, *fin*, *kin*, *lip*, *clip*
- Say the words again and ask learners to identify what is common to all the words.
- Learners use the words in sentences.

2. Teach New Letter-Sounds

- Introduce the long **ee** sound as in *bee* and *seed*. Show the picture of a *bee* and a *seed*, and say the words for learners to repeat after you. Ask them to make the sound they hear at the end of *bee*.
- Let them identify the dominant sound in **bee** and **seed**.
- Ask them to repeat the sound.
- Say **see** and have learners tell you which part of the word has the **ee** sound.
- Put *seed*, *feed*, *weed*, *bee*, *feet*, *beef*, *deed* on the board and read them to the hearing of the learners.
- Ask learners to give more examples of words having the target sound. Write learners' examples on the board.
- Encourage learners to make the correct sounds as they read through the words listed on the board.
- In pairs, learners take turns to read the words in the following minimal pairs chart to each other.

Short i	Long i
fit	feet
fill	feel
wick	week
ship	sheep
kit	keep
did	deed
hid	heed
bit	beet
pill	peel
bin	been



sheep



3. Write

- Learners copy the pairs of words into their books and search for similar pairs to add to the list.



TEACHING LEARNING RESOURCES

- Minimal pair drill chart (refer to chart in the lesson)
- Word cards (consonant clusters – play, pray, etc.)



ship



feet

Term 2 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ pronounce the target vowel sound correctly.
- ✓ read given words having the alternative spelling pattern **ea**.
- ✓ differentiate between the long **i** and the short **i** sounds.
- ✓ write or say words with the target spelling patterns.

Topic:

Long **ee** Spelling Pattern and its alternative spelling - **ea** as in tea



Teaching Procedure:

1. Review

- Revise the previous lesson on the long and short **i** using minimal pair drill.
- One pupil gives the short form of a word and the other the long form e.g. *bit*, *beet*.
- Give each learner the opportunity to practise both sounds.

2. Teach New Letter-Sound

- Introduce the long **i** sound using **ea** spelling pattern as in *sea*, *beak* and *bead*.
Say the words: *sea*, *bead*, *beak* and *meat* and have learners repeat them after you.
- Say the words again for learners to identify the position of the long **i** sound in each word.
- Write the words on the board and draw learners' attention to the **ea** spellings as the alternative to the **ee** spelling pattern. Use pictures to explain the words and lead learners to use the words in simple sentences.

3. Sound Practice

- Lead learners to give more examples of words with the **ea** spelling pattern.
- Write learners' examples on the board.

E.g.

beat, seat, sea, bead, lead, read, zeal, peal, seal, beak, weak,
teak, heat, clean, each, wean.

- Use pupil's examples to build a minimal pair drill table on the board.

- In pairs, learners practise reading their words.

i (Child A)	ea (Child B)
sit	seat
bit	beat
lid	lead
hit	heat
bid	bead
fit	feat



4. Write

- Learners draw a chart with two columns (one for **i** words and the other for **ea** words) in their exercise books. Dictate words for pupils to write in the appropriate column.



TEACHING LEARNING RESOURCES

- Pictures of sea, beak and bead
- Minimal pair chart as in Activity 3 above



sea

beak



bead

Term 2 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ recognise and pronounce correctly the target vowel, long **ɔ** in words.
- ✓ read given words having the target spelling patterns **or** and **al**.
- ✓ differentiate between the target vowel long **ɔ** and its short counterpart.
- ✓ write or say words that have the target spelling patterns.

horse



Topic:

Spelling Pattern **or** as in *sort, fort, port*, and its alternative **al** as in *ball, walk, talk*.

Teaching Procedure:

1. Review

- Put learners into convenient groups of four. Have each group present ten words that have the two spelling patterns of the long **i** sound as in *feet, lead*, etc. The first group to present ten correct words is the winner.
- Learners play the **Lucky Dip Game** (Activity 17) with words having the short **ɔ** sound. eg. *pot, hot, lot, cot, clot, hop, rob, tot*.

Ask Learners after the game:

- ✓ How did you find the game?
- ✓ Was it difficult finding sounds with the short **ɔ**?

- Learners repeat the words after you and say what is common to all the words (They all have short **ɔ** sound).

2. Teach New Letter-Sound

- Introduce the long **ɔ** sound - as in **or**- in context.

E.g.

- (i) *The ship is at the port.*
- (ii) *Sort the green mangoes into the basket.*
- (iii) *Close the door.*

- Learners listen to the sentences and try to identify the words that have the long **ɔ** sound. Display target words on Word Cards.



- List the words *port, cord, sort, door* on the board and lead learners to practise reading them correctly.

Play letter scramble game.

Ask the learners these questions after the game:

- ✓ How did you find the game?
 - ✓ Which sounds did you search for?
 - ✓ Which other words have the sounds you searched for at the beginning?
-
- Follow the same procedure to teach **al** spelling pattern as an alternative to **or**.
 - Learners to provide their own examples of **or** and **al** spelling patterns.
 - Use these examples written on Word Cards together with their short **o** counterparts to build a minimal pair drill table.

Short o	Long o
pot	port
dot	door
cot	cord
lot	lord
mop	more
hot	horse
stop	store

pot



3. Read Words

- Learners in pairs read the words in the chart above.
- Explain the meaning of the words by using them in context.



4. Write

- Dictate words with the target sounds for learners to write in their exercise books.
- Guide learners to do peer editing of one another's work.



TEACHING LEARNING RESOURCES

- Minimal Pair Drill Chart showing the chart in Activity 2
- Word cards (short **o** words).
- Word cards (long **o** words).

Term 2 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ read given words having the alternative spelling patterns **aw** and **au**.
- ✓ write or say words that have the target spelling patterns.

Topic:

The Spelling Patterns **aw** and **au** as in saw, August, etc.



Teaching Procedure:

1. Review

- Guide learners to play *Lucky Dip* game, (Activity 17) to read different words having **or** and **al** spelling patterns e.g. **or**, **all**. Learners pick word cards and read. *port*, *ball*.

Ask learners these questions after the game:

- ✓ How did you feel putting your hands in the container to pick a word?
- ✓ What are the words you picked from the container?
- ✓ What difference exists between the words?
- ✓ What is common between the letter sounds and the words we identified?
- ✓ Are there words you have difficulty pronouncing?

2. Teach New Letter-Sound

- Introduce the new sound by writing sentences with words containing **aw** and **au** spelling patterns of the long **ɔ** sound on the chalk board.

E.g.s.

- (i) A hawk catches chicks.
- (ii) Kofi's father is a lawyer.
- (iii) Paul was arrested by the policeman.
- (iv) Esi saw her daughter in August.

chicks



hawk

- As learners listen attentively, read out each sentence a few times. Ask them to identify in smaller groups the common sounds and the letter sounds that produces the sounds.
- Have them underline the words.

- Draw learners' attention to **aw** and **au** spelling patterns in the underlined words. Explain that they are producing the long ɔ sound and are the alternative spellings for **or**.
- Play the 'build a word game' with the learners (words to be formed should have the **aw** and **au** letter sounds).
- Ask the following questions to the learners after the lesson:
 - How did you work together to get the words?
 - What are some of the words you formed?
 - What are the common sounds in the words you formed?
- Form simple sentences with the words you have formed.
- Do more drills with the sounds. Say the **aw** and **au** words a few times and have learners repeat after you. Elicit examples of such words from learners and list them on the board.

E.g.

draw	caught	yawn	raw	saw	paw
------	--------	------	-----	-----	-----



3. Read Words

- Learners read the words. Ensure correct pronunciation of the words. (These are the words that should be formed in the form a word game.)
- Teach the meanings of words with pictures and demonstrations.
- Put learners into groups of four to use some of the words in sentences.

4. Read Sentences

- Have groups write their sentences and present to the class.
- Learners read the sentences aloud in groups and individually.



5. Write

- Dictate six (or more) of the words with **aw**, **au** sounds for learners to write.
- Guide learners to do peer editing of one another's work.



TEACHING LEARNING RESOURCES

- Letter cards *d r a w s u n s p*

hawk



Term 2 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ recognise long **a** sound in words and pronounce them correctly.
- ✓ read given words having the target spelling pattern **ar**.
- ✓ differentiate between short **a** and long **a** sounds in words.
- ✓ write or say words that have the target spelling pattern **ar**.

Topic:

Spelling Pattern **ar** as in *car*

Teaching Procedure:

1. Review

- Revise the short **a** sound as in *fat, cap, and ant*.
- Learners in convenient groups work within ten minutes. Learners to write as many words as they can with the short **a** sound. Expected words include the following: *pat, cat, fat, mat, man, sand, ant*
- The group with the highest number of words (at the end of the ten minutes) wins.

2. Teach New Letter-Sound

- Using Word Cards, introduce the long form of **a** in words like *dark, cart, far, mar, bar, hard*. Ask learners to read these words aloud.
- Learners identify the difference between the pronunciation of "Cat" and "Dark".
- Learners make the long **a** sound by reading the sample words (*dark, cart, far, mar, bar, hard*) with them, one at a time.
- Learners go into their convenient groups once more to work within ten minutes to write words having the long **a** sound. Groups read out their words to the class.
- List learners' words on the board, select some and teach their meanings in context.

3. Read Words

- Use learners' examples to construct a minimal pair drill table for the learners to practise reading in pairs.





Short a	Long a
at	art
cat	cart
bad	bard
had	hard
lad	lard
pat	part

cat



4. Write

- In pairs, learners write five examples of words having the short **a** sound and another five words for the long **a** sound.
- Have each pair present its work to the class.



TEACHING LEARNING RESOURCES

- Word cards showing the words *dark, cart, far, mar, bar, hard*.
- Minimal pair chart for short and long **a** words (as in Step 3 above)

Word Cards



Term 2 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ give the meaning of key words as used in the passage.
- ✓ use key words in sentences.
- ✓ read a decodable story and answer the questions that follow.

Topic:

Decodable Story- Mansa's Pet is Lost and Found

Teaching Procedure:

1. Review

- Place a set of letter cards face down on a table in front of the class. Individuals take turns to pick a card, name the letter it bears, make its sound and give a word that has the sound.

Ask the following questions:

- ✓ How did you feel when you were called?
- ✓ What were the words you picked?
- ✓ Which sounds did you observe in the word you picked?
- Are there other sounds you are familiar with? Use them to form words.

2. Before Reading

- Learners open to the story, "*Mansa's Pet is Lost and Found*", on page 1 & 2 of the level one reader.
- Lead a brief discussion of the title and its picture with the learners.
- Learners sound out and pronounce key words such as *pet*, *search*, *surprised*. Use words in context to teach their meanings.

3. During Reading

- In pairs, learners read the story to each other. Go round and support struggling learners.



- Point to words and sentences for learners to read. They may also identify words and sentences of the story on word and sentence cards.

4. After Reading

- Learners answer simple questions on the text read. They may also write answers to some of the questions.
- Learners make connections with the text read. Put learners into convenient groups and have them talk about their pets.
- Invite individuals to the front of the class to share with the whole class, what they said about their pets during the group discussion.



5. Write

- In groups learners write five sentences about their pets using words learnt from the passage.
- Go round to help groups, which may be struggling.



TEACHING LEARNING RESOURCES

- Level 1 reader
- Word cards showing the words *dark, cart, far, mar, bar, hard*.

Term 2 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ identify long **u** sound in words.
- ✓ read words with the **oo** spelling patterns.
- ✓ differentiate between the long and the short **u** sounds.
- ✓ write or say words with the target spelling pattern **oo**.

Topic:

Spelling pattern **oo** as in *moon*, *spoon*,

moon



spoon



Teaching Procedure:

1. Review

- Use the **Letter-Sound Search** game (Activity 2) to revise the long **o** and **a** sounds contained in these spelling patterns: **or, ar, aw, au, al**. Write a particular spelling pattern e.g. **or** on the board and lead learners to give examples of words that have its sound. Ask learners to use the words in simple sentences.

Ask the learners these questions after the game:

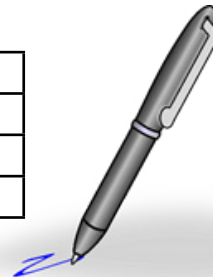
- ✓ What makes it easier for you to find the hidden words?
- ✓ How many more words did you discover in the class?
- ✓ What were the words you discovered?
- ✓ What are the various sounds you observed in the words you discovered?

(The learners should pronounce the words before identifying the sounds)

- Give examples of other words that have the **or, ar, aw, au, al** letter sounds.

E.g.

or: for	This pen is for Mansa.
aw: hawk	Hawks catch chicks.
al: walk	Do you walk to school?
ar: far	Is the market far from here?





2. Teach New Letter-Sound

- Write words having the long **oo** sound on the board and support learners pronounce them. E.g. **spoon, zoo, pool** (You can show familiar images of the objects and ask the learners to mention the name.)
- Ask learners to give examples of words that contain the sound.
- Learners' examples on the board and lead them to read the words.
E.g.

wood, moon, room, soon, spoon, zoo, pool, roof, food, broom.

- Associate the following words with pictures to teach their meaning: *wood, pool, roof, moon* (Pictures of a wood, pool, roof and moon)
- Ask learners to use some of the words in simple sentences orally.

3. Write

- In groups, ask learners to write five simple sentences using the **oo** words. Each group reads out its sentences to the class.



TEACHING LEARNING RESOURCES

- Pictures of wood, pool, roof and moon
- Word cards showing *wood, moon, room, soon, spoon, zoo, pool, roof, food, broom*.

wood



pool



roof



Term 2 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ identify long **u** sound in words.
- ✓ read words with the **oo** and alternative **ue** spelling patterns.
- ✓ differentiate between the long and short **o** and **u**.
- ✓ write or say words with the target spelling pattern **ue**.

book



Topic:

Spelling pattern **oo** and its alternative **ue** as in *blue, glue, true*



boot

Teaching Procedure:

1. Review

- Use *Letter-Sound Search Game* (Activity 2) to revise words having the **oo** spelling pattern as in *wood, moon, room, soon, spoon, zoo, pool, roof, food, broom*.

Ask the learners these questions after the game:

- ✓ What makes it easier for you to find the hidden words?
- ✓ How many more words did you discover in the class?
- ✓ What were the words you discovered?
- ✓ What are the various sounds you observed in the new words?
(The learners should pronounce the words before identifying the sounds)
- ✓ Give examples of other words that have the **oo**.

2. Teach New Letter Spelling

- Introduce the alternative spelling pattern **ue** with sample words, e.g. *blue, true, glue, queue*.
- As learners listen carefully, say sentences with the words that have the alternative spelling pattern a few times. Let learners try to identify words that have long **u** sound.
- Write the sentences on the board and ask learners to underline the words.
(You can give sentences to learners on sentence cards).
E.g.

i. Esi has glue

ii. Can you please give me the blue cup?



- Say the words a few more times drawing learners’ attention to **ue** spelling patterns as the source of the long **u** sound in the words. Ask learners compare it to a word with **oo** spelling pattern, e.g. *cool*. Explain that the **ue** and the **oo** patterns are alternative spellings of the long **u** sound.
- Write the words *true, blue, due* on the board. Lead learners to read the words and elicit additional examples from them. Expected words include *cue, glue, sue, queue*.
- Teach the meaning of words as they are used in the sentences.
- Guide learners to find examples of words which have the short **u** sound as in *pull, put, push, bush, cushion, bull*.

4. Read Words

- Ask learners to read the words from the table below to assist them to differentiate between the long and short **u** sounds.

cook	bush
book	put
tooth	bull
pool	truth
fool	pull
tool	full
boos	
puss	



5. Write

- Read out words from the table for learners to write in their books.
- Learners check the correct spelling of words from the table.



TEACHING LEARNING RESOURCES

- Word Cards (words with **oo** spelling pattern).

Term 2 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **u-e** as alternative to **oo** pattern.
- ✓ identify the spelling pattern **ir** in words.
- ✓ read given words that have the target spelling patterns **u-e** and **ir**.
- ✓ differentiate between the long **e** sound and its short counterpart.
- ✓ write/form sentences using words that have the target spelling patterns **u-e** and **ir**.

Topic:

Spelling pattern **oo** and its alternative **u-e** as in, *flute, luke, rude*

Teaching Procedure:

1. Review

- Place several word cards (words having the **oo** and **ue** spelling patterns as well as words with the short **u** sound) face down on a table in front of the class. Ask learners to take turns to pick cards and read the words on them.

Ask the learners the following questions after all the cards have been picked:

- ✓ What is the word you picked? Is it a familiar word?
- ✓ What was the familiar letter sound you saw in the word?
- ✓ Say words that have similar sounds as the one you picked?

2. Teach New Spelling

- Introduce the new spelling pattern, **u-e** as in *rude* and *flute*. As learners listen carefully, say sentences with the words that have the alternative spelling pattern few times.
- Using a Word Card, let learners try to identify words that have long **u** sound. Write the sentences on the board and ask learners to underline these words.

E.g.

- i. Kwasi plays the **flute** beautifully.
- ii. Don't be **rude**.

- Say the words a few more times drawing learners' attention to **u-e** spelling patterns as the source of the long **u** sound in the words.
- Ask learners to compare it to a word with **oo** spelling pattern, e.g. *soon*. Lead learners to identify **u-e** spelling pattern as another alternative spelling of the oo pattern.
- Write some **u-e** words **rude, nude** on the board. Lead learners to read the words and elicit additional examples from them.
- List learners' words on the board and lead them to read the words.

rude, huge, flute, rule, mute, cute



3. Read Words

- Have the class, groups and individuals read the two sets of words aloud noting the difference between the short and long **u** sounds.

<u>long u</u>	<u>short u</u>
rude	bush
huge	put
flute	pull
rule	full
mute	push
cute	

4. Write

- In groups, Learners construct sentences with words from the table.



TEACHING LEARNING RESOURCES

- Word cards (words with **oo** and **ue** spelling patterns and short **u** sound)

Term 2 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

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

Topic:

Spelling pattern **ir** as in *girl, bird*



Teaching Procedure:

1. Review

- Revise the spelling patterns, **oo** and **u-e**. Play the word Bus game (Activity 22) with the learners.
- Let learners use words they have successfully pronounced to form simple sentences.

2. Teach New Spelling

- Introduce the long **e** sound as found in words having **ir** spelling pattern (Show images of objects with the **ir** in the name and allow the learners to identify their names e.g. *bird, birth, skirt, mirth, sir, first, dirt, dirt, firm*).
- Add and say more words and ask learners to identify a sound that is common to all the words e.g. *third, thirst*.
- Say the words again and have learners repeat after you. Have them provide similar words.
- Make a list of learners' words on the board.
- Learners form simple sentences with their examples.

3. Read Words

- Learners read the word chart for **oo** and **u-e** on the board.
- Play the *Word Ladder Game* (Activity 7) to enable learners identifies and read words that have the **ir**-spelling pattern.





4. Write

- Learners in convenient groups write sentences with these words e.g. *bird, birth, skirt, mirth, sir, first, dirt, firm*.
- Invite groups to present their work to the class.



TEACHING LEARNING RESOURCES

- A word chart (with separate columns for **oo** and **u-e** words).

Term 2 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ identify and read words with the sounds and spelling patterns learnt in the term.
- ✓ read a passage and answer questions on it.
- ✓ form sentences with words containing the various target sounds learnt. .

Topic:

Revision

Teaching Procedure:

1. For each of the following, prepare a chart of 10-15 words.
 - The long **i** sound in **ee** spelling pattern as in see and week
 - The long **i** sound in **ea** spelling pattern as in tea and beat
 - The long **o** sound in **or** spelling pattern as in port and sort
 - The long **o** sound in **al** spelling pattern as in walk and wall
 - The long **o** sound in **aw** spelling pattern as in saw and paw
 - The long **o** sound in **au** spelling pattern as in caught and taught
 - The long **a** sound in **ar** spelling pattern as in car and far
 - The long **u** sound in **oo** spelling pattern as in zoo and pool
 - The long **u** sound in **ue** spelling pattern as in true and glue
 - The long **u** sound in **u-e** spelling pattern as in rude and flute
2. Mount the charts, one at a time, and invite individuals to read words from each of them and also provide other examples of words which have the particular spelling pattern.
3. Word Dictation: Select words randomly from the charts used in step 1 making sure that they include both long and short vowel words. Dictate them to pupils to write.
4. Display the sentence cards on a table.
5. Invite individuals to pick a card at random and read the sentence on it.



TEACHING LEARNING RESOURCES

- Word charts
- Sentence cards

Word Cards



Term 2 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- ✓ identify and read words with the sounds and spelling patterns learnt in the term.
- ✓ read a passage and answer questions on it.
- ✓ write/give dictated words and sentences.

Topic:

Assessment

Teaching Procedure:

1. Explain Exercises A- C to pupils and give two examples in each case.
2. Assign the pupils to do the exercises.

A. Listen carefully and write down the word you hear.

cat	port	car	bit	card
pull	true	pool	beat	tree
bed	sell	sir	bird	

B. Copy the sentence. Choose the correct word to fill the blank.

1. Do you have a pet _____?(cat/cart)
2. That swimming _____ is always _____.(pool/pull/cool)
3. Kindly _____ (fill/feel) the _____ (pot/port) with water.
4. Do you _____(sleep/slip) on a _____(bird/bed) or a _____?(mat/mart)
5. Please don't _____ your little sister. (bit/beat)
6. Please give me a _____ (bit/beat) of your sugar.
7. Does your baby _____ (sleep/slip) in a _____?(cot/court)

car



tree

C. Read the story

Bruno Catches a Rat

Early one morning, Ali heard birds singing. He sat up in his bed. He liked the birds' song very much. He got up and walked to the window. He saw a rat in one corner of the room. He called his pet cat, Bruno. Bruno ran after the rat. The rat ran and ran and Bruno ran and ran. Suddenly, Bruno jumped and caught the rat with its right paw.

Answer the questions below:

- i. Which animals were singing a song?
- ii. Who liked the song?
- iii. What is the cat's name?
- iv. Why did Alex call his cat?
- v. Why did the rat run and run?
- vi. What is a paw?
- vii. If you were the rat, what would you have done?

3. Provide feedback on pupils' performance.



TEACHING LEARNING RESOURCES

- Level One readers

Term 3

(Lessons 1~16)

Term 3 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ identify and read words with the sounds and spelling patterns learned in the term.
- ✓ read a passage and answer questions on it.
- ✓ write/give dictated words and sentences.

Topic:

Revision of Term 2

Teaching Procedure:

In this lesson, you are required to revise work done during Term 2.

1. Review

- Revise Lesson 15 of Term 2 using the same materials (Word charts) with slight modifications if necessary.
- Learners in convenient groups identify and read sight words presented in Lesson 4 of Term 2 as well as words having consonant clusters treated in Lessons 1 and 2 of Term 2.



TEACHING LEARNING RESOURCES

- Level One readers

Term 3 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ read words having the target spelling pattern **er** as in *her*.
- ✓ differentiate between the target long vowel and its short counterpart.
- ✓ write or say words with the target spelling pattern **er** as in *her*.

Topic:

The spelling Pattern **er** as in *her, fern, herd*.

Teaching Procedure:

1. Review

- Briefly revise the spelling patterns of the long **e** previously treated **-ir** as in *first, firm* and *bird*. Ask learners to read sentences which have words with the target sound.

E.g.

Please sir , may I visit the washroom?	How many birds are on the tree
Who was the first to arrive?	Do you know the girl's name?

Learners identify the spelling pattern of the long **e** in the sentences.

2. New Spelling Pattern

- Introduce the spelling pattern **er**. Mount a chart on the board as shown below:

sir	her	book	sore
bird	bag	door	herb
firm	first	form	farm

- Learners identify in each row of words the one that rhymes with or sounds like the first. List them on the board: **her, herb, first**. Explain simply that the long **er** spelling pattern has the same sound as the **ir**.
- Learners in pairs give other examples of words having the spelling pattern.
- Invite the pairs to read out their words to the class.



- Make a list of learners' examples on the board, underline the **er** words and ask them read the examples as a class, in groups and individually.



3. Write and Read Sentences

- Learners write sentences with the words they listed into their exercise books and read them out to the class.



TEACHING LEARNING RESOURCES

- Sentence cards
- Word chart

Word Cards



Term 3 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ur** as an alternative to **ir** in words.
- ✓ recognise the spelling pattern **ch** in words.
- ✓ differentiate between the target long vowel and its short counterpart.
- ✓ read words having the target spelling patterns.
- ✓ write or say words having the target spelling patterns.

Topic:

The spelling pattern **ir** and its alternatives **ur** as in *burn, turn, hurt*

Teaching Procedure:

1. Review

- Review the sound in spelling patterns **ir** and **er**. Mount the chart below on the board.
- Point to the words randomly for pupils to read out.

E.g.

sir	her	girl	herd
herb	firm	fern	bird

- Ask the learners, in groups to make sentences with the words above.

2. New Spelling

- Read out the sentences below for learners to listen.
- Read a second time and have them repeat after you.

i. Turn left at the traffic light.

ii. When will she return?

iii. The rubbish burns.

iv. It hurt him.



traffic

- Learners explain the underlined words as they are used in the sentences.
- Learners identify the common sound in the underlined words.

- Ask learners to go into convenient groups to identify additional examples from the readers/ old newspapers.

E.g.

turn	purse	curse
burst	fur	hurt
curl	burgle	return
surf	church	gurgle

- Learners read the words. Teach the meaning of the words as used in the sentences.
- Learners give examples of words containing the short **e** sound as in *bet*, *set* and examples of words containing the long **e** sound as in *bird*, *turn*.
- Use them to construct a Minimal Pair Drill chart.

E.g.

turn	ten	surf	self
burnt	bent	burgle	beg
burst	best	purse	
curl	cell	spurn	spend



church

3. Read words

- In pairs, Learners read, write, the pairs of words, e.g. turn and ten.

4. Write

- In groups, ask learners to pick three words to construct sentences.



TEACHING LEARNING RESOURCES

- Word cards
- Sentence Cards
- Minimal pair chart



Term 3 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ur** as an alternative to **ir** in words.
- ✓ recognise the spelling pattern **ch** in words.
- ✓ differentiate between the target long vowel and its short counterpart.
- ✓ read words having the target spelling patterns.
- ✓ write or say words having the target spelling patterns.



church

Topic:

The special spelling pattern **ch** as in *church, check*.

Teaching Procedure:

1. Review

- Revise the spelling pattern **er** as in *her*, **ir** as in *bird* and **ur** as in *burn* by playing the *Fishing Game*, (Activity 21)

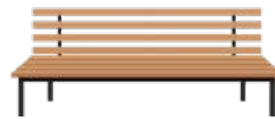
Ask learners the following questions:

- ✓ How did you feel when you had to dip your hands in the bag?
 - ✓ What are some of the words we read out?
 - ✓ What is the common running sound in the words?
 - ✓ What is the spelling pattern of the sound er, ir and ur?
- Give example of similar words that have the spelling pattern of er, ir, and ur.

2. New Spelling

- Introduce the spelling pattern **ch** in context as follows:

Which **church** do you attend?
 How **much** did you buy this book?
 Please sit on this **bench**.
Cheese is **cheap** in **China**.
Charles chose a golden **chain**.



bench

- Support the learners to read each sentence twice.
- After a while, guide learners to identify the words that have the spelling pattern **ch**.
- Learners read out the sentences noting the words carefully.
- Elicit examples of words having the spelling pattern from learners.



3. Sound Practice

- Mount a chart of words having the pattern at both initial and final positions and drill learners on the sound in isolation as well as in context.

Initial	Final
chain	fetch
chit	sketch
chat	catch
cheap	hatch



chain

Ask the learners these questions after the drill:

- ✓ Identify the spelling pattern **ch** at initial or ending in the words.
- ✓ Give examples of other words that have the spelling pattern of ch.



4. Read Words

- Learners in convenient groups and give each group a set of words having the target spelling pattern **ch** at the initial and final positions to read.
- Give each group two minutes to read a set of ten word cards. At the end of ten minutes, the groups exchange the set of cards. This activity continues until each group has read a minimum of three sets of word cards.



TEACHING LEARNING RESOURCES

- Word cards having **ch** words



Term 3 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ recognise target spelling pattern **sh** in words.
- ✓ read given words with the target spelling pattern.
- ✓ write or say words having the target spelling.

shower



Topic:

The Special Spelling Pattern **sh** as in *shop*



fish

Teaching Procedure:

1. Review

- Revise spelling pattern **ch** using the Newspaper treasure trove game (Limit the words to 3-4 letter words). (Activity 17)

Ask the learners the following questions after the game ends:

- ✓ How did you identify the words in the newspaper?
- ✓ How many words did you find?
- ✓ What are the words with the spelling pattern **ch** that you found?

2. New Spelling

- Introduce new spelling pattern **sh** in context.

- She has a shoeshine pack
- You can shout and shoot.
- Wash your hands with soap and water.

- Learners read the sentences in pairs. Ask them to identify the common sound in the words underlined.

3. Practice Sound

- Make the sound **sh** for learners to repeat after you a few times as a class, in small groups and as individuals.





- Learners give examples of words having the same sound. Write learners' examples on the board eg. **fish, push, brush, ship, shoe, shell, shirt, shop**.
- Repeat the Newspaper treasure game (Activity 47) and questions to support the learners to find more words that have the spelling pattern sh.

4. Read Words

- Put word cards showing these words *hush, shrimp, fish, shark, mash, shelf, bush, dish, shower, brush, push, ship, shoe, shell, shirt, shop* into a box or a bowl. Put the bowl or box on a table in front of the class.
- Ask learners at random to pick a word card and pronounce the word
- The learner should say if the *sh* sound occurs at the initial or final position of the word pronounced.
- Teach the meaning of the words with pictures/gestures/in context.



5. Write Words and Sentences

- Learners in convenient groups construct sentences with the words on the given word cards. Invite learners to share their sentences with the class orally.



TEACHING LEARNING RESOURCES

- Word cards showing *hush, shrimp, fish, shark, mash, shelf, bush, dish, shower, brush, push, ship, shoe, shell, shirt, shop*



shoe



brush

Term 3 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ read given words with the target spelling pattern.
- ✓ write or say words having the target spelling.

Topic:

The Special Spelling Pattern **ng** as in *sing, ring, bring*



Teaching Procedure:

1. Review

- Use word scrambled game to revise the **sh** sound.

Ask learners the following questions:

- ✓ What are the words that have the spelling pattern for sh?
- ✓ Which of the words are you familiar with?
- ✓ Say names of objects with the word pattern sh.

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 *ring, king and swing* on the board. Invite learners to read the words and identify the common sound in the three words.
- Learners give more examples of words that contain the **ng** sound. Help struggling learners to also give examples.
- Form sentences with words and teach their meanings as used in the sentences.

E.g.

- i. The dog has a **long** tail
- ii. I like wearing **bangles**.
- iii. **Hang** your shirt on the line.
- iv. He speaks many **languages**.





- Learners read the sentences after the teacher paying attention to the words underlined.
- Learners give examples of words having **ng**. Write them on the board.

4. Read Sentence

- In groups, have learners do a **Pick-Read Act** (Activity 15). Learners pick sentence cards and read them out. S/he reads out the sentence and demonstrates its meaning with gestures.

E.g.

- The **king** has a nice **ring**.*
- She **sang** a long **song**.*
- He has strong **lungs**.*
- Bring** a rhyme and **sing** it.*
- Bats have strong **wings** and long **fangs**.*



ring



bat



5. Write Words and Sentences

- Learners use **Look-Say-Cover-Write-Check Game** (Activity 26) to spell the words below:

king, ring, wing, swing, bring, sing, thing, wearing, long, hang, cling and lung.

Ask learners the following questions:

- ✓ How did you find the game?
- ✓ Did you find it difficult writing the words from memory?
- ✓ Give your personal examples.

- Learners use the words in sentences and read them out to their friends.



TEACHING LEARNING RESOURCES

- Old Newspaper
- Word cards showing *king, ring, wing, swing, bring, sing, thing, wearing, long, hang, cling and lung*.
- Pictures of a king, ring, wing, lung and a swing



king



swing

Term 3 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ recognise the **nk** spelling pattern in words.
- ✓ read given words having the target spelling pattern.
- ✓ write or say words having the target spelling.
- ✓ read given decodable sentences.
- ✓ read a simple story and answer questions based on it.

Topic:

The special spelling pattern **nk** as in *ink, sink, drink, bank*



Teaching Procedure:

1. Review

- Use the *Onset and Rime* game (Activity 14) to revise the **ng** sound.

Ask learners the following questions:

- ✓ How did you find the game?
- ✓ Did you find it difficult searching for a card with an onset and its rime and vice versa?
- ✓ Did you find it difficult blending the sounds to read the word?

2. New Spelling

- Give examples of **nk** words and ask learners to give their own examples. Write the words on the board and have learners repeat the words - *ink, bank, thank, drank, sink, pink, think*.
- Ask learners to identify the common sounds in these words: *ink, drank, sink, sank, pink, rank, think, thank*.
- Learners provide more examples of words having the **nk** spelling pattern. Write these on the board.



sink

3. Read Words

- Learners play **Onsets and Rimes game** (Activity 14) to read the words: *ink, drank, sink, sank, pink, rank, think, thank*.



Ask learners the following questions:

- ✓ How did you find the game?
- ✓ Did you find it difficult searching for a card with an onset and its rime and vice versa?
- ✓ Did you find it difficult blending the sounds to read the word?



4. Write

- 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 thank, think, and an ink
- Word cards



king



swing



ring

Term 3 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ recognise spelling patterns **nk** in words.
- ✓ read given words having the target spelling pattern.
- ✓ write or say words having the target spelling.
- ✓ read given stories and answer questions based on it.

Topic:

Reading Comprehension

Teaching Procedure:



1. Before Reading

- Learners play the Word Search Game (Activity 28) below to identify **nk** words.

Ask learners the following questions:

- ✓ How did you find the game?
- ✓ Did you find it difficult searching for the hidden words?

Name _____	Date _____	✓								
"INK" Word Family Words - Word Search										
How many words can you find in this puzzle using the word bank words below?										
S	L	Y	D	Y	S	Q	O	Z	J	V
I	I	Q	R	X	P	T	O	T	S	I
N	N	K	I	T	S	I	I	F	Q	Z
K	K	N	N	X	H	H	N	N	P	G
N	W	P	K	Q	R	I	R	K	K	B
N	I	N	H	X	W	I	N	I	F	L
D	N	E	G	B	L	I	N	K	N	N
R	K	S	R	T	S	P	H	K	A	K
BLINK	LINK	RINK	SINK	THINK						
DRINK	PINK	SHRINK	STINK	WINK						

(Write the words on Word Cards)

- Put up a poster of sentences with words which contain **sh**, **ng**, **nk** spelling

patterns;

- i. Anang is going to fling his fishing rod.
- ii. Ama has strong lungs and sings songs loudly.
- iii. I wish I could wash the dishes.
- iv. The cat finished a bowl of fish.
- v. Baba cleans the sink with the pink liquid soap.
- vi. Sit at the bank and think about the money.



2. During Reading

- Learners play the *Lucky Dip game* (Activity 17) to read the sentences.

Ask learners the following questions:

- ✓ How did you find the game?
- ✓ Did you find it difficult reading the sentence?
- ✓ Learners identify words with the spelling **nk, sh, ng**.

3. After Reading

- Learners answer the comprehension questions below:
 - i. *Why does Ama sing loudly?*
 - ii. *Why is Anang going to fling the fishing rod?*
 - iii. *What did the cat do?*
 - iv. *What does Baba use to clean the sink?*

4. Write

- Learners in groups write sentences with the words identified.
- Invite groups to read out their sentences to the class.



TEACHING LEARNING RESOURCES

- Sentence cards showing the sentences in the Before Reading section
- Word cards

Term 3 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ recognise the variant sounds for **c** as in *cat* and *circle*.
- ✓ read given words having the target sounds.
- ✓ write or say words having the target sound.
- ✓ read decodable sentences.



cat

Topic:

The Spelling Pattern **c** as in *cat, can't, catch*; and as in *centre, cease*.

Teaching Procedure:



1. Before Reading

- Revise the previous lesson by asking learners to read out some of the sentences that have words with **sh, nk, ng** spelling patterns they wrote in the last lesson.

2. Teach New Letter-Sound

- Show pictures of objects whose names have the target spelling patterns.
E.g cat, cup, ceiling, 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.
- Elicit more examples of words having the two sounds from learners.
- Build a *T-Chart* with learners' examples.

E.g.

k	s
cat	cease
cup	circle
cane	centre
cut	Cynthia

3. Read Words

- Read the words thrice as learners listen. Learners echo-read the words.
- Teach the meaning of the words in context.



4. Write

- In groups, learners form simple sentences with the words and write them on the board.
- Learners peer edit their sentences.



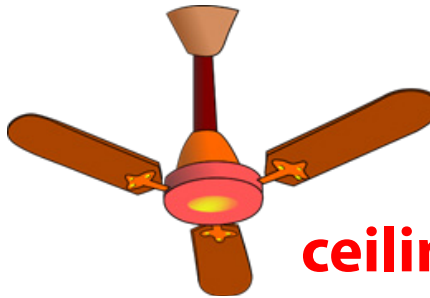
TEACHING LEARNING RESOURCES

- Pictures showing cat, cup, and ceiling fan

cat



ceiling fan



cup



Term 3 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ recognise the variant sounds for **g** as in *girl* and *giraffe*.
- ✓ read given words having the target sounds.
- ✓ write or say words having the target sound.
- ✓ read decodable sentences.

Topic:

Spelling Pattern **g** as in *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 *cat* and *ceiling*.

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?
- ✓ Give examples of words that have the variant sounds of **c**.

2. Teach New Letter-Sound

- Write the following words on the board: *girl*, *giant*, *goal*, *good*, *ginger*, *guide*, *goat* and pronounce them.
- Learners pronounce the words after the teacher.
- Guide learners to identify the different **gG** sounds in the words /g/ as in *goat* and /j/ as in *giraffe*.
- Ask learners to separate the words into the different **gG** sounds
- Using Word Cards, have learners in convenient groups separate the following words into the different **gG** sounds: *gem*, *gum*, *green*, *gym*, *giraffe*, *gentle*
- Ask them to write their findings on the board and read them out.

3. Read Words

- Learners say the words *gander*, *Gingo* and identify the **gG** sounds.
- Ask them to write the words on the board for the rest to read.





4. Write

- Learners write down words that have the two different sounds in groups.
- Write their examples on the board e.g. *giant, girl*
- In pairs, have learners use the words to form simple sentences and read them.



TEACHING LEARNING RESOURCES

- Pictures of ginger, giraffe, giant and a gym.



ginger



giraffe

giant



Term 3 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **gh** and **ph** in words as alternatives of **f**.
- ✓ write or say words having the target spelling patterns.
- ✓ read decodable sentences.



telephone

Topic:

Special spelling pattern **gh - f** as in *laugh, rough* **ph - f** as in *phone, photo*.

Teaching Procedure:

1. Review

- Play the *Bus Game* (Activity 22) to review the variant sounds of **gG** and **cC**.

Ask learners these questions after the game:

- ✓ How easy did you find this activity?
- ✓ Which words did you find for the different **gG** and **cC** sounds?
- ✓ Are there other familiar words that you can see clear differences in the **gG** and the **cC** sounds?

2. Teach New Spelling

- Show the letter card **ff**. Have learners identify the name and sound and give examples 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, microphone, orphan, pharmacy, pharmacist, autograph*.
- Teach the meaning of words with pictures/in context.
- Follow the same steps to teach the **gh** words.

3. Read Sentences

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



- i. Did your **nephew** hear the **phone** ring?
- ii. My father has a new **telephone** number.
- iii. Joseph has a **photograph**.
- iv. I saw an **elephant**.
- v. The **microphone** picks up sound.
- vi. He makes me **laugh** all the time.
- vii. The road to your house is too **rough**.



mobile phone



4. Write

- In pairs, learners write sentences with the words involving the two spelling patterns **ph** and **gh**.
- In pairs, learners edit each other's words. Move round to help learners.



TEACHING LEARNING RESOURCES

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

Term 3 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **ch** as in *chorus*.
- ✓ write or say words having the target spelling patterns.
- ✓ read decodable sentences.

Topic:

Special spelling pattern **ch - k** as in *chorus, Christmas*

Teaching Procedure:

1. Review

- Play the Fishing Game (Activity 21) to review the **ch** sound as in *church*.

Ask the following questions:

- ✓ Did you find the fishing game joyful? Why?
- ✓ What are the words that you got from the container that have the ch sound?
- ✓ Why did you drop the words back into the container?
- ✓ Mention names of friends that have the ch letter sounds.

2. Teach New Spelling

- Write sentences on the board to introduce the **ch** spelling with the sound **k**.

E.g.

- (a) *Nicholas has a flat stomach.*
- (b) *The school choir sings Christmas choruses.*

- Learners read the sentences and identify the words with the **ch** spelling as in **choir**.
- Learners provide more examples and write them on the board.
- Add to learners' examples.

3. Practice Sound

- Learners identify the **ch** spelling at the **initial**, **medial** and **final** positions and pronounce the words.





initial	medial	final
christmas	mechanic	stomach
cholera	anchor	arch

- Read the words to learners. Learners echo read the words in small groups, in pairs and individually.
- Teach the meaning of the words in context. Have learners use the words in simple sentences.

4. Read Sentences

- Write ten of the learners' sentences on the board and have the class, groups and individuals read them out by playing the *Pick and Read* game (Activity 16).

5. Write

- Learners copy the sentences into their exercise books.



TEACHING LEARNING RESOURCES

- Word chart.

Word Cards



Term 3 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **ch** - /tʃ/ as in *chef*.
- ✓ recognise the spelling pattern **o** as in *okro* and **u** as in *union*.
- ✓ read words with the target spelling patterns.
- ✓ read decodable sentences containing words that have the spelling patterns.
- ✓ write or say words with the target spelling patterns.

Topic:

Special spelling pattern **ch** - /tʃ/ as in *chef, Chicago*.



chief

Teaching Procedure:

1. Review

- Revise **ch** as in **chalk** and **match** by mounting a chart of words having the **ch** spelling at the initial and final positions. Point to words randomly and rapidly for individuals to read and identify the words that have the target sound. Learners use the words in sentences.
- Use the *Sound Ball Game* (Activity 6) to review pronunciation of words having the spelling pattern **ch** as in *Christmas*.

2. Teach New Spelling

- Introduce the spelling pattern **ch**- /tʃ/ as in **chief, chair** through sentences.
- Learners listen to several sentences. Let them identify the common sound /tʃ/.
- Ask learners to pronounce the words. Ask them to provide their own examples.

3. Read Words

- Build 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

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



TEACHING LEARNING RESOURCES

- Word chart
- Word cards
- Sentence cards

Term 3 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **o** as in *okro* and **u** as in *union*.
- ✓ read words with the target spelling patterns.
- ✓ read decodable sentences containing words that have the spelling patterns.
- ✓ write or say words with the target spelling patterns.

Topic:

The special spelling pattern **o** as in *okro*, open **u** as in *union, unity, university*.

Teaching Procedure:

1. Review

- Review the letter names **oO**, **uU** and their sounds as in *pot* and *uncle*.
- Put learners into teams of five members. Write the letters **oO** and **uU** on the board and have learners make the sounds the letters make. In 1-8 minutes, ask each team to write as many words as they can, having the two sounds. The team with the highest number of words wins in each case.

Ask learners the following questions:

- ✓ How did you work to get the words within the time?
- ✓ Which words mentioned by your friends are familiar with you?
- ✓ Do you have any challenges pronouncing any of the words mentioned by the other groups? What are they?

2. Teach New Spelling

- Introduce the spelling pattern **o** as in *open* in context.
How old are you?
Please, open the door.
- Learners repeat the words *old* and *open* and have them identify the sound which is common to both words. Play a listening game with learners. Mention words below and have learners raise their hands if they hear the target sound at the initial position, or keep their hands down if they do not hear the sound.



E.g.

okro	oven	door	old	open	owner	chef
------	------	------	-----	------	-------	------



door

3. Read Words

- Mount the word chart on the board and have learners read the words column by column.

own	fold	polio
okro	rope	photo
open	model	no
own	hope	so
over	rose	motto
owner	gold	hello
	vote	



gold

4. Read Sentences

- Learners in convenient groups form sentences with the words. Go round to give assistance to learners who may be struggling. Invite learners to read out their sentences to the class.
- Follow the procedure for teaching the spelling pattern **o** to teach the spelling pattern **u** as in *uniform*.

use	uniform	universe
unit	university	unity
usual	unite	useless
useful	union	



TEACHING LEARNING RESOURCES

- Word chart

Term 3 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ identify, read and write words with target spelling patterns.
- ✓ read given decodable sentences.

Topic:

Revision

Teaching Procedure:

1. Spelling Patterns

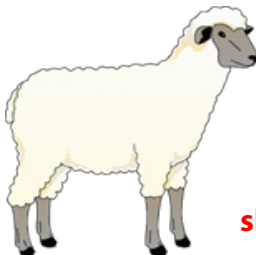
- Learners play the *Sound Ball Game* (Activity 6) to revise the spelling patterns introduced and practiced during the term. You may select spelling pattern for revision based on the needs of your learners.

2. Reading

- Learners play the *Pick and Read* game (Activity 16) using high frequency words and sentence cards.

E.g.

- i. soap shop bush
- ii. show sally her shoes.
- ii. Are the sheep in the bush?



sheep

3. Spelling

- Learners copy the words and write the missing letters.

E.g.

b_ok - book

s_ap

rop_

c_ain

p_oto

f_rs,t

b_rd,

si_k

ch_lk



TEACHING LEARNING RESOURCES

- Word chart
- Word cards
- Sentence cards

Term 3 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- read a simple story and answer questions based on it.

Topic:

Revision

Teaching Procedure:

1. Assessment

- Learners read each set of words (horizontally) aloud to themselves and make a ring around the one that is different in each set.

bag	bat	back	bark
girl	germ	goat	good
church	chalk	corn	chain
port	fort	sore	pot
fit	feet	feast	neat

2. Read the passage “Kojo & Kwesi” and answer the questions

- Kojo and Kwesi were friends. True/False
- When did the boys go to the farm?
- Why did Kojo throw a stone?
- Why were the boys unhappy?
- Where did they see their father?
- Why were they happy?

3. From the passage find:

- Words which rhyme with ‘rat’.
- Words which rhyme with ‘missed’.
- Words which rhyme with ‘may’.

TEACHING LEARNING RESOURCES

- Level 1 reader

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

№	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	1. Put word cards in a bowl on a table. 2. 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	1. Words/sentences already taught are written on flash cards. 2. They are put in a polythene bag/ basket/ carton/box. 3. Learners are called one after the other to pick a card, show it up to the class, and pronounce a word/ read a sentence. 4. A correctly read word or sentence wins an agreed number of points. Note: This can be a competition between/among teams. Learners are put into teams and representatives are made to pick cards in turns and read the words/sentences.	• Letter cards • Sentence cards

Consonant Blends

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

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

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

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

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

Spelling And Writing Activities

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

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

		An alternative is: 1. Put word cards on the table/floor/in a bowl. 2. A learner picks a word card, reads the word, covers it/turns it over and writes the word on the board. 3. She/he then picks the card and shows it to the class. 4. The class checks to see if the learner's word is correct. 5. The learner with the correct number of words wins the game.			
27	Mother and Learners	1. This is a spelling game. 2. Learners are put into groups to form as many words as possible from a mother word. E.g. <i>Understanding</i> <table border="1"><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	1. Words are made up of letters. 2. 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	1. Treat the pronunciation and meaning of target words. 2. Put learners into groups of five. 3. Cut the words into letter cards and share them among the groups, e.g. contented	• Letter cards

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

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

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

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

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

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

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

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

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

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

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

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

Homophones

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

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

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

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

Regular Verbs

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

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

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

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

Regular Nouns

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

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

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

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

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

Fiction Text Structure Retelling Organiser

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

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

Story Map Strategy

SETTING (PLACES)			CHARACTERS
PROBLEM			SOLUTION

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

Usage of Wow! Word Sheet

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

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

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

ADJECTIVES FOR COMPARATIVES & SUPERLATIVES

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

What is my Nationality?

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

Find out the names for nationals of the following countries:

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

PREDICTION FORM		
NAME/GROUP:		
DATE/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)

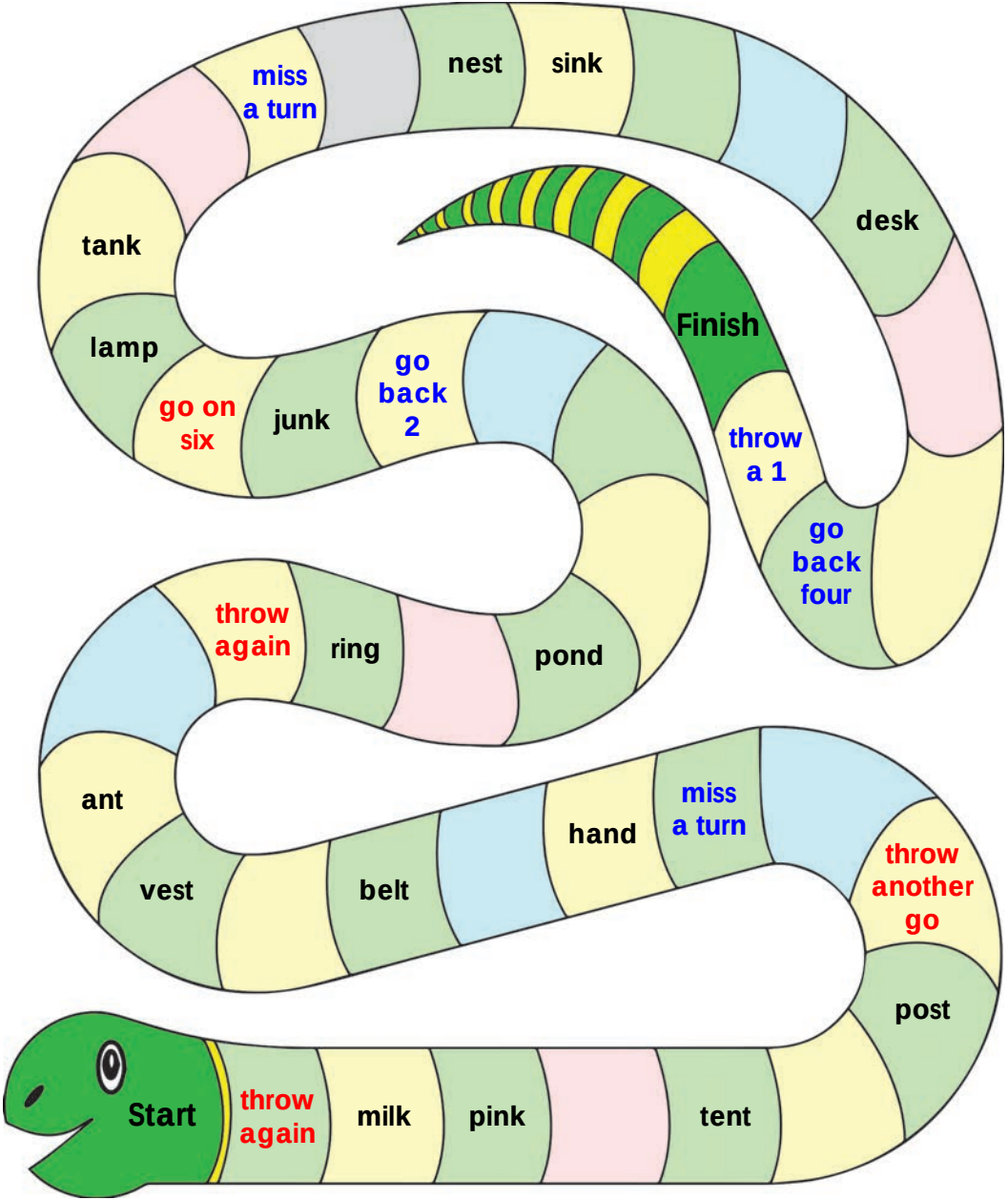
Add **‘er’** or **‘ers’** to the following words.

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

Final consonant blends



Consonant blends (2 letter)-Beginning of Words

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

Long Vowel sounds-i

Word List

i

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

i_e

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

igh

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

ie

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

-y

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

Long Vowel sounds-a

Word List

a

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

a_e

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

ai

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

-ay

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

Long Vowel sounds-o

Word List

o

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

o_e

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

oa

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

ow

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

oe

toe	foe	hoe	doe					
-----	-----	-----	-----	--	--	--	--	--

Long Vowel sounds-u

Word List

the Long “u” has 2 sounds- yoo and oo

u

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

u_e

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

ew

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

oo

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

ue

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

Long Vowel sounds-e

Word List

e

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

e_e

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

ea

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

ee

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

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

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

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

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

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

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

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

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

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

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

Spelling Pattern (ow)

The combination (**ow**) has two sounds.

This lesson concentrates on (**ow**) as in row.

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

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

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

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

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

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

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

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

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

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

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

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

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

GLOSSARY

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

DRA Directed Reading Activity.

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

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

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

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